

**MINUTES OF THE APRIL 27, 2021
REGULAR MEETING OF THE
WASHOE COUNTY SCHOOL DISTRICT
BOARD OF TRUSTEES**

April 27, 2021

1. Opening Items

1.01 CALL TO ORDER

The regular meeting of the Board of Trustees was called to order at 2:01 p.m. Due to concerns for public safety and in accordance with Emergency Directive 044, the meeting was conducted virtually.

1.02 ROLL CALL

President Angela Taylor and Board Members Jacqueline Calvert, Andrew Caudill, Jeff Church, Ellen Minetto, Diane Nicolet, and Kurt Thigpen were present. Superintendent Kristen McNeill, Student Representative Victoria Gomez, and staff were also present.

1.03 PLEDGE OF ALLEGIANCE

Trustee Diane Nicolet led the meeting in the Pledge of Allegiance.

1.04 ACTION TO ADOPT THE AGENDA

Trustee Church moved Agenda Item 1.05, Discussion and Possible Action for the Board President to remind the Trustees of their pledge to follow Board Governance, Board Policies, and Board Protocols as a member of the Washoe County School District Board of Trustees and action to honor that commitment, be pulled from the agenda and the Board approved the agenda as revised. The motion died for lack of a second.

It was moved by Trustee Thigpen and seconded by Trustee Minetto that **the Board of Trustees approves the agenda as presented.** The result of the vote was Unanimous: (Yea: Jacqueline Calvert, Andrew Caudill, Jeff Church, Ellen Minetto, Diane Nicolet, Angela Taylor, and Kurt Thigpen.) Final Resolution: Motion Carries.

1.05 DISCUSSION AND POSSIBLE ACTION FOR THE BOARD PRESIDENT TO REMIND THE TRUSTEES OF THEIR PLEDGE TO FOLLOW BOARD GOVERNANCE, BOARD POLICIES, AND BOARD PROTOCOLS AS A MEMBER OF THE WASHOE COUNTY SCHOOL DISTRICT BOARD OF TRUSTEES AND ACTION TO HONOR THAT COMMITMENT

President Taylor explained the agenda item was added to request all Trustees reaffirm the commitment and promise to honor Board Governance, namely the 9000 series in Board Policies. The Board Governance Policies were the processes adopted by the Board of Trustees many years ago to define how the Board would operate. Information had been provided to all Trustees on the governance policies, processes, and practices during the Board Orientation and throughout governance trainings.

It was moved by Trustee Thigpen and seconded by Trustee Calvert that **the Board of Trustees reaffirms their commitment to honor Board Governance, Board Policies, and Board Protocols.**

President Taylor opened the motion for discussion.

Trustee Church remarked that he had previously requested about 15 minutes of the Board's time to address the agenda item, but was informed just prior to the meeting that he would only be provided 5 minutes.

President Taylor countered that information was sent the day prior noting he would not be provided 15 minutes. She mentioned that based on past practice, Trustees were provided about 5 minutes to address regular agenda items and she believed that amount of time was still reasonable.

Trustee Church expressed frustration over the time limit on having an opportunity to speak since there was nothing in Board Policy regarding a time limit. He mentioned that he was been noticed by the Board President and Vice President that he had been violating Board Policy and they were putting the item on the agenda specifically to address the issue. He had asked if he had violated any law, ethics rule, or decorum during Board meetings and was told no. He claimed he was committed to open dialogue and was willing to use a trained mediator to confidentially address any false allegations raised against him or have independent fact checkers review information he had submitted. He felt the Board Policies he was being asked to follow were a violation of his free speech since the Trustees were also potential candidates for office and allowed to question the decisions of elected officials. He provided an example of employees who had sued their employers over their right to free speech and won. He stated the Board President had claimed that he had violated Board Policy when he did not copy her on communication with constituents, but he did not believe he need to and that he had the ability to communicate with constituents, no matter how that communication came to him. He requested the Board table the agenda item and not act in a hasty manner since he felt the Board was asking him to choose between the Constitution and the mandates of the Board or face censure.

President Taylor remarked the majority of comments made were based on misinformation that had been circulated around the community. She stated the agenda item was not a

censure, or even a sanction, but a reminder to all Trustees of the oath they took to adhere to governance policies, practices, and protocols only. Both she and Vice President Caudill had stated in the meeting references that they did not know if Trustee Church had violated Nevada Revised Statutes or ethics laws since the meeting they conducted was to address governance concerns only. She noted there were numerous case law examples upholding the use of governance policies for elected boards and claiming the policies, procedures, and protocols were a violation of free speech was a misnomer. In terms of communicating with constituents, Board protocol was to include the Board President in communications for various reasons. The agenda item was not specific to any Trustee but to recommit all Trustees to governance principles that were in place so everyone would represent the District and Board in the best ways to staff, students, and the community. She mentioned she wanted to address specific issues raised by Trustee Church to correct any misinformation.

Trustee Caudill agreed with President Taylor. He reiterated that during the conversation with Trustee Church, he and President Taylor noted they were not discussing any possible violations of law or ethics requirements. They were only discussing Board Policies and wanted to address concerns about furthering possible litigation against the Washoe County School District, to including fundraising to support such litigation. He noted the Trustees were not employees of the District, but employees of the people, who were elected to govern the District. He believed it was important for the Trustees to debate the issues because that showed the community there could be different perspectives, but in the end, his frustration was with another Trustee actively supporting possible litigation against the District.

Trustee Church mentioned he did not agree with the Board Policy because he believed it violated free speech. He wondered what the next steps would be and if he would possibly be censured. He claimed he was open to having additional conversations regarding his views, but did not believe he was supporting any type of litigation and that the District was the party creating avenues for possible litigation.

President Taylor called for a rollcall vote:

- Trustee Calvert – yea
- Trustee Caudill – yea
- Trustee Church – nay
- Trustee Minetto – yea
- Trustee Nicolet – yea
- Trustee Taylor – yea
- Trustee Thigpen – yea

The result of the vote was 6-1: (Yea: Jacqueline Calvert, Andrew Caudill, Ellen Minetto, Diane Nicolet, Angela Taylor, and Kurt Thigpen. Nay: Jeff Church.) Final Resolution: Motion Carries.

President Taylor reiterated the action was a vote only to reaffirm the Board's commitment to the governance practices, policies, and protocols that the Trustees had already committed to follow. The vote was no more than that nor was the vote no less than that.

2. Consent Agenda Items

Trustee Church requested Consent Agenda Item 2.07, Consideration of Approval for the Fiscal Year 2020-2021 3rd Quarter Report of Average Daily Attendance and Pupil-Teacher Ratios for Grades K-3, be pulled for additional discussion.

President Taylor opened the meeting to public comment.

The Board received an email from Timothy Zysk related to Consent Agenda Item 2.12.

It was moved by Trustee Nicolet and seconded by Trustee Minetto that **the Board of Trustees approves Consent Agenda Items 2.02 through 2.06 and 2.08 through 2.13**. The result of the vote was Unanimous: (Yea: Jacqueline Calvert, Andrew Caudill, Jeff Church, Ellen Minetto, Diane Nicolet, Angela Taylor, and Kurt Thigpen.) Final Resolution: Motion Carries.

- 2.02 The Board of Trustees approved the minutes of the January 12, 2021 Regular Meeting of the Board of Trustees.
- 2.03 The Board of Trustees approved the minutes of the January 26, 2021 Work Session of the Board of Trustees.
- 2.04 The Board of Trustees provided final approval to the proposed revisions to Board Policy 1310, Political Activity in Schools.
- 2.05 The Board of Trustees approved renewal of Master Services Agreement with JNA Consulting Group, LLC for municipal financial advisory services and consulting services with estimated annual fees between \$85,000 to \$125,000 for a term of one (1) year beginning April 27, 2021 and ending April 26, 2022.
- 2.06 The Board of Trustees approved the Third Amendment to the Commercial Lease Agreement for 5450 Riggins Court with Z Bar T Properties (Landlord), for North Star and seven other District departments for an additional 12 months on an annual basis beginning June 1, 2021 and expiring May 31, 2022 in the estimated amount of \$276,000.

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- 2.08 The Board of Trustees approved the joinder contract for bond counsel and disclosure counsel services through June 30, 2022, to the State of Nevada's contract with Sherman & Howard LLC in the estimated amount of \$200,000.
- 2.09 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 \$40,000 for the period March 1, 2021 through March 31, 2021 and approved the transfer of \$26,000 from the District's General Fund Contingency account to the Board of Trustees budget account in the official Board minutes, as required by Nevada Revised Statute 354.598005.
- 2.10 The Board of Trustees accepted the information collected from the E.L. Cord Foundation related to Nevada Revised Statute 386.390.
- 2.11 The Board of Trustees approved the Alternative Schedule for 45-minute weekly early release for all schools with the exception of North Star Online School (a distance education school that does not operate under minutes) and authorized Student Accounting staff to complete and submit the "Application to Operate on an Alternative Schedule" to the Nevada Department of Education.
- 2.12 The Board of Trustees approved the appointment to the Safe and Healthy Schools Commission of Peg Samples to fill a vacant at-large seat and for an additional two-year term ending June 30, 2023.
- 2.13 The Board of Trustees approved the 2021-2022 School Year list of dual credit courses.
- 2.07 **CONSIDERATION OF APPROVAL FOR THE FISCAL YEAR 2020-2021 3rd QUARTER REPORT OF AVERAGE DAILY ATTENDANCE AND PUPIL-TEACHER RATIOS FOR GRADES K -3 FOR EACH ELEMENTARY SCHOOL RELATED TO THE PROVISIONS OF NEVADA REVISED STATUTES (NRS)388.700-388.725, AS AMENDED BY SENATE BILL (SB) 555 ADOPTED DURING THE 2019 NEVADA LEGISLATIVE SESSION AND UPDATE OF REQUESTS FOR VARIANCES**

Trustee Church requested additional information on the report and if the state had ever declined the request for variances. Mark Mathers, Chief Financial Officer, explained the item was fairly standard and while the state had requested additional information, they had never declined the request from the District while he had held the position. The target class sizes were reviewed and how the number of students in a particular grade impacted allocations at individual school sites. To his knowledge the state had never denied the variances since the state had never fully funded the requirement.

Trustee Church wondered if the state could deny the request and if the District had tried other options to reduce class sizes to reach the targets, such as rezoning certain areas. Mr. Mathers indicated the District did not want to rezone students based on the average daily attendance report because it could change and rezoning students was a lengthy process that involved numerous meetings and greatly impacted families. The state had requested additional information related to the variances, but they did not deny them nor was there an impact to funding.

It was moved by Trustee Caudill and seconded by Trustee Minetto that **the Board of Trustees approves the 3rd quarter Fiscal Year 2020-21 average daily attendance and pupil-teacher ratios for grades K-3 report to be filed with the Nevada Department of Education.** The result of the vote was Unanimous: (Yea: Jacqueline Calvert, Andrew Caudill, Jeff Church, Ellen Minetto, Diane Nicolet, Angela Taylor, and Kurt Thigpen.) Final Resolution: Motion Carries.

3. General Public Comment

3.01 PUBLIC COMMENT

The Board received emails from the following:

Donna Wood	John Winters
Veronica Cople	Katania Taylor
Amy Brown	Myra Brissette
Gerry Halvorson	Mark Ransler
Will Hauser	Lauren Evans
Josiann and Mike Trainor	Sarah Dockins
Susan Burton	Richard Petersen
Patricia Eby	Melissa Hill
Maribel Castro	Christa Rossi
James Benthin	Beth Jones
Jodi Epp	Shirley Appel
Steve	Rachel Fisher

4. Legislative Items

4.01 PRESENTATION, DISCUSSION, AND POSSIBLE ACTION TO PROVIDE DIRECTION RELATED TO CURRENT AND PROPOSED LEGISLATION DURING THE 2021 NEVADA LEGISLATIVE SESSION BASED ON THE APPROVED 2021 WASHOE COUNTY SCHOOL DISTRICT LEGISLATIVE PLATFORM, TO INCLUDE SUPPORT OF OPTIMAL K-12 PUBLIC EDUCATION FUNDING, SUPPORT OF STUDENT AND STAFF HEALTH AND SAFETY, PROMOTION OF ACADEMIC SUCCESS AND EQUITY FOR ALL

STUDENTS, SUPPORT FOR EDUCATORS, AND PROVIDING A COMMUNITY CENTERED APPROACH TO DECISION-MAKING, AS WELL AS UPDATES TO THE WASHOE COUNTY SCHOOL DISTRICT'S LEGISLATION, ASSEMBLY BILL (AB) 57

Lindsay Anderson, Director of Government Affairs, provided an update on the 2021 Nevada Legislative Session. Much of the activity in the Legislature had moved from heavy policy discussions to work on the fiscal and budget issues. The Economic Forum had a meeting scheduled for May 4 and that meeting would determine the amount of money the Legislature had in the budget for the upcoming biennium. She anticipated the outlook would be better than the prior meeting in December 2020. Discussions were continuing on how the new Pupil Centered Funding Plan (PCFP) would be implemented; namely if there would be full or partial implementation. The Senate Education Committee had conducted a hearing on the District's bill, Assembly Bill (AB) 57. The bill was well received, even though there continued to be stakeholders concerned with the length of time student learning objectives (SLOs) would be paused.

Trustee Caudill asked if there had been any recent discussions from the state on using federal stimulus funding to plug any holes in the education budget. Ms. Anderson noted the Nevada Department of Education had provided presentations to the Legislative Committees on what their intentions were regarding the state's portion of the funding. It was anticipated the state would not receive clear direction from the federal government on where funds should be spent prior to adjournment, so they were basing their discussions on what they did know. She had heard conversations regarding a possible special session later in 2021 related to how additional federal dollars should be allocated.

Trustee Caudill clarified that the District would still have the opportunity to submit an amended budget to the state, no matter when the Legislature met, depending on any changes to the budget. Ms. Anderson indicated the District did have 30 days after any Legislative Session to amend the budget, if there were changes to the state budget.

5. Budget Items

5.01 PRESENTATION BY STAFF AND DISCUSSION BY THE BOARD REGARDING THE DISTRICT'S FISCAL YEAR 2021-22 BUDGET AND UPDATE ON DEVELOPMENTS SINCE THE LAST BUDGET WORK SESSION

Mark Mathers, Chief Financial Officer, explained the intent of the agenda item was to provide the Board with an update on the current knowns and unknowns since the last budget update. The current conversations at the Nevada Legislature were pointing towards full implementation of the Pupil Centered Funding Plan (PCFP), rather than the partial implementation recommended by the Governor. The primary changes for school districts would be that all local revenues would be pooled with state revenues into a single

State Education Account and that the percentage of the state's General Fund contribution would be linked to Economic Forum revenue forecasts. Even with the change in funding formulas, the per pupil average for the state remained lower than the national average.

Jeff Bozzo, Budget Director, reviewed the various unknowns the District was continuing to work with while finalizing the Fiscal Year (FY) 22 budget. The District was looking at different possibilities related to how the state could fund education and how former categorical funding requirements would be enforced with the PCFP and if school districts would be allowed flexibility in how dollars were spent.

Mr. Mathers presented additional information on the last two stimulus funding rounds from the federal government. The District anticipated receiving at least \$112 million from both the December 2020 and March 2021 stimulus plans passed by Congress. The amount did not include any additional grant funding the District could be eligible for so opportunities for additional funding for certain programs or specific needs could occur.

Trustee Thigpen noted the per pupil amount would still be around \$3,000 less than the national average. He was concerned about the timeframe proposed by the state to get the per pupil figure to the national average because the students and teachers had already been through so much with the pandemic and he did not believe they should have to continue to wait for adequate funding. Mr. Mathers mentioned that, depending on the funding source, the ability of the state to move the per pupil amount to the national average was difficult. Changes to how abatements or depreciation were taxed would take more than one year to fix. He indicated for the Washoe County School District alone, the additional amount needed to fund the per pupil amount at the national average would be \$200 million.

Trustee Church wondered what the actual per pupil amount was because depending on the source, the amount was different. He was interested in learning more about cost per pupil versus spending per pupil. Mr. Mathers explained the Comprehensive Annual Financial Report (CAFR) included different per pupil calculations. One calculation was related to the governmental operating expenditures, which included the General Fund and Special Revenue Funds, and the total cost per pupil for that area was \$9,603. The figure was the most pertinent number that should be used because those were the hard dollar costs the District spend in Fiscal Year 2020. A separate calculation was also listed for primary government expenses, which was related to the difference between an expenditure and an expense, and amounted to \$11,833 per pupil. The expense number was not a hard cost and included adjustments for non-operating costs such as depreciation on equipment or buildings and interest on debt. The amount was not used when comparing per pupil amounts between states.

Trustee Church remarked there was an additional figure provided to him from a community member of \$10,396 for Fiscal Year 2021. He wondered if the any of the per

pupil figures included WC1 money. Mr. Mathers stated he was not sure where the \$10,396 figure came from so could not provide clarification related to the amount. The per pupil amounts did not include capital expenditures, only school district operating costs.

Trustee Caudill requested clarification on the \$9,600 amount and if that it included categorical and special education funding from the state. Mr. Mathers responded in the affirmative. It was important to remember the \$9,600 was also not the actual cost the District spend on each pupil.

Trustee Caudill noted it was important to look at context in terms of cost versus revenue. He wondered what the changes would be to the tentative budget, up or down, with a full implementation scenario of the PCFP. Mr. Mathers indicated he was not sure at the present time because there were too many unknowns.

Trustee Nicolet requested, once full implementation of the PCFP occurred, that the Board receive information on the per pupil funding for the four different categories. She requested additional information on the pooling of local revenues because she was not clear on how all local revenues would be split between all counties. Mr. Mathers explained the current process was that the county treasurers would send property tax and sales tax monies to school districts each month. Under the PCFP, those monies would be sent to a single state account to be distributed based on agreed upon funding formulas and adjustments so no school district would receive local school support tax monies. He added that based on the various adjustments, the per pupil amount for each county would be different.

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

6.01 PRESENTATION ON THE ORIGIN, HISTORY, AND GOVERNING DOCUMENTS ASSOCIATED WITH THE WASHOE COUNTY SCHOOL DISTRICT'S CAPITAL FUNDING PROTECTION COMMITTEE

Pete Etchart, Chief Operations Officer, began a presentation on the origin, history, and governing documents for the Capital Funding Protection Committee (CFPC). The Nevada Legislature established, for counties over 100,000, the Oversight Panel for School Facilities (OPSF) in Nevada Revised Statutes (NRS) in 1997, with the purpose to review and approve requests by the Board for the issuance of general obligation bonds related to school district capital funding and submit a biennial letter to the state with recommendations for financing costs of capital projects, including the maintenance and repair of school facilities. The membership requirements for the OPSF were included in NRS. Information on the creation of the Public Schools Overcrowding and Repair Needs (PSORN) Committee and the development of the ballot question, WC1, was highlighted. Members of PSORN believed a commitment to additional public transparency and

accountability for the District's Capital Projects Program, including how any additional funding would be spent, and recommended the Board create of an additional oversight committee. The Capital Funding Protection Committee (CFPC) was created through Washoe County School District Board Resolution 16-001 and Board Policy 9405, with influence from NRS 393.096, which allowed counties over 700,000 to provide additional duties to the OPSF.

Adam Searcy, Chief Facilities Management Officer, reviewed the governing documents. It was important to note Board Policy 9405 included language that required the Board to return a recommendation to the CFPC if the Board did not agree with it, or clearly state to the public why the Board would not follow the recommendation. No disagreement in recommendations had occurred to date. Some examples of items approved by both the CFPC and Board include the new educational specifications for new school designs, recommendations for the management of construction and renovation of school facilities, and review of annual evaluation report on the progress of construction and renovations. The ballot language for WC1 was reviewed to show the intent of the additional revenue would only be used to fund the acquisition, construction, repair, and renovation of school facilities in the District. The voters of Washoe County approved the question on November 8, 2016.

Mark Mathers, Chief Financial Officer, provided information on the revenue assumptions made by the PSORN committee during the development of WC1 and the actual revenues received from the 0.54% sales tax increase. The group projected an increase in the sales tax revenue, along with the projected rollover bond revenues, and bonding potential would result in \$1.096 billion over the course of 8 years. The actual revenues for 4 years were \$1.128 billion. The projected sales tax revenue growth was 5%, while the actual growth was 5.11%.

Mr. Searcy presented the major capital projects that had occurred since the passage of WC1. The District had built and opened five new schools, with five additional schools currently under construction or major renovation status, completed an addition at Damonte Ranch High School, and expanded facilities for Nutrition Services and one transportation yard. Additional projects were included in the 20-Year Capital Improvement Plan, but were considered growth and need depend. The commitment to transparency and accountability continued to be important for the District and shown through the meetings of the CFPC, Data Gallery, the District's Building websites, and a recent external audit completed on the Capital Projects programs and use of WC1 revenue.

Trustee Church remarked that he would be interested in seeing a dedicated work session on the Capital Projects program and funding because it was so complicated and so much money was involved. He mentioned he had watched the last CFPC meeting and noticed the representatives from Washoe County and Reno were not present, so there was an

absence of representation. He was also concerned with the fact there was a potential lawsuit between the District and County so there could be a conflict of interest with representatives from Washoe County sitting on a District committee; additionally, he did not believe the meeting lasted an appropriate amount of time for the amount of money they were approving and that the committee make up should not be the same as the Oversight Panel for School Facilities since there was only one member representing the public. He expressed concern over the increased costs of construction, monies being used for police body cameras and transportation, and the administrative salaries. Mr. Mathers explained the police body cameras were required by Nevada Revised Statutes and were largely funded through E911 revenue from Washoe County. The District costs were reimbursed by Washoe County but the District did need to budget for the cost. The Transportation costs for fleet renewal were paid out of the Government Services Fund and primarily associated with buses. Both the body cameras and buses were equipment and required to be included as part of the Capital Projects budget as capital outlay.

Trustee Thigpen noted, as the District's representative on the Regional Planning Governing Board, that any new school construction project would go through a lengthy review process, especially if it were outside of the approved 20-Year Capital Projects Plan. Mr. Searcy agreed with the remarks. The 20-Year Plan had been reviewed and approved by Washoe County, the cities of Reno and Sparks, and the Truckee Meadows Regional Planning Agency. If the District were to look at any possible construction outside of the Plan, the project would need to go through a long review and approval process.

Trustee Nicolet added, as the District's representative on the Debt Management Commission, that there was a lengthy process associated with how projects were funded through the use of bonds. She felt a work session specific to Capital Projects was appropriate since the process was so complex.

6.02 PRESENTATION, DISCUSSION, AND POSSIBLE ACTION TO APPROVE THE WASHOE COUNTY SCHOOL DISTRICT FISCAL YEAR 2022-2026, FIVE-YEAR CAPITAL IMPROVEMENT PLAN, AS RECOMMENDED BY THE CAPITAL FUNDING PROTECTION COMMITTEE

Adam Searcy, Chief Facilities Management Officer, presented with the Fiscal Year (FY) 2022-26, Five-Year Capital Improvement Plan (CIP). The CIP was updated and submitted annually to the Board of Trustees. It was important to note the CIP was not authorization of individual projects and equipment purchases; each project would be presented to the Board for approval in the future, either through the Consent Agenda or Presentation/Action. The process used to develop the CIP was explained and based on needs of the District.

Mark Mathers, Chief Financial Officer, reviewed the revenues associated with the CIP. The District utilized a mixture of debt financing and pay-as-you-go sources. The primary

revenue sources associated with Capital Projects were WC1 sales tax revenues, property taxes, and the Government Services Tax. The projected growth rate for revenue over the next 5 years was 5%.

Mr. Searcy explained the major projects included in the CIP were new school construction, expansions, and capital renewal projects. The next major project would be the Debbie Smith Career and Technical Education (CTE) Academy High School. Staff was requesting the amount for Year 2 of the project be increased from \$10 million to \$25 million to allow for the complete allocation of funding for the project. Since the information had not been presented to the Capital Funding Protection Committee, if approved by the Board, staff would present the amended plan to the Committee for their consideration at their next meeting. The change was requested because of changes to current cost estimates. Information on why administrative costs were included as part of the CIP was presented.

Mr. Mathers presented historical information on revenues, the impact of the pandemic on revenues, and projected revenues. Sales tax revenue had rebounded and continued to trend higher than previous years. Property tax revenues were anticipated to increase about 6%; however, the District would need to consider the possible impact of the Incline Village lawsuit. The District continued to have strong coverage for debt and had about \$40 million available for pay as you go projects. Because the District maintained strong coverage and reserves for debt services, Moody's increased the District's rating from A to AA.

Trustee Church wondered why the Administrative Building and older schools were not included as part of the CIP. He asked what would happen the WC1 monies if the new schools were not needed. Pete Etchart, Chief Operations Officer, explained the District was constantly looking at opportunities related to Central Administration and having a facility that was able to house everyone, but nothing had come to fruition. He cautioned that the District should wait in terms of Administration because it would be important to have a better understanding of what and how workforces would look in the future. The pandemic had forced a lot of businesses and agencies to look at if a central office building was needed or if there were other opportunities for remote work so he felt it was important to be patient and see how that would play out in the next year or so. The District did have a number of older schools that continued to be used and the District wanted to ensure all schools provided the same opportunities for all students, which was where the Capital Projects Department came into play and how the District could reinvest in the schools. Part of the agreement the District made with the community as part of WC1 was to reinvest in the core schools to ensure all students, no matter where in Washoe County they lived, had the same opportunities and access. Conversations continued on if the older schools could or should be rebuilt or if just a boiler system needed replacing. He looked forward to a conversation regarding how the District could give back some of the WC1 money, but did not believe that would be a conversation that could occur any time soon.

Trustee Church asked what would happen if the Board did not approve the CIP at the current meeting or if the additional funding for the Debbie Smith CTE Academy were not approved. Mr. Mathers remarked Nevada Revised Statutes required the CIP to be filed with the state by August 1; however, the first year of the CIP was included as part of the approved budget, which was due June 8. The state could reject the District's budget if the first year of the CIP and the approved budget did not match. If the Board only wanted to make changes to years 2 through 5, they could approve year 1 and send the remainder back to the CFPC.

Trustee Caudill mentioned he would not be opposed to a deeper presentation and discussion on Capital Projects; however, he believed the CIP should be approved at the present meeting.

Trustee Thigpen agreed additional information on Capital Projects would be helpful as a new Trustee; though, he would want to ensure it would be an effective use of Trustee and staff time to do so.

Trustee Caudill asked if there were any future needs being considered in the Spanish Springs area for an additional elementary school. Mr. Searcy noted the District had an elementary school parcel available in the Stonebrook Development. A future elementary school was included in the CIP, aside from a possible Rio Wrangler elementary school, but there had not been a determination on where that school would be located. As part of the 20-Year CIP, the District had included a possible middle school expansion in the Spanish Springs area to ensure they were being nimble. The District felt the opening of the new Procter R. Hug High School in 2022 would alleviate overcrowding at Spanish Springs High School for many years in the future, so a new high school in the area was not anticipated. A similar need for a future elementary school could also occur in the North Valleys/Lemmon Valley area soon.

Trustee Caudill wondered if the same was true for the North Valleys/Cold Springs area or if the District was still looking at a need for an additional high school in about 10 years. Mr. Searcy indicated funding for the design phase of a new high school was included as part of the 5-Year CIP and if growth were to continue at the present pace, the District did anticipate a new high school would be needed in the area.

Trustee Caudill inquired about any revitalization efforts scheduled for Natchez Elementary School. Mr. Searcy commented that the District would continue to use the Facility Condition Information System (FCIS) to prioritize needs at existing schools. Natchez Elementary School had undergone revitalization in the early 2000's but staff would continue to look at needs moving forward.

Trustee Thigpen highlighted that the recent United States Census numbers showed a 15% increase in Nevada's population and the numbers were likely to continue to trend upwards, so there could be an increased need for new school construction in the foreseeable future. He wondered if there was a plan to look at replacing portable classrooms at the older schools through either school expansions or new portables. Mr. Searcy explained the District had begun removing portables as the District had been able to decrease school capacities through various efforts. The removal of classrooms had been put on hold because of the pandemic, which then allowed the schools the ability to use them for additional classroom space because of the social distancing requirements when schools reopened. The goal was to go back to the intended use of the portable classrooms as a temporary tool the District could use in the short term to alleviate overcrowding.

Trustee Nicolet requested additional information on the FCIS scope of work process and the request included in the CIP from Business regarding "ERP." Mr. Searcy provided additional information on FCIS, which was an asset management data base that allowed the District to track the age and replacement costs of capital assets, such as boilers, roofs, or carpets. The District used the information to determine which projects should occur next based on needs and how much should be budgeted for the projects. Mr. Mathers explained the ERP was the District's enterprise-wide system related to costs, accounting, payroll, position control, and Human Resources system. The current system was purchased in 1995 and should be replaced soon as the system was about 20 years out of date and no longer met the needs of the District.

It was moved by Trustee Church and seconded by Trustee Nicolet that **the Board of Trustees accepts the recommendation of the Capital Funding Protection Committee and approves the Washoe County School District's Fiscal Year 2022-2026, Five-Year Capital Improvement Plan, to include an additional \$15 million for the Debbie Smith CTE Academy in Year 2, with the understanding staff will provide an additional agenda item or work session in the future related to capital funding.** The result of the vote was Unanimous: (Yea: Jacqueline Calvert, Andrew Caudill, Jeff Church, Ellen Minetto, Diane Nicolet, Angela Taylor, and Kurt Thigpen.) Final Resolution: Motion Carries.

President Taylor recessed the meeting for 20 minutes.

6.03 PRESENTATION AND DISCUSSION TO THE BOARD OF TRUSTEES FROM THE OFFICE OF SCHOOL LEADERSHIP REGARDING THE PROPOSED HIGH SCHOOL SCHOLARSHIP IN HONOR OF BEN HAYES

Jeana Curtis, Area Superintendent, began the presentation with information on Ben Hayes. Mr. Hayes had worked for the District for over 20 years and was guided by the principle to always do what was best for kids. Mr. Hayes wanted to ensure the voice of

students was always heard and considered when decisions about their education were made and had been part of various departments prior to being selected as the District's Chief Accountability Officer.

Lauren Ford, Co-Lead Area Superintendent, explained the purpose of the Ben Hayes Scholarship for Supporting and Empowering Students. The intent was that scholarships would be awarded to students who believed in advocating for what was right in the world, what was best for kids, and ensuring other voices were heard. The funds would be unrestricted and could be used for tuition, basic room and board needs, and educational expenses. The scholarship would be a multi-year award of \$7,500 annually for 4 years and could be used for students attending a 4-year college, 2-year college, or trade school.

Superintendent McNeill mentioned that as painful as the past few weeks had been for all in the District who knew Ben Hayes, everyone should take some comfort in the fact that his legacy would continue through the scholarship. The intent and purpose of the scholarship was an embodiment of who Ben Hayes was and his purpose.

President Taylor thanked everyone for their work and appreciated that the process to award the scholarship would begin with the current senior class and not wait until the next year.

6.04 PRESENTATION AND DISCUSSION TO UPDATE THE BOARD OF TRUSTEES ON THE OFFICE OF SCHOOL LEADERSHIP REORGANIZATION INCLUDING AN UPDATE OF THE ACTIVITIES SURROUNDING THE REORGANIZATION FOR SPECIAL EDUCATION SUPPORTS AND AN UPDATE ON THE WESTED PROJECT FOR IMPLEMENTATION OF A SYSTEMIC SUPPORT PLAN TO ADDRESS THE NEEDS OF WASHOE COUNTY SCHOOL DISTRICT CHILDREN WITH DISABILITIES

Jennifer Van Tress, Area Superintendent, began the presentation with background information on the collaboration with WestEd to develop a special education improvement plan to strengthen services for students with disabilities in the District. The plan was broken down into three phases, with the first phase intended to determine a clear understanding of the challenges and successes in the District for students with disabilities to achieve successful outcomes. The second phase was to utilize the information gathered in to develop a Systemic Support Implementation Plan to set goals and determine the approach for attending desired outcomes. The final phase was implementation of the Plan. The four areas of improvement related to the Plan were programming, policies and procedures, increasing the capacity of District leadership, and increasing the capacity of school site leadership. Examples of some of the work that had occurred were shown.

President Taylor thanked staff for the update. She requested additional clarification on the department results. Ms. Van Tress explained each of the five area superintendents in the Office of School Leadership were working on the four areas of improvement with their individual special education administrators and ensuring implementation of the Plan was occurring within their schools. The special education administrators and facilitators were in the schools as much as possible to provide the assistance the schools needed to support students and families.

Trustee Nicolet wondered how the work encompassed the essential standards for the population and the work of the professional learning communities (PLCs). She expressed an interest in learning more about the information provided in the presentation on what had been implemented. Ms. Van Tress mentioned the detailed implementation plan could be sent to all Trustees. The plan aligned well with the PLC process because it allowed specific time for discussion and professional learning, but it was also important to ensure those discussions occurred at the same time as other professional learning conversations so there was a clear understanding the work was not separate and should occur as a whole.

Trustee Calvert asked if the District had received any feedback from parents and families on the new processes. Ms. Van Tress explained the service model had not changed at the present time. The intent was to survey the families soon to determine if there was an improvement in how services were being provided and if resources were readily available at each school site.

President Taylor requested additional information on how families were notified of changes. Ms. Van Tress stated the District was required to notify families of any changes to a student's education plan through prior written notice. Whenever possible the District tried to ensure programs were aligned and not changed because changes were often difficult for the population. The District also wanted to ensure students were able to attend their neighborhood school whenever possible.

Trustee Thigpen asked how staff was informed of changes. Ms. Van Tress remarked newsletters and messages were sent weekly from the Office of School Leadership and they tried to be as consistent as possible. However, there were times when information had gotten out to staff before everything had been finalized and the end decision was not what people had anticipated, but the District was trying to ensure information that was sent to schools and staff was accurate and sent as soon as possible.

6.05 APPROVAL OF THE GUARANTEED MAXIMUM PRICE (GMP) 3 FROM UNITED CONSTRUCTION COMPANY AS THE CONSTRUCTION MANAGER AT RISK (CMAR) FOR THE EXPANSION AND RENOVATION OF DARREL C. SWOPE MIDDLE SCHOOL, CMAR #C-62335A, IN THE AMOUNT OF

\$22,529,800 AND APPROVAL OF OWNER'S CONTINGENCY IN THE AMOUNT OF \$900,000 FOR A TOTAL OF \$23,429,800

Teresa Golden, Director of Planning and Design, provided an update on the status the Darrel C. Swope Middle School Expansion and Renovation Project. The scope of work for Guaranteed Maximum Price (GMP) 3 was explained. GMP 3 consisted of a new 2-story classroom building that would connect the new gym to the current school and major improvements to the existing facility.

Andrea Sullivan, Director of Procurement and Contracts, reviewed the Request for Proposal (RFP) process under the Construction Manager at Risk (CMAR) build method, which required interested subcontractors to prequalify for bidding purposes. All scopes of work were publicly advertised and competitively awarded. Over 98 proposals were received for more than 49 bid packages and 93% of the contract would be awarded to locally based contractors. The District did not select the subcontractors as part of the CMAR process, but representatives were present through the entire process to ensure compliance with Nevada Revised Statutes and District policies. An overview of what was included in the GMP contract was presented. The District was also requesting approval of an Owner's contingency as part of the award of the GMP.

Ms. Golden presented the construction schedule and timeline for GMP 3. The intent was to have the new facility ready for students, to include 6th grade from the feeder elementary schools, when school started for the 2022-23 School Year. The overall project remained under the allocated budget and was a culmination of a 2-year design process and 3-year revitalization project on an occupied school campus. The school had also worked with the CMAR to establish an ambassador program to allow students to learn more about specific areas of construction and interact with those working on their new building.

Student Representative Gomez thanked staff for setting up the ambassador program for students and allowing them an opportunity to have their voices included as part of the revitalization process.

It was moved by Trustee Thigpen and seconded by Trustee Nicolet that **the Board of Trustees approves the Guaranteed Maximum Price (GMP) 3 from United Construction Company as the Construction Manager at Risk for the Management of Construction for the Expansion and Renovation at Darrel C. Swope Middle School, CMAR #C-62335A, in the amount of \$22,529,800 and approves an owner's contingency in the amount of \$900,000 for a total of \$23,429,800.** The result of the vote was Unanimous: (Yea: Jacqueline Calvert, Andrew Caudill, Jeff Church, Ellen Minetto, Diane Nicolet, Angela Taylor, and Kurt Thigpen.) Final Resolution: Motion Carries.

6.06 PRESENTATION AND DISCUSSION TO REVIEW SUMMER SCHOOL MODELS TO BE USED IN THE WASHOE COUNTY SCHOOL DISTRICT INCLUDING EXTENDED SCHOOL YEAR (ESY) AND SUMMER SCHOOL FOR SUMMER OF 2021

Dr. Troy Parks, Chief Academic Officer, explained the presentation would provide the Board and community with information on the plans for Summer School and the Extended School Year (ESY) for 2021. Previously, Summer School programming was largely left to the individual school sites, with high schools generally focusing on credit recovery and accrual of credits. For 2021, the District was planning on an extremely robust Summer School program, to include opportunities for enrichment activities, and had been developing plans in March with 80 educators. The intent was to have the plans finalized by May 27, 2021. All students in the District will be invited to participate, free of charge, and transportation would be provided based on walk zones. The programming was scheduled to run 3 days a week for 5.5 hours each day and include meals. Teachers, counselors, and administrators would receive a full daily rate of pay if they choose to participate in summer school programming. Since summer was generally a time for larger capital projects, the District would look at alternative locations for programming, such as other school sites. Currently, over 3,300 families had expressed an interest in summer school programming for the elementary school and middle school levels.

Angela Flora, Special Education Programming Director, presented information on ESY, which was an extension of the current school year for students with Individual Education Plans (IEPs) and provided a continuation of services provided during the school year. ESY would be aligned with summer school programming to allow for more inclusive programming and improved services.

Dina Ciaramella, Director of Elementary Curriculum and Instruction, reviewed the elementary and middle school programming. The intent was to provide academic programming in math, English Language Arts (ELA), arts, science, and other subjects while allowing for different options for families. Information on summer school locations had been provided to families if summer school would not be offered at their zoned school. The District was collaborating with community partners to provide virtual field trips and other opportunities.

Kindra Fox, Director of Secondary Curriculum and Instruction, presented the programming for high school summer school. The programming would largely be the same, with the schools focusing on credit accrual and/or credit recovery. The primary difference for high schools would be the addition of transportation and meal service. Additionally, each high school would be able to provide specific programming related to their school populations. Incoming freshmen would have an opportunity to participate in a jump start program that would focus on essential standards and being successful in high school.

President Taylor mentioned she had recently spoken with a principal who was excited to welcome students back into the schools who had previously participated in the full distance learning model. The principal remarked that the summer school programming would provide a way to ease students back into the buildings with their classmates, which could be challenging for some students.

Student Representative Gomez wondered if the District's jump start program would be similar to the program at Truckee Meadows Community College (TMCC) or if the District would be able to assist in the fees associated with the program at TMCC for students who were interested. Ms. Fox noted the programs were not the same. Currently, the District did not have funding available to support dual credit opportunities for summer school, but she knew TMCC was always willing to work with District students. Superintendent McNeill indicated the District would look into the current agreement with TMCC to determine what could be done.

Student Representative Gomez asked if there would only be an in-person option available. Ms. Fox stated the goal was to get as many students into the buildings as possible, but an independent virtual option would be available for families at all levels.

Trustee Caudill expressed appreciation for the opportunities being provided to families, especially for transportation and meal service since that was often a barrier for some in summer school participation. He wondered if the deadline to sign up could be extended because there were some schools who were focused on testing and had not had the opportunity to send information to the families. Dr. Parks noted the schools would continue to allow students to register through May 7 at the present time. The District wanted to know as far ahead as possible of the number of students to account for how much money the District would need and how that money would be accounted for.

Trustee Caudill asked if the schools had been provided information to give to the families. Michele Anderson, Chief Communications and Community Engagement Officer, commented the District had conducted a media event related to summer school registration, provided informational flyers to the schools, issued ConnectEd messages, and other methods to ensure students and families were aware.

Trustee Caudill inquired as to when families would know where students would be attending summer school and what the District was doing to ensure staffing levels were adequate. Dr. Parks mentioned there had not been a determination made on when a specific site would be finalized. The District knew the schools that would not be available due to capital projects occurring, but would not know about the use of specific site due to low enrollment until after the deadline had passed. The District had been working closely with the Washoe Education Association and Washoe Education Support Professionals so their members were aware of the opportunities. He knew there were

some teachers more interested in participating in working summer school because they would be receiving their same daily rate of pay as during the school year. Principals were also involved in recruiting both students and staff to take part in summer school.

Student Representative Gomez asked if the May 7 deadline was for all school levels. Dr. Parks stated the deadline was only for elementary schools and middle schools. Summer school registration at the high schools would be handled by the individual high schools and would occur through Infinite Campus.

Trustee Nicolet wondered if there were opportunities for job sharing for District employees who might be able to work part of the time, but not all of the time. She also asked if the District had an idea of the number of schools that would be needed for summer school programming. Emily Ellison, Chief Human Resources Officer, explained the District did want to be as flexible as possible for the teachers and other staff to allow for time off but there were a lot of complexities in terms of job sharing that had to be considered. Compensation was a mandatory subject related to bargaining so the District was working with the associations to ensure agreements were in place. She was working with the Government Affairs Department to determine how the recent emergency directive would impact support staff and their ability to collect unemployment over the summer. Dr. Parks mentioned there were 11 elementary schools, 7 middle schools, and 3 high schools that would not be available for summer school opportunities due to construction occurring at the locations. The District would work with the schools to send students interested in participating in summer school to alternative locations. Based on the preliminary interest number, he anticipated the District would need 60 to 70 sites available for summer school.

6.07 PRESENTATION AND DISCUSSION ON THE WASHOE COUNTY SCHOOL DISTRICT BRAVE SPACE PROGRAM

Gina Session, Director of Civil Rights Compliance and Title IX Coordinator, provided the Board an update on the development of the District's Brave Space program. The program aligned to the Strategic Plan, Goal 5. The intent was to help create a safe and respectful learning environment for all students and provide a way for staff to indicate to students that they could be approached to discuss concerns regarding sensitive topics. Staff members interested in the program would be provided training on how to support students. Information on the training staff would receive was explained and participation voluntary. She noted she had recently provided a presentation on the Brave Space program to the Superintendent's Student Advisory Council and challenged them to design the placards staff would be able to hang denoting their area was a Brave Space.

President Taylor thanked staff for all the information. She was please the District had been working on ways to allow students the opportunity to communicate with staff on topics and issues that concerned them.

Trustee Thigpen mentioned he was able to attend the recent Student Advisory Council meeting and was impressed with the conversations held by the students. It was important to note the Board was looking at options because the students were requesting them at all school levels. Students were aware of what was occurring in the world and needed to know there was a place they could go and ask questions.

Trustee Minetto appreciated that staff would be trained and wondered if more time should be scheduled for trainings. Ms. Session remarked that the intent was to combine the Brave Space training with other professional learning opportunities and trainings, such as the Equity Champions trainings. She was not against additional trainings but did not want to make it too onerous so people would not want to participate.

Trustee Minetto commented that if the trainings were associated with continuing education credits, more teachers might be interested in the program.

Trustee Caudill stated that he liked that the program was voluntary because that would send a message to students that a staff member wanted to help. He believed the program also showed the students the Board and District were listening and willing to provide them opportunities to be heard within their schools and have the conversations they were interested in having. He appreciated the placard would be the same so students would know what the placard meant, no matter what school they were at.

Student Representative Gomez thanked Ms. Session for attending the meeting and providing the presentation to the Student Advisory Council. She provided additional information on the discussion held at the meeting, including some of the reasons provided by the program should be voluntary.

President Taylor indicated she would like to see a greater connection with the Equity and Diversity Department since they had already been working on various programming. She thanked the Trustees for recognizing the program was meant to provide students an opportunity to be heard and ask questions without fear and continue to lift them up.

The Board received emails from the following:

Kristen De Haan

Patricia Smith

President Taylor recessed the meeting for 15 minutes.

6.08 AS A RESULT OF THE GOVERNOR'S DIRECTIVE 044, THE BOARD WILL CONDUCT A DISCUSSION AND CONSIDER POSSIBLE ACTION TO REVIEW THE COVID-19 CASE COUNTS IN SCHOOLS, ADEQUACY OF STAFFING LEVELS, AND OTHER APPLICABLE FACTORS, AS WELL AS

DATA INDICATORS USED TO ASSESS COVID-19 COMMUNITY RISK TO INCLUDE TO COMPLETED RISK ASSESSMENT FORMS, TEST POSITIVITY, COMMUNITY WIDE CASE RATES AND HOSPITALIZATIONS, AND, IF DATA INDICATORS SUGGEST VERY HIGH RISK OR ABOVE FOR UP TO 7 DAYS, OR THE BOARD DEEMS IT NECESSARY, THE BOARD OF TRUSTEES WILL CONSIDER RELEVANT ACTIONS THAT MAY INCLUDE CHANGES TO IN-PERSON, HYBRID, AND FULL-DISTANCE LEARNING MODELS

Superintendent McNeill provided an overview of the presentation, which included possible changes to learning models in the schools based on current emergency directives and guidance from the state. Members of the Leadership Team would provide updates and then information on the recommendations for learning models through the end of the school year.

Pete Etchart, Chief Operations Officer, reviewed Emergency Directive 044 and the sections impacting the District, including Section 8, Section 13, and Section 4. The Washoe County local plan, if approved, would begin on May 1, 2021. The development of the Washoe County Local Authority Plan had not been endorsed by other local agencies and the County continued to work with local agencies on the Plan so it could be presented to the state for approval. The primary concerns of the other local agencies, including the District, were related to the vaccination rates and social distancing requirements.

President Taylor requested clarification on the authority of school districts under Emergency Directive 044. Mr. Etchart stated Section 13 of the Directive provided school districts the ability to develop their own mitigation plans for the schools and public gatherings, up to 250 people, after which school districts would be required to follow the local authority plan approved by each county. Prior to the new Directive, the District's plan was part of the Washoe County Local Authority Plan. Mask requirements and public meeting provisions remained under the authority of the state.

Trustee Thigpen mentioned he had heard Washoe County now led the state in vaccination efforts with 50% at least partially vaccinated. He wondered if that made any difference in the timeline for easing mitigation measures, such as social distancing. Mr. Etchart indicated he had not heard that figure yet and could not comment if that would make a difference to current recommended timelines.

Trustee Church remarked that some statistics put the percentage of Nevadans having COVID at 21% and had antibodies. He asked if agencies would be testing for antibodies and consider that the same as receiving a vaccine. Dr. Paul LaMarca, Chief Strategies Officer, noted there had been some conversations regarding antibodies but nothing had been decided. Some people who had COVID did not show large numbers of antibodies and the recommendation was they get the vaccine, so the numbers related to antibodies were not as stable as those who had received a vaccine.

Dr. LaMarca reviewed the Truckee Meadows Regional Planning Agency (TMRPA) COVID Risk Meter and the District's COVID Dashboard. The area remained in the orange/high risk category, but the numbers were trending downward and the predictive model showed the meter should move into the yellow/moderate category soon.

Superintendent McNeill stated the goal for the end of the school year was to continue to support learning models, college and career readiness, and on-time graduation for students. Every employee in the District would be working together to finish the year strong while working to return more students to the classrooms. The District had seen an increase in the number of students returning to full, in-person learning in all levels of over 8,700 students, with over 4,000 students returning to full, in-person learning since the end of Spring Break.

Heidi Gavrilles, John Bohach Elementary School Principal, explained what had been going well for elementary schools. The elementary school model was a full, in-person learning model since the beginning of the school year. The elementary schools continued to bring back more students from distance learning each day and improved attendance rates for all students. Both teachers and students had become more proficient in the use of technology platforms for learning, such as Microsoft Teams. Students were also able to use more playground equipment during recesses and the schools were hearing more music occurring with choir and band now approved activities.

Joe Ernst, Co-Lead Area Superintendent, reviewed how state assessments were being conducted in the elementary schools. It had been challenging to get students on the distance learning model into the schools to take the tests, but the individual schools were figuring out creative ways for that to occur. The recommendation for elementary schools for the remainder of the school year was to maintain the current models, while bringing back more students to the fullest extent possible, with considerations for space, guest teacher support, transportation, and Nutrition Services.

The Board received emails from the following:

Sarah Hunt	Liz Cooper
Stephanie Robinson	Carol Stranford
Erin Craig	Sara Smith
Rebecca Janes	Shay Satmary
Selena La Rue Hatch	Mike dela Torre
Buddy Lowe	Jennifer Rice
Keith Rand	Victoria Jensen
Brandt Butko	Christina Arias
Diane Menicucci	Paul Heller
Stacey Saulsgiver	Kristina Stewart
Cynthia Polak	Will Harper

Holly Understwood
Denise Coverley-Paxton
Danielle Donica
Stephanie Martinmaas
Mary Owens
Katie Pitts
Michael Austria

Keith Roberts
Kaesa Aanestad
Molly Raymond
Bonnie Johnston
Kristen De Haan
Laurie Newman

Trustee Caudill wondered if any elementary schools had wait lists for students who wanted to come back from distance learning but the schools did not currently have the space available to accommodate them. Mr. Ernst indicated there were a handful, between 5-10, of elementary schools that had a short waitlist.

Trustee Caudill asked if there were any common reasons why there were wait lists, such as the current capacity limits or staffing. Mr. Ernst remarked it was a combination of factors. If students were not able to be added to current classrooms due to spacing or capacity, the schools would need to determine if they had the additional space to add another classroom and if there was adequate staffing available for more in-person classes.

It was moved by Trustee Thigpen and seconded by Trustee Caudill that **the Board of Trustees accepts the recommendation to maintain the In-Person Learning model for elementary schools for the remainder of the 2020-21 School Year with all elementary schools continuing to work to return more students to the school building.** The result of the vote was Unanimous: (Yea: Jacqueline Calvert, Andrew Caudill, Jeff Church, Ellen Minetto, Diane Nicolet, Angela Taylor, and Kurt Thigpen.) Final Resolution: Motion Carries.

Gina Leonhard, Sky Ranch Middle School Principal, provided an update on what had been going well in the middle schools. The middle schools were continuing to bring back more students to full, in-person learning, while providing consistency in their learning. Schools were able to provide additional after school activities, including intramurals and tutoring, for all students, no matter their chosen learning model, which had allowed more students the opportunity to return to the buildings. Like elementary schools, the middle schools were seeing improved attendance for all learning models and seeing more successes for students as structures had become more routine.

Lauren Ford, Co-Lead Area Superintendent, presented the recommendation for middle schools through the end of the school year. The intent was to maintain the current hybrid learning model, while providing additional opportunities for students to return full time if that was the desire of the students and families. Consideration would also need to be provided for space, guest teachers, transportation, and Nutrition Services.

Emily Ellison, Chief Human Resources Officer, explained the Human Resources impacts that would need to be taken into consideration with respect to large-scale changes to secondary learning models. It was important to remember there were only 6 weeks remaining in the school year and it would be extremely challenging to increase staff in the buildings based on hiring and onboarding timeline limitations. The District would also need to consider the impact on Americans with Disabilities Act (ADA) accommodations and leaves already in place.

Mr. Etchart reviewed some of the operational considerations that would impact the full return of all students to the buildings. Currently, the District was seeing a strain on custodial staffing levels, that had been further compounded by the resumption of extra-curricular activities. The District also had a requirement for buses to be at 66% capacity and unless changes were made to the capacity, double runs would need to be utilized to support the additional number of students needing transportation. He recommended the Board consider increasing capacity to 80% to allow for increased ridership. Transportation challenges were largely based on staffing since the District did not currently have the appropriate level of staffing if schools were to fully open. Finally, Nutrition Services continued to see limited operations due to past furloughs. While all furloughed staff had been offered their positions back, staffing levels remained lower than prior to the pandemic and would be the primary focus over the summer for all Operations departments.

Trustee Thigpen thought the Board had previously allowed Transportation to increase the capacity. He wondered if there was anything the Board could do to assist with custodial coverage. Mr. Etchart mentioned he would like to see the bus occupancy limits included as part of the District's local plan to ensure the state was aware. In terms of custodians, the funds were there but there were challenges in finding people to apply as the current salary levels did not necessarily support the current cost of living in the region.

President Taylor noted the prior motion was to change capacity limits to be in line with the Governor's Directives; however, the new Directive placed that authority with the District, so it would be important to include in the District's Local Plan.

It was moved by Trustee Thigpen and seconded by Trustee Minetto that **the Board of Trustees approves the request of the Transportation Department to increase bus occupancy to 80% for the remainder of the 2020-21 School Year.** The result of the vote was Unanimous: (Yea: Jacqueline Calvert, Andrew Caudill, Jeff Church, Ellen Minetto, Diane Nicolet, Angela Taylor, and Kurt Thigpen.) Final Resolution: Motion Carries.

Ms. Ford explained the rationale for the recommendation for middle schools to remain on the Hybrid Learning Model. The primary reason was to ensure second semester

instructional schedules did not change and students would remain with their teachers for the final weeks of school.

Trustee Caudill asked how many middle schools currently had wait lists for students wanting to return and why. Ms. Ford noted there were some schools with waitlists because of the 75% capacity for classrooms and the availability of additional rooms and staff. It was important to ensure students were taught by high-quality teachers, especially if they were preparing for final exams that would exempt them out of certain classes in high school, such as Algebra 1.

Trustee Caudill wondered if middle schools were providing opportunities for students on either the hybrid or full distance models to come back to the schools more. Ms. Ford stated the schools were developing creative ways to bring both hybrid and distance learners back into the buildings. Some examples included having hybrid students come in on the "off" day to spend time in the library to receive additional supports and having open lunches where distance learners were invited to come to lunch at the schools. Ms. Leonhard added some of the events occurring at Sky Ranch Middle School were 8th grade awards night, band and choir concerts, intramurals, and having distance learners stay for a while after they had completed their state assessments to get reacquainted with the school.

Trustee Caudill asked if the middle schools would be providing opportunities for 5th grade students to visit the schools. Ms. Ford mentioned all the middle school principals had expressed a desire to have 5th grade students visit the middle schools in anticipation of a full return for the 2021-22 School Year.

It was moved by Trustee Nicolet and seconded by Trustee Calvert that **the Board of Trustees accepts the recommendation for middle schools to remain on the Hybrid Learning model for consistency of learning for the remainder of the 2020-21 school year with each middle school returning more students to the building as possible.** The result of the vote was Unanimous: (Yea: Jacqueline Calvert, Andrew Caudill, Jeff Church, Ellen Minetto, Diane Nicolet, Angela Taylor, and Kurt Thigpen.) Final Resolution: Motion Carries.

President Taylor introduced Kevin Carroll, Sparks High School Principal, and announced that he had been named Principal of the Year in Nevada.

Kevin Carroll, Sparks High School Principal, presented information on what was going well in District high schools as the school year drew to a close. The schools were continuing to bring more students back for full, in-person learning. Activities and athletics were available to all students and had brought many students back into the buildings. The schools were also focusing on events for seniors and planning in-person graduations at

the schools. Attendance numbers continued to improve and the schools were seeing higher credit attainment in the second semester.

Jeana Curtis, Area Superintendent, noted the rationale for the high school recommendation was the same as the rationale for the middle school recommendation. She highlighted that second semester instructional schedules should not be changed since there could be impacts to credit-bearing courses needed for graduation and required seat times. The high schools intended to continue to work with students and families to bring more students back full time, with a focus on seniors.

Trustee Caudill reiterated his prior questions of the number of schools with wait lists and why. Mr. Carroll stated Sparks High School had been able to bring all students interested in returning back. Ms. Curtis added there were some larger schools that were seeing some challenges, but they continued to work with the students and their families.

Trustee Caudill asked how seniors on distance learning were being incorporated into the activities and events occurring on campus. Mr. Carroll highlighted there were a number of seniors who continued to participate in athletics, especially if they had previously been part of the teams. At Sparks High School, seniors were encouraged to participate in the activities and events, but there was a focus on ensuring the students were on-track for graduation as a condition of attendance.

Trustee Caudill wondered if high schools were planning on providing opportunities for incoming freshmen, similar to what middle schools were planning for their new students. Mr. Carroll mentioned they were and activities would be planned for the summer.

Student Representative Gomez indicated she had heard from many seniors that they were interested in returning to the buildings full time, but not sure how to go about it. She hoped the schools would continue to reach out to the students so they were aware of the process.

Trustee Thigpen asked if specific consideration should also be provided to current freshmen since they had not been able to really experience high school. Mr. Carroll commented that the schools were working to get the information out to all students.

It was moved by Trustee Thigpen and seconded by Trustee Calvert that **the Board of Trustees accepts the recommendation for high schools to remain on the Hybrid Learning model for consistency of learning for the remainder of the 2020-21 school year with each high school returning more students to the building as possible and with specific consideration for seniors.** The result of the vote was Unanimous: (Yea: Jacqueline Calvert, Andrew Caudill, Jeff Church, Ellen Minetto, Diane Nicolet, Angela Taylor, and Kurt Thigpen.) Final Resolution: Motion Carries.

7. Reports

7.01 STUDENT REPRESENTATIVE REPORT

Student Representative Victoria Gomez reported on activities, meetings, and events of the Superintendent's Student Advisory Council.

7.02 SUPERINTENDENT'S REPORT

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

8. Closing Items

8.01 PUBLIC COMMENT

The Board received emails from the following:

John Winters
Jeff Church
Kristie Sheltra
Becky Miles
Christina Sherbrook
M. Vergara
Kristen De Haan
Thomas Glenn
Ken Thomas
Patricia Smith
James Meservy

8.02 NEXT MEETING ANNOUNCEMENT

The next Regular Meeting would take place on Tuesday, May 11, 2021

6.03 ADJOURN MEETING

There being no further business to come before the members of the Board, President Taylor declared the meeting adjourned at 9:22 p.m.

Angela D. Taylor, President

Ellen Minetto, Clerk

From: Donna Wood
Sent: Tuesday, April 13, 2021 9:31 PM
To: Public Comments
Subject: [EXTERNAL] BP 4500 Proposed Revisions

April 13, 2021

Board of Trustees and Superintendent McNeill,

I am writing in opposition to the proposed revisions to Board Policy 4500. The specific addition of "District Speech" is very alarming. The last sentence, "District employees are not permitted to provide an alternate point of view to District speech adopted by the Board," is especially concerning. I'd like to know why the District feels this revision is necessary? It seems very contradictory to the first sentence of the paragraph of the current BP 4500, which states, "The Board of Trustees supports the constitutionally guaranteed right to freedom of speech and freedom of expression for all members of the WCSD community". Please note that this sentence, currently located in the opening "Purpose" section of Board Policy 4500, is red-lined out on the proposed revision.

I do not understand, on what grounds, the District feels this "District Speech" addition is necessary; have there been or are there currently instances of employees speaking out in ways that are offensive to the District or that interferes with the rights of staff or students? Does the District anticipate that, due to possible upcoming changes in policy and/or curriculum, that employees may be inclined to speak out in opposition? Is this a preemptive attempt to silence any such opposition?

I find this revision proposal shocking. The proposed changes directly contradict our First Amendment Rights as well as the rights addressed in Article 1, Section 9 of the Nevada State Constitution. I would urge the Board to continue to vote no on this proposal.

Respectfully,
Donna Wood

Batchelder, Jennifer

From: Hunt, Sarah
Sent: Wednesday, April 14, 2021 11:08 AM
To: Public Comments
Subject: Schools reopening

I am the department leader of a high school fine arts program. In August we had a teacher who was not able to come back to the classroom for health and safety reasons related to COVID. After 4 weeks of subs, we realized we needed a long-term solution. Rather than displace all off those students and remove art from their schedule, me and a colleague took them in to our classes and figured out a way to make it work. For me this meant teaching photography and painting simultaneously... with each A and B day class housing about 24 students.

It has been a challenge to make this work, but I stepped up because I was asked to, and I didn't want the students to miss out on an elective class that they were excited to take. If we were to bring everyone back after spring break, this class would jump to 48 students, and the same thing would happen to my colleague and many other teachers in the building who took on more. I don't know where these students would go and imagine it would be a nightmare for the administrators to change so many schedules this late in the year, and push students into new classes with 9 weeks left.

As you vote and make this decision for us in the upcoming days, please keep in mind, that many teachers and administrators will be scrambling to deal with the scheduling nightmare that this will cause this late in the year. It will negatively impact many students and teachers. If the goal is to open up more, maybe we just start with seniors or students who are failing. Ideally, I hope you vote to keep the hybrid model in place for the remainder of the year and start fresh next year.

Sarah Hunt
North Valleys High School
Fine Arts Department Leader
Photography Teacher

From: Veronica Copple
Sent: Tuesday, April 20, 2021 1:54 PM
To: Public Comments
Subject: [EXTERNAL] Budget meeting

Dear Board Members and Superintendent McNeil,

You have a budget meeting in the near future where you will discuss the massive cuts to education state wide as well as our district problem of the settlement with Incline Village.

While the general idea put out by the district is that you are using Microsoft products due to student security concerns, I'd like you to re-examine Google and Google Classroom products. Using Microsoft products district wide costs hundreds of thousands of dollars each year. Google offers their services for free. Additionally, if Google's security was such an issue regarding student privacy, I fail to see why 90% of the nation's school districts use it.

Further, your curriculum and instruction head for the ELA department, Kim Cuevas, is a huge supporter of the College Board Springboard curriculum. Springboard online has additional tools to use with Google Classroom, yet our teachers cannot use those resources because our district does not support Google Classroom.

Finally, as we deal with more students who are in a virtual setting, Google Classroom partnered up with Teachers Pay Teachers to provide many lessons which could be adapted quite easily for use with Google Classroom. This partnership saved many teachers undue stress, time, and energy simply because the partnership was seamless. Unfortunately, WCSD teachers did not have that helpful tool available to them because WCSD does not utilize Google Classroom. If you want to hire and retain quality educators, you should support the idea of making their jobs easier or less stressful, rather than constantly making decisions which require the teachers to jump through more hoops.

Moving on to the Incline Village incident. How much are you paying the lawyers and legal team to fight this decision? Can administration take pay cuts or freezes to offset the cost of the legal team and their fees? How long do you intend to fight this decision? At which point does it become the same cost to fight as it does to pay?

For the sake of our children and their teachers, please take a hard look at where money is being spent unnecessarily and consider cutting those items to ensure a balanced budget.

Thank you,
Veronica Copple

From: Amy Brown
Sent: Wednesday, April 21, 2021 10:53 AM
To: Church, Jeffrey; Minetto, Ellen; Public Comments; Caudill, Andrew B; Thigpen, Kurt L; Taylor, Angela; Calvert, Jacqueline M; Nicolet, Diane M; McNeill, Kristen; Board Policy Committee
Subject: [EXTERNAL] Request for Additional Time on the Social Justice Curriculum

WCSD Board of Trustees and Superintendent McNeill,

As a taxpayer and parent, I try to keep abreast of what is happening in our schools. I watched the March 30th school board meeting via Youtube. During this meeting, I noticed that feedback from one public commenter resulted in a changed discussion format. I am requesting that same provision, which was suggested and granted by President Angie Taylor.

Please allow parents and community members two additional weeks to digest the social justice curriculum material and to provide public comment. There is a lot of curriculum material to read and process, allowing more time will provide parents and community members an opportunity to better understand this material and provide thoughtful feedback.

Thank you for your consideration,

Amy Brown

From: Gerry Halvorson
Sent: Thursday, April 22, 2021 9:32 PM
To: Public Comments
Subject: [EXTERNAL] Restroom Policy in Elementary Schools

It has come to my understanding that there are only a certain amount of children allowed in a restroom at one time due to covid. Unfortunately, my daughter, an 8 y/o student that sat in math testing for quite some time, was denied access to the restroom and then had to wait in an extremely long line until she wet herself. This is not only degrading to her, but shows the lack of thought that goes into some of the WCSD policies and procedures. If you are requiring my child to sit uninterrupted and focus on testing, as well as abide by your covid policies, then you and your staff bare the burden of providing adequate facilities and time for them to humanely relieve themselves. This is unacceptable, and must be addressed immediately. I look forward to a response with corrective action, as my child will use the restroom whenever she feels the need moving forward.

Sent from my iPhone

From: Hauser, William
Sent: Friday, April 23, 2021 9:13 AM
To: Public Comments
Subject: Public Comment from Galena Teacher

Hello,

Thank you for all your hard work on behalf of teachers in Washoe County. I'd like to voice my support for not making any district-wide changes to the current hybrid model for the remainder of the school year. Galena has had great success in welcoming back students on an individual basis, so I feel being forced to bring back every student at this point would cause unnecessary stress and tumult for students and teachers with little payoff, as the year is so close to being over. I am in favor of a full return to in-person instruction in the fall assuming Washoe case numbers fall as vaccines are more widely distributed.

Thank you for your time.

Will Hauser, M.Ed.
English Language Arts
Galena High School

From: Robison, Stephanie
Sent: Friday, April 23, 2021 9:14 AM
To: Public Comments
Subject: Changing DL

Please don't force parents to switch to in person. I have many elementary students that have been DL all year. There is space for them in the building, but they are choosing not to switch teachers at this point in the year.

Also, don't over crowd our middle and high schools with kids who have not been vaccinated, just the sake of one month of school. They have a routine, let's just finish the year.

Thanks,
Stephanie Robison



From: Craig, Erin
Sent: Friday, April 23, 2021 9:15 AM
To: Public Comments
Subject: Agenda Item 6.08

Please do NOT change the current learning models available for students, families, and teachers. We are all finally just getting used to the changes you made last time and now you're asking for potentially HUGE changes for the very end of the year. Just let us finish off the year and start fresh for the next school year. You are putting a ton of pressure on teachers, administrators, custodians, students, and families by constantly changing the learning models. We are all exhausted and still giving our best effort. Please just keep things as they are right now and let us finish strong. Do NOT change the current models PLEASE!

Respectfully,

Ms. Erin Craig

Good day Board members!

Considering the year of changes we have experienced, it would be wonderful if we could finish out the remaining days on our current plan. Let's save any more changes to for the beginning of next school year. It would be nice not to have to shift again.

Shifting to a full in-person model would mean 56 students in my classroom, if O'Brien were to shift away from an A/B model.

Just something to keep in mind. Thank you for tackling all that Covid has shoved at us. But change for the sake of change is not always warranted.

Rebecca Janes

7th ELA Teacher, Cal Bears Lead
O'Brien Middle School

From: Selena La Rue
Sent: Friday, April 23, 2021 9:19 AM
To: Public Comments
Subject: [EXTERNAL] reopening 5/3

I am writing to express my deep concern over the plan to reopen schools starting May 3.

As has already been explained to this board many times, fully reopening is not something that can just happen with the flip of a switch. The entire master schedule would need to be reworked within a matter of days (something which normally takes months to build). Rather than allowing our schools to focus on senior activities, graduation, and planning for next year, you would force us to divert all time and attention strictly to trying to change the master schedule.

Moreover, this switch would actively harm students who have already suffered through the chaos and uncertainty of this year. Due to the changes in master schedule many students would be forced to start over with a brand new teacher in the last 5 weeks of school. In a critical time of trying to catch up with work, master content, and prepare for finals, students would suddenly have to start over with a new classroom system and a teacher that doesn't know them. Haven't our students suffered enough this year? Why would you do this to them with only 5 weeks left in the year? I polled my students and only 25% of my students wanted to come back to full in person for the last 5 weeks. All of the rest said they have finally gotten used to the hybrid system and just want to focus on finishing this year and starting next year strong.

Once again you would be pulling the rug from under your staff and students and for what benefit? To gain some political points? This year has absolutely destroyed the morale of your staff. You have doubled and tripled our work loads and every time we finally start to get our feet under us, you change the system. Our students have been treated similarly; every time they start to find success in our system, you change it. It is unfair and downright negligent for you to continue to treat your staff and your students this way. Even the fact that you are holding this discussion with 6 weeks left in the school year is causing everyone unnecessary stress and injecting uncertainty right as we are trying to finish the year strong. It is not right and I am deeply disappointed in the members of this board for even entertaining this lunacy. I beg you, stop toying with the lives of your students and staff. Allow us to finish this awful year with some sense of stability and start planning NOW for next year so we don't have to go through this all again.

~Selena La Rue Hatch
WCSD Teacher

From: Lowe, Keith
Sent: Friday, April 23, 2021 9:25 AM
To: Public Comments
Subject: Learning model changes

Hello, I am a teacher here within the district.

Please, keep the learning model as is. There has been enough stress put upon the teachers as it is. We have already had to change our lesson plans in order to better suit the hybrid model and take into account covid safety protocols. Having students go back to full time will once again change how teachers have to lesson plan. As a PE teacher, my lessons will drastically change when I see someone 2-3 times a week in person versus 5 days a week in person.

90% of teachers were burnt out before fall break. Changing the learning model once again this year will only lead to 100% burnout of teaching staff. Allow teachers to finish the year strong with the learning models they are currently practicing

Thank you,
-Keith "Buddy" Lowe

From: Rand, Keith
Sent: Friday, April 23, 2021 9:25 AM
To: Public Comments
Subject: Models of Learning - Public Comment for April 27 WCSD Board meeting Agenda Item 6.08

Dear Board Members:

Regarding possible changes to the models of learning for the remainder of the year, I would just like to say that in my opinion, based upon the interactions with the parents and students I teach (distance 2nd grade at Mathews Elementary), while there are certain disadvantages for the students because they are at home rather than at school, **the disadvantages of 2nd-graders being required to return to in-person learning at this late date outweigh the advantages. The resulting disruption of routine, probable change of teacher, necessity for relearning logistical and social routines, psychological stress of change, and upheaval of the whole building would result in no gain, and possibly a net loss, in learning.** Perhaps, at most, parents of students at the elementary level should receive an explicit invitation to return to in-person learning with the idea that the parent would know best how their child would react at this point - being informed, in addition to other factors, that their child would very possibly ***not have the same teacher*** due to logistical necessities.

Thank you for your attention to these comments.

Respectfully submitted,
Keith Rand
2nd Grade Distance Learning
Mathews ES

From: Butko, Brandt H
Sent: Friday, April 23, 2021 9:27 AM
To: Public Comments
Subject: Considerations

Dear Board Members,

I would just like to bring to this august assembly's attention the fact that changing learning models is not as simple as turning the key in a car. Unlike the binary action of turning a car on and off, one cannot simply say "our learning model is now **this** for the remainder of the semester." There are a number of logistical and practical hurdles that must be overcome before a learning model can be effectively shifted.

(1) Support staff. The change to a full in-person learning model will result in an influx of students that would otherwise not be present. These students will be riding buses, eating school food, and creating the usual array of messes that students create. Every individual site will need to immediately hire more cooks, bus drivers, groundskeepers, janitors and paraprofessionals to offset the new influx of students. This is not a process that can or should be done overnight. Any individual working for the school system needs to be properly interviewed and vetted, and a one-week turnaround is simply not practicable or desirable.

(2) Retraining. Our students are universally adapted to, and familiar with, the hybrid learning model. Any practiced teacher will tell you that a change in routine results in an increase in negative behaviors, confusion, and results in lower student achievement over the short-term. Over a long term, once the adjustment period has completed, a new learning model may result in increased student achievement, but that takes weeks, at a minimum. At this point in the semester, there are only a few weeks, minimum, remaining. There is no way that we, as a district, can expect our students and staff to meaningfully adjust to a new learning model with so little time left in the semester.

(3) COVID is not over. Despite how much I, the members of Washoe County, and the world at large wish; we are still in the middle of a global pandemic. Vaccinations have been progressing in an inspirational and astounding manner--however, they are not complete. The Washoe County School District's own website, as of right now, 9:20 AM, 4/23/2021, rates the risk of transmission at a "high risk." Until our students have the same access to the vaccine as our staff, I cannot in good conscience, recommend that we risk their health in any way, shape, or form. Further, as we move into travel season, it behooves this body to pay particularly close attention to the dangerous new vaccine-resistant strains of COVID appearing in India, Ontario, the UK, and other countries. The chance that a new strain may find its way to Reno is not zero, and as travel becomes more frequent in the coming months, the risk may raise substantially.

For these reasons, I would ask that the board not change our current learning model for the remaining six weeks of instruction this year.

Thank you for your consideration,

Brandt H. Butko, Esq., B.A., B.S., M.E., J.D.
Probability/Statistics/Discrete Mathematics and
Pre-College Math Teacher

North Valleys High School.

From: Mrs. Menicucci
Sent: Friday, April 23, 2021 9:27 AM
To: Public Comments
Subject: [EXTERNAL] Changes to the Learning Models

My name is Diane Menicucci and I am a science teacher in the school district. It is my understanding that at this late stage the board is considering additional changes to the learning models. I am currently working the hybrid model at 75% capacity. Please be aware that additional changes with so few weeks left in the semester is likely to create difficulties for my students, administration, counselors and many other relevant school personnel who need to switch gears immediately. The primary consideration in my opinion should be about reopening in August. I hope you consider my teaching perspective with regard to this issue.

Sincerely,
Diane Menicucci

From: Saulsgiver, Stacey
Sent: Friday, April 23, 2021 9:30 AM
To: Public Comments
Subject: No on returning

We should not be making any changes at this time of year. We are trying to complete end of the year testing and these changes will affect the results even more than Covid-19. If students return, we will have to teach procedures about being in the classroom-wasting more valuable teaching time.

On top of teaching concerns, we have logistical concerns. We don't have the furniture on site because we had to get rid of tables for desks but we won't have enough desks for all. Also not all parents want their children to return so what happens with them. You will be trading one bad situation which we have adjusted to; to another bad situation that we won't have time to adjust to. No a good action plan.

Stacey Saulsgiver
First Grade Teacher
Distance Learning
Get [Outlook for iOS](#)

From: Polak, Cynthia
Sent: Friday, April 23, 2021 9:42 AM
To: Public Comments
Subject: Learning Model, 4/27/21 Meeting

Greetings!

I am writing concerning the potential change to the learning model for the remainder of the school year. I am a parent and a teacher in WCSD. I strongly advocate for changing all hybrid students to 100% in person students for the remainder of the year, as soon as possible. We have recently brought 12 hybrid students into the classroom for everyday in person instruction. The change in motivation, excitement, level of happiness, and amount of academic success is overwhelmingly positive. As well, my son has returned to 100% in person instruction. The positive impact of returning to in person instruction has greatly affected my son's mood, happiness, and drive. It is unfair that all students are not given this opportunity! All our students deserve the best education, and the most positive environment.

As a teacher, hybrid teaching is incredibly difficult, and I am unable to give my students the best education they can get. A return to 100% in person learning would solve this problem. I urge you to help our state, community, teachers, and students return to normalcy. Eliminate hybrid learning.

Thank you!
Cynthia Polak

From: Cooper, Elizabeth
Sent: Friday, April 23, 2021 9:42 AM
To: Public Comments
Subject: Changes to Hybrid Model

Good Morning,

I wish to comment on the Agenda item deciding if all Hybrid groups should return to in person learning with six weeks left of the school year.

As teachers we have constantly been adapting to the changing policies and decisions made by the school board since August 2020. We have survived an extremely challenging set of circumstances and somehow been able to provide learning for our students via the hybrid schedule. To disrupt the schedule with a mere six weeks left of the school year would be very detrimental to students. Students thrive on structure and the structure that has been in place has served us well throughout the school year. We should be allowed to maintain the hybrid schedule through the end of the school year (again, only 6 more weeks) and any changes made should occur in the next school year.

Additionally, many hybrid classes are fully at 50% capacity (20 students for example) and so when combined would create a class of 40 students which would be a large class in a non Covid year. This would also increase the class capacity to 100% not 75% which is the Governor's standard. Then the only solution to this problem would be student schedule changes with 10 weeks left in the school year which would upset and discourage students and teachers. Even if a school's total capacity can allow for the return of all hybrid students it is important to consider the actual classrooms and class sizes and how this will affect many individual students and put another additional strain on teachers.

Changes to students' schedules with six weeks left in the school year are unnecessary and not helpful for students' success. Most students who have been struggling and/or seniors at risk of not graduating have already been allowed on a case by case basis to return to school every day.

Students and teachers have been through a lot of struggles, challenges and obstacles and we have been here working with all these change since August. Teachers have been here day in and day out working to make school a success for all our student in a multitude of ways and we are tired and cannot handle one more change at this point of the school year. Please consider how this decision will affect teachers and students and consider the struggles we've put up with the entire year when making this decision.

Sincerely,

Liz Cooper
Ceramics Teacher
North Valleys High School
1470 E. Golden Valley Rd.
Reno,NV 89506
Follow us on Instagram!
@panthersceramics

From: Stranford, Carol
Sent: Friday, April 23, 2021 10:08 AM
To: Public Comments
Subject: DL Schedules

Good day Members of the Board of Trustees,

I urge you not to make any changes to our current models of Learning this school year. We only have 6 weeks of school left. I feel this would be very disruptive to students, families, and staff to have to change models this late in the year. At the elementary level, we are in the middle of State-mandated SBAC testing. The students do not need the added stress at this time, when we are asking our scholars to perform their best. Furthermore, we follow SBAC testing with MAP testing. Again, we are trying to reduce stress on our students.

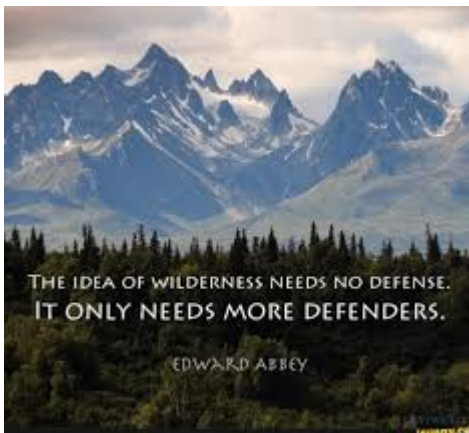
Also, teachers, students, and families have perfected a routine, worked out over the previous 30 weeks of school. For most of us Distance teachers our classrooms are not set up for in-person learning. Or we are teaching out of a small office space in the school or out of our homes.

Currently, I am preparing my students to take summative, high stakes tests as well as getting them ready to transition to middle school. Please do not make any changes to Learning models this late in the school year.

Thank you,



Carol Stranford
Alice Maxwell ES
Fifth Grade DL Teacher
ELD Teacher/Coach



From: Sara Smith
Sent: Friday, April 23, 2021 10:08 AM
To: Public Comments
Subject: [EXTERNAL] Changing current learning models

Greetings WCSD Board Members,

I was recently made aware that the board is considering changing the current learning models for the remainder of the school year, including the distance learners. I would like you to fully consider just how disruptive this will be for the students and the families that not only chose this option, but have committed to seeing this through to the end of the year. My children have a routine and they are thriving, and this sudden pivot is unacceptable. This would cause so much stress and anxiety for my children, myself, and the teachers. How would any of this be conducive to learning the remainder of the material for the last quarter?

In addition to the disruption that this move would cause, I am not fully vaccinated and neither is my husband. Neither of us will achieve the benefits of being fully vaccinated until the end of May. My children are under the age of 16 and are not currently eligible for vaccination. I am in the high risk category, and I do not feel safe sending my kids back to school under these circumstances. By the time the next school year begins, I will feel more comfortable sending them to in-person instruction.

There seems to be this push to fully open, despite case positivity increasing, vaccinations declining, and the health department not giving approval for reopening plans. I do not understand why you are creating this level of stress for the families who made the choice to have our children learn from home. I assume it is because of the group that has been yelling and complaining at the board meetings.

So, my question to you is this: Why now? Why are you considering a complete upheaval for distance learning families and teachers after a difficult year? And why are you planning this when we are almost done with the school year? This is unacceptable. Plain and simple.

Kind regards,
Sara Smith

From: Satmary, Shay P
Sent: Friday, April 23, 2021 10:25 AM
To: Public Comments
Subject: Item 6.08

Please consider allowing students to finish the year in their current learning model. Forcing families who have been successful in distance learning to return to in-person for the last month of school will be harmful to students who crave consistency. Not only does it have the potential for digression in students, it will add an extra stress to teachers who have already been dealing with a turbulent teaching environment. Let's finish the school year with a positive note and allow students and teachers an ounce of stability.

Thank you,
Shay Satmary

From: Mansfield, Jessica
Sent: Friday, April 23, 2021 10:46 AM
To: Public Comments
Subject: Agenda Item 6.08

To whom this may concern,

I am writing this in regard to a change in the learning models for the remainder of the school year.

I am a teacher at Pine Middle school and have been a certified teacher in this district for nine years. As we all know the 2020-2021 school year has been an incredibly difficult year for students, families, and educational staff. I feel fortunate that I live in an area where a majority of our younger students (K-5) have been able to be in person full time this entire year, and our older students (6-12) have been in person at least half the time, if not full time for our special populations. I have many family members in other parts of the country who have children that have not stepped foot inside a classroom in over a year.

I would love to have all my students back full time. However, we have had so many changes in this last year between suddenly closing school buildings last spring, to last minute school closures with smoke days, four weeks of full distance during the holidays, etc. For the first time in this fourth quarter, I feel like my students are in a routine and myself and my colleagues are not struggling daily, putting in 60+ hour weeks to stay afloat. Please recognize that compared to a lot of other districts in the U.S. we have done a great justice to our students and families by having them in school as much as we have, and please do not make *yet* another change. This would be more disruptive than keeping things consistent for once, to end out this school year.

The best thing is to have some hybrid or full distance students come back full time on a case-by-case basis (which we have done here at Pine) and not switching things yet again with only one month of school left. Let's save that change to start the 2021-2022 school year out with every student in the classroom every day. That will be something to celebrate and a perfect time to have a fresh start!

Thank you for your time and consideration.
Jessica Mansfield

From: delaTorre, Mike
Sent: Friday, April 23, 2021 10:53 AM
To: Public Comments
Subject: Remainder of the school year

Good Morning,

Please leave the high schools on the hybrid schedule for the rest of the school year. I fear that returning everyone to in-person learning this year would spread the virus that we are trying so hard to keep in check. Thank you for your time.

Sincerely,

Michael J. de la Torre

Health Teacher

North Valleys High School

From: Rice, Jennifer
Sent: Friday, April 23, 2021 10:54 AM
To: Public Comments
Subject: Re: Possible return to full in-person learning

I believe it is necessary to bring all middle school and high school students back into the building for the last month of the school year. Although it will require a swift and sudden shift in established routines, it will send a message to the hundreds of families who have left each school that our public schools are safe and ready to teach all students in person. We want to bring our families back into our schools as soon as possible so that we can more accurately project the number of students who will be enrolled in August. This is critical to allocations and teacher movement in the spring and fall. Billingshurst Middle School alone has already lost six teachers which impacted our entire schedule, changed the teaming model, and eliminated 18 class sections of electives such as Computer Science, Spanish and French, and Culinary. Bring the students back in to rebuild the trust in our communities that will bring families back to our schools.

Thank you,
Jennifer Rice
Parent of a Middle School and a High School student
WCSD Teacher

From: Jensen, Victoria
Sent: Friday, April 23, 2021 10:55 AM
To: Public Comments
Subject: No changes

Hello-

I am most grateful for this opportunity to comment. As a teacher who has been teaching I would admonish, and plead with the school board to keep the schedule as is until the school year is over. The disruption in learning, teacher morale and even student morale is so low as it is. Another change would only heighten what has already been a challenging year to a beyond manageable stress level. The students will come and go, but you will always need teachers, and preferably skilled and seasoned teachers to teach them. Please take us into consideration when you make your decision.

Thank you for your time-
Victoria Jensen



Victoria Jensen

EL/Edgenuity Department

M.Ed

Yo hablo español

From: Arias, Christina M
Sent: Friday, April 23, 2021 1:50 PM
To: Public Comments
Subject: Remainder of the School Year

Good afternoon,

I am reaching out regarding your upcoming meeting and vote on what the school format will be for the remainder of this semester. With only a few weeks left, I and many other teachers and students believe that it would be unwise and detrimental to go back to full in person for the last month of school. With the constant changes and inconsistencies students have had to endure this academic year, it would make the most sense to continue with the hybrid model for the remainder of the 32 instructional days left. Going back to full in person would shock the system, force students and teachers to change and adjust to a new schedule with not much time left in the year. For these and many more reasons, I implore you to vote to keep the schedule the way it currently is.

Thank you,

Christina Arias
Social Studies Teacher
Spanish Springs High School

From: Heller, Paul
Sent: Friday, April 23, 2021 3:05 PM
To: Public Comments
Subject: Remainder of School Year

Hello,

With only 6 weeks remaining in the school year, I feel that a change to our schedule will only cause more turmoil and difficulty. For better and worse, students and staff have adapted to the learning model at their level (in my case, hybrid model). A new system for only half a quarter seems counter-productive at this point. Let's end the year doing the best we can with what is already in place, with the goal of starting next school year as close to normal as possible. Thank you for considering my opinion.

Sincerely,
Paul

Paul Heller
7/8 Social Studies
Mind Body Wellness
Cold Springs Middle School

From: Kristina Stewart
Sent: Friday, April 23, 2021 7:59 PM
To: Public Comments
Subject: [EXTERNAL] Let's finish out the year first

Hello! Long story short, I am NOT in favor of changing the schedule for the 2020-2021 school year. For all of the reasons that the other public comments have already detailed. My students that I teach, and my son that attends a WCSD school, are in a routine. If we change things now, there will be no saving the ship. Just in case hearing things multiple times will help it stick (hello Aristotle!) here it is:

-Training: Students take weeks to learn new procedures. With class sizes jumping back into the 30-40 ranges darn skippy procedures will change. As a teacher I'll also have to put back on the mean face, else off task behaviors will dominate (which, oddly, aren't a problem as much with manageable class sizes!). This will take time, which hurts that content learning for the finals, which hurts grades.

-Less ability to help kids who need it: Currently the students know they can get help when they are in class. I've finally got time! Give me double the number, that support goes majorly down. The kids haven't been trained to use emails like I would have taught in a normal year. Soooo, that will hurt grades.

-Bathrooms- There was a dude earlier that sent a comment in about his daughter waiting in a long line to use the restroom. That's totally not cool, but with the Gov's mandate it's what we've had to do. Double the kids in the school, now what are those lines going to look like? More time out of class just to pee = hurts grades.

-Food- Do we have the ability and the staff to feed the large influx of kiddos? The first time this was proposed the Food Service staff gave a presentation about the issues if all the kids are back. I doubt anything has changed, since we didn't bring back all the kids then. With five weeks, it's not going to happen. Hungry kids, guess what? Hurts grades.

-Custodians: We have, I think, 4 in my school. These people are amazing. WCSD can't even hire more people to fill the vacancies now, add more kids, what's going to happen then? Unsanitary conditions means more sick kids, which hurts grades.

-My sanity: My lessons are made for the remainder of the school year. My students are working on a research project, which is divided into independent research time and mini lessons about research. It is made for the hybrid schedule. If that goes, I do not have the mental fortitude nor time in my contract to create an entirely new structure for this project. If I throw together a sub par project, kids don't learn as much. Which hurts grades.

-COVID! It's not gone!!! I've been watching our risk shoot up. Let's not pull a Manogue. The more kids that are excluded, the less those kids learn. Which hurts grades.

Next year let's do this. We want to go back full time. Just not this year.

Thanks!
Kristina Stewart

From: willrenotahoe
Sent: Sunday, April 25, 2021 5:53 AM
To: Public Comments
Subject: [EXTERNAL] Rest of Year

BOT and Superintendent McNeill,

You have another choice to make on the rest of the school year. As you weigh these decisions please consider, COIVD cases were linked to the decision to hold high school sports, the WCHD Director stated that schools helped community spread and transmission of cases, contact tracing is a joke and I can tell you from personal experience in the classroom, it just doesn't seem to be happening, numbers of cases in schools is being under reported on the district's own website, social distancing and mask wearing is inconsistent at best, contrary to the districts messaging we don't have enough subs, and we may have more to lose than gain by increasing the number of students back into schools for one month.

Please consider keeping school capacity and the current delivery of education model the same as it is now. We in the schools don't have the luxury you all enjoy of not dealing with the consequences of more change and exposure to a virus that is clearly still spreading. We are also seeing variants that impact the very age group we are tasked with protecting. Hopefully we get back to "normal" next year. Then you can start the hard work of actually improving education in Washoe County, funding, class sizes, teacher recruitment/retention, technology, wellness, social emotional support and learning, etc.

We all want COVID to be over. No more changes. Get through this year and reevaluate over summer for the 2021/22 school year. Practice what you are preaching and use an actual "abundance of caution" because we are the hands on deck dealing with this most difficult of conditions in our schools.

Sent from [Mail](#) for Windows 10

From: Josiann Trainor
Sent: Sunday, April 25, 2021 6:37 PM
To: Church, Jeffrey; Minetto, Ellen; Caudill, Andrew B; Thigpen, Kurt L; Taylor, Angela; Calvert, Jacqueline M; Nicolet, Diane M; BoardMembers; Public Comments
Subject: [EXTERNAL]

Date: April 25, 2021

Dear Washoe County Board of Trustees and Superintendent:

We are sending you this notice, on behalf of our children, in Washoe County Schools. Because we expect educational institutions to base their decisions in fact, we have included findings below that raise significant concerns, both medically and legally, of the current mask policy in place. Masks are ineffective for the purpose claimed by the mandate, potentially harmful, and only authorized for use by an EUA. We ask that this school board get rid of the mask mandate for school children immediately. We will not stand for masking our children next school year.

Masks are ineffective and in many ways they harm.

The overall evidence is clear: Standard cloth and surgical masks offer next to no protection against virus-sized particles or small aerosols.^[i] The size of a virus particle is much too small to be stopped by a surgical mask, cloth or bandana. A single virion of SARS-CoV-2 is about 60-140 nanometers or 0.1 microns.^[ii] The pore size in a surgical mask is 200-1000x that size. Consider that the CDC website states, “surgical masks do not catch all harmful particles in smoke.” And that the size of smoke particles in a wildfire are ~0.5 microns which is 5x the size of the SARS-CoV-2 virus! Wearing a mask to prevent catching SARS-CoV-2, or similarly sized influenza, is like throwing sand at a chain-link fence: it doesn’t work. There has been one large randomized controlled trial that specifically examined whether masks protect their wearers from the coronavirus. This study found mask wearing “did not reduce, at conventional levels of statistical significance, the incidence of Sars-Cov-2-infection.”^[iii]

Consider also, that the existence of more particles does not mean more virus. Research shows less virus does not mean less illness. Dr. Kevin Fennelly, a pulmonologist at the National Heart, Lung and Blood institute debunked the view that larger droplets are responsible for viral transmission. Fennelly wrote:

“current infection control policies are based on the premise that most respiratory infections are transmitted by large respiratory droplets- i.e., larger than 5 [microns] – produced by coughing and sneezing, ...Unfortunately, that premise is wrong.”^[iv]

Fennelly referenced a 1953 paper on anthrax that showed a single bacterial spore of about one micron was significantly more lethal than larger clumps of spores.^[v] Exposure to one virus particle is theoretically enough to cause infection and subsequent disease. This is not an alarming thought - it simply means what it has always meant, that our immune system protects us continually all our life.^[vi]

There have been hundreds of mask studies related to influenza transmission done over several decades. It is a well-established fact that masks do not stop viruses. “Part of that evidence shows that cloth face masks actually increase influenza-linked illness.”^[vii] Bacteria are 50x larger than virus particles.^[viii] As such, virus particles can enter through the mask pores, yet bacteria remain trapped inside of the mask, resulting in the mask-wearer continually exposed to the bacteria.

Related to the 1918-1919 influenza pandemic, there was almost universal agreement among experts, that deaths were virtually never caused by the influenza virus itself but resulted directly from severe secondary pneumonia caused by well-known bacterial “pneumopathogens” that colonized the upper respiratory tract.^[ix] Dr. Fauci and his National Institute of Health studied pandemics and epidemics and concluded, “the vast majority of influenza deaths resulted from secondary bacterial pneumonia.”^[x]

All parties mandating the use of facemasks are not only willfully ignoring established science but are engaging in what amounts to a whole school clinical experimental trial. This conclusion is reached by the fact that facemask use and COVID-19 incidence are being reported in scientific *opinion* pieces promoted by the CDC and others.^[xi] The fact is **after reviewing ALL of the studies worldwide, the CDC found “no reduction in viral transmission with the use of face masks.”**^[xii]

Additionally, Children have been repeatedly shown not to be drivers of this contagion. It is well-accepted that children have a statistically zero chance of dying from COVID. The CDC shows the K-12 mortality rate from or with COVID is .00003.^[xiii] Any intervention, especially one that is prophylactic, must cause fewer harms to the recipient than the infection. Since children have the lowest death rate from COVID infection, the cost-benefit of requiring children to wear an investigational face-covering with emerging safety issues is especially difficult to justify. Anthony Fauci was very clear that asymptomatic transmission was not a threat. He stated, “in all the history of respiratory-borne viruses of any type, asymptomatic transmission has never been the driver of outbreaks. The driver of outbreaks is always a symptomatic person.”^[xiv]

Wearing respirators come(s) with a host of physiological and psychological burdens. These can interfere with task performances and reduce work efficiency. These burdens can even be severe enough to cause life-threatening conditions if not ameliorated.^[xv] Fifteen years ago, National Taiwan University Hospital concluded that the use of N-95 masks in healthcare workers caused them to experience hypoxemia, a low level of oxygen in the blood, and hypercapnia, an elevation in the blood's carbon dioxide levels.^[xvi] Studies of simple surgical masks found significant reductions in blood oxygen as well. In one particular study, researchers measured blood oxygenation before and after surgeries in 53 surgeons. Researchers found the mask reduced the blood oxygen levels significantly, and the longer the duration of wearing the mask, the greater the drop in blood oxygen levels.^[xvii]

Moreover, people with cancer, will be at a further risk from hypoxia, as cancer cells grow best in a bodily environment that is low in oxygen. Low oxygen also promotes systemic inflammation which, in turn, promotes “the growth, invasion and spread of cancers.”^[xviii] Repeated episodes of low oxygen, known as intermittent hypoxia, also “causes atherosclerosis” and hence increases “all cardiovascular events” such as heart attacks, as well as adverse cerebral events like stroke.^[xix]

Furthermore, the mandatory mouth mask in schools is a major threat to a child’s development. It ignores the essential needs of a growing child. The well-being of children and young people is highly dependent on the emotional connection with others. Masks create a threatening and unsafe environment, where emotional connection becomes difficult.^[xx]

Informed consent is required for investigational medical therapies.

Regardless of the lack of safety and efficacy behind the decision to require a child to wear a mask, it is illegal to mandate EUA approved investigational medical therapies without informed consent. Mask use for viral transmission prevention is authorized for Emergency Use only.^[xxi] Emergency Use Authorization by the FDA, means “the products are investigational and experimental” only.^[xxii] The statute granting the FDA the power to authorize a medical product of emergency use requires that the person being administered the unapproved product be advised of his or her right to refuse administration of the product.^[xxiii] This statute further recognizes the well-settled doctrine that medical experiments, or “clinical research,” may not be performed on human subjects without the express, informed consent of the individual receiving treatment.^[xxiv]

The right to avoid the imposition of human experimentation is fundamental, rooted in the Nuremberg Code of 1947, has been ratified by the 1964 Declaration of Helsinki, and further codified in the United States Code of Federal Regulations. In addition to the United States regarding itself as bound by these provisions, these principles

were adopted by the FDA in its regulations requiring the informed consent of human subjects for medical research.^[xxv] The law is very clear; It is unlawful to conduct medical research (even in the case of emergency), unless steps taken to ... secure informed consent of all participants.^[xxvi]

Furthermore, by requiring children to wear a mask, you are promoting the idea that the mask can prevent or treat a disease, which is an illegal deceptive practice. It is unlawful to advertise that a product or service can prevent...disease unless you possess competent and reliable scientific evidence... substantiating that the claims are true.^[xxvii]

The FDA EUA for surgical and/or cloth masks explicitly states, “the labeling must not state or imply... that the [mask] is intended for antimicrobial or antiviral protection or related, or for use such as infection prevention or reduction.”^[xxviii] As you can see from the image below, masks do not claim to keep out viruses.

Illegally mandating an investigational medical therapy generates liability.

There are no efficacy standards on child-sized masks and respirators under OSHA, but there are proven microbial challenges as well as breathing difficulties that are created and exacerbated by masking children.

Requiring children to wear a mask sets the stage for contracting any infection, including COVID-19, and making the consequences of that infection much graver. In essence, a mask may very well put children at an increased risk of infection, and if so, having a far worse outcome.^[xxix]

The fact that mask wearing presents a severe risk of harm to the wearer should – standing alone – not be required for children, particularly given that these children are not ill and have done nothing wrong that would warrant an infringement of their constitutional rights and bodily autonomy. Promoting use of a non-FDA approved, Emergency Use Authorized mask, is unwarranted and illegal. This mandate is in direct conflict with Section 360bbb-3€(1)(A)(ii)(I-III), which requires the wearer to be informed of the option to refuse the wearing of such “device.” Misrepresenting the use of a mask as being intended for antimicrobial or antiviral protection, and/or misrepresenting masks for use as infection prevention or reduction is a deceptive practice under the FTC. It is clear, there is no waiver of liability under deceptive practices, even under a state of emergency. As such, forcing children to wear masks, or similarly forcing use of any other non-FDA approved medical product without the child’s (or the child’s parental) consent, is illegal.

Accordingly, we urge you to comply with Federal and State law, and advise children they have a right to refuse to wear a mask as a measure to prevent or reduce infection from COVID-19. Any other course of action is contrary to the law. We urge you to remove the mask mandate for school age children, including high school.

Sincerely,

Mike and Josiann Trainor

[i] <https://www.jamanetwork.com/article.aspx?doi=10.1001/jamainternmed.2020.4221>

[ii] Berenson, A (November 24, 2020). *Unreported Truths about Covid-19 and Lockdowns: Part 3: Masks*

[iii] <https://www.acpjournals.org/doi/10.7326/M20-6817>

- [iv] [https://www.thelancet.com/journals.lanres/article/PIIS2213-2600\(20\)30323-4/fulltext](https://www.thelancet.com/journals.lanres/article/PIIS2213-2600(20)30323-4/fulltext)
- [v] [https://www.thelancet.com/journals.lanres/article/PIIS2213-2600\(20\)30323-4/fulltext](https://www.thelancet.com/journals.lanres/article/PIIS2213-2600(20)30323-4/fulltext)
- [vi] <https://www.sciencedaily.com/releases/2009/03/090313150254.htm>
- [vii] <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4420971/>
- [viii] <https://www.merriam-webster.com/words-at-play/virus-vs-bacteria-difference>
- [ix] The pathology and bacteriology of pneumonia following influenza. Chapter IV, Epidemic respiratory disease. The pneumonias and other infections of the respiratory tract accompanying influenza and measles, 1921 St. Louis CV Mosby (p. 107-281)
- [x] <https://academic.oup.com/jid/article/198/7/962/2192118>
- [xi] <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/cloth-face-cover-guidance.html>
- [xii] Nonpharmaceutical Measures for Pandemic Influenza in Nonhealthcare Settings—Personal Protective and Environmental Measures, Jingyi Xiao¹, Eunice Y. C. Shiu¹, Huizhi Gao, Jessica Y. Wong, Min W. Fong, Sukhyun Ryu, and Benjamin J. Cowling (Volume 26, Number 5, May of 2020).
- [xiii] <https://www.cdc.gov/coronavirus/2019-ncov/community/schoolschildcare/k-12-testing.html>
- [xiv] <https://www.youtube.com/watch?v=X1orSO094uY>
- [xv] Arthur Johnson, Journal of Biological Engineering (2016).
- [xvi] The Physiological Impact of N95 Masks on Medical Staff, National Taiwan University Hospital (June 2005).
- [xvii] Bader A et al. Preliminary report on surgical mask induced deoxygenation during major surgery. Neurocirugia 2008;19:12-126..
- [xviii] Aggarwal BB. Nucler factor-kappaB: The enemy within. Cancer Cell 2004;6:203-208, and Blaylock RL. Immunoexcitatory mechanisms in glioma proliferation, invasion and occasional metastasis. Surg Neurol Inter 2013;4:15.
- [xix] Savransky V et al. Chronic intermittent hypoxia induces atherosclerosis. Am J Resp Crit Care Med 2007;175:1290-1297.
- [xx] <https://www.world-today-news.com/70-doctors-in-open-letter-to-ben-weyts-abolish-mandatory-mouth-mask-at-school-belgium/>
- [xxi] <https://www.fda.gov/media/137121/download>
- [xxii] <https://ca.childrenshealthdefense.org/wp-content/uploads/CDE-Superintendent-Letter0from-Childrens-Health-Defense-California-Chapter.pdf>
- [xxiii] 21 U.S.C. § S360bbb-3 (The FD&C Act)
- [xxiv] 21 U.S.C. § 360bbb-3(e)(1)(A) (“Section 360bbb-3”)
- [xxv] C.F.R. § 50.20
- [xxvi] <http://www.invertedalchemy.com/2020/12/belief-is-not-medical-counter-measure.html>, 21 C.F.R. § 50.23, 21 C.F.R. §50.20 21 C.F.R. § 50.24
- [xxvii] FTC Act, 15 U.S. Code § 41
- [xxviii] <https://www.fda.gov/media/137121/download>
- [xxix] Russell Blaylock, Id. (quoting Shehade H et al. Cutting edge: Hypoxia-Inducible Factor-1 negatively regulates Th1 function. J Immunol 2015;195:1372-1376. See also: Westendorf AM et al. Hypoxia enhances immunosuppression by inhibiting CD4+ effector T cell function and promoting Treg activity. Cell Physiol Biochem 2017;41:1271-84. See further: Sceney J et al. Hypoxia-driven immunosuppression contributes to the pre-metastatic niche. Oncoimmunology 2013;2:1 e22355.

From: Holly Underwood
Sent: Monday, April 26, 2021 8:47 AM
To: Public Comments
Subject: [EXTERNAL] Hybrid Model Update

Good Afternoon Trustees,

I am a parent of a Middle School student and a High School student in WCSD. Both of my kids have been attending the hybrid model this year, except when the district went full distance this winter.

This year has been challenging to say the least, but since January 19th we have all gotten into a good groove. They both are doing well, finally, after all the craziness and constant change, we have a rhythm.

I am against changing the learning mode at this point in the school year. Please let us have some consistency in our life. The past year the only thing we could count on is constant change. Moving all the hybrid kids back to full time in person will create frustrations that are not necessary. If hybrid learning was good enough to teach my children for the majority of the school year, why would it not be good enough for the last 5 weeks? I am also very concerned about the disruption this would cause during finals, which is already stressful for our students. This would mean changes in student schedules. I want my children's teachers to be able to focus on teaching them, not on having to change their teaching plans for the last 5 weeks. Also, the smaller classes do offer a benefit and to double the amount of students during a critical time in the semester will create unnecessary chaos.

Parents will need to refigure work schedules, transportation schedules, and so much more for the last 5 weeks.

Please let us finish the school year status quo, put this all behind us and start fresh next year.

Thank you for your time and consideration.

Warm Regards,

Holly Underwood

From: Earl & Susan Burton
Sent: Monday, April 26, 2021 8:47 AM
To: Public Comments
Subject: [EXTERNAL] Critical Racial Theory

Responding to the fact that you want to teach our children critical racial theory (that white people are bad, especially white men). Just teach our children reading, math, history, science. Our schools in NV are ranked 49th, work on improving our schools. Grandmother of two white boys.

From: Pat Eby
Sent: Monday, April 26, 2021 8:55 AM
To: Public Comments
Subject: [EXTERNAL] School Teaching practices

Dear Sirs and madams,

I am upset at the content of the proposed new study guides you are considering. Our public school should be free of this trash. My family were involved in the underground railroad, I have stood up for black friends and they have been welcome in my home always. The agenda you are proposing will only further drive a split in America according to race, religion and gender.

Please consider allowing this action time to fully consider what you are doing to our children.

Patricia Eby

From: Paxton, Denise
Sent: Monday, April 26, 2021 9:01 AM
To: Public Comments
Subject: Schools Fully Open

Good morning Trustees,

My name is Denise Coverley-Paxton. I am an 8th grade Social Studies teacher at Shaw Middle School. I am writing to you regarding your upcoming vote to possibly fully open schools the first week of May. Although I understand the feeling that fully opening schools is what is best for students, I disagree with the action at this point and time in our school year. I am going to list the pros and cons below based on my knowledge of working with students in the Washoe County School District for 30 years.

Pros:

1. Students who need extra support and are not currently receiving it, will have an opportunity to receive help daily in person with their teacher.
2. Students who have food insecurity will receive meals in the school building on a daily basis.
3. Students who are in need of emotional support, but not reaching out may be identified by teachers while in the building.
4. Students whose safe haven are schools, will have a safe place daily while attending school daily.

Cons:

1. Student schedules will HAVE to be changed. Due to the hybrid schedule, I have over 20 students in a single class period. With ALL students back in the building, I will have over 40 students in a class period. Student schedules will need to change in order to ensure that students are receiving their BEST education. A class with over 40 students cannot achieve this goal.
2. Students will have to change teachers. Since student schedules will need to change, so will their teachers. Due to electives, support classes, algebra classes etc.. Students will have to be cross teamed. This means that in order to fulfill student academic requirements within their schedule students will be moved into different classes with different teachers. The relationships that have been built will be back at square one with only weeks left in the academic school year.
3. With the schedule changes that must occur if students are brought back to full in-person learning, the classroom community that has been built over the course of the year will be taking a step back to the first day of school. Relationships and Community are top priority in being able to reach students and provide them with a high quality college and career ready education. We will have at least two weeks of loss of instruction due to all the changes and be back at the first day of school in order to build community and consistencies within the classroom with only weeks remaining in the school year.
4. With class sizes over 30 and most close to 40, there will not be any social distancing within the classrooms. Currently my students are spaced 6 feet apart. Currently when a student is excluded for a positive test no other students are being excluded. There is very limited interruption with student learning and student access to the school building. With social distance requirements gone, massive numbers of students will be excluded. These exclusions will interrupt student access to in person learning for weeks. This will interrupt all of the reasons why full in-person learning is best listed above in the pros.
5. Due to the current programing within Infinite Camus, any student whose schedule changes, teachers have to hand input all of a student's grades into the student's new classes. If a student moves to a new class with a new teacher, many of the grades may not transfer to the new teacher's lessons and assignments.

We all know that it is best for students to be in person learning on a daily basis, but when you consider all of the disruption of learning and exclusions that will occur all of those pros disappear. I hope you will consider what is currently happening at Manogue High School due to the opening to full in person learning. The building is now closed for two weeks due to massive student and staff exclusions. We do NOT want this for our WCSD students. If you want to make a positive change in your high schools, do NOT allow schools to use Block Schedule. This should never have been an option for high schools. Students see their teachers at most once a week. All high schools on a hybrid schedule without Block is what is best for students. This will NOT disrupt student class schedules.

I also want to bring your attention to the success of the students at Shaw Middle School. The majority of our students are thriving. They have learned how to self-advocate. 99% of my emails are from students instead of parents. This is the reverse from past years. Students are learning how to self-manage and monitor their learning. Students have become tech savvy, more than just using a cell phone. The students who are struggling are the same students who were struggling before the pandemic. These students have barriers blocking their attendance and participation in their learning. Bringing students back full time will not break down the barriers for these particular students.

Thank you for taking the time to acknowledge my concerns. I believe that you will ultimately do what is BEST for the students of the WCSD and vote against bringing students back into the school building Full Time for the remainder of the 2020-2021 school year.

Thank you,
Denise Coverley-Paxton
Social Studies
National Board Certified
Shaw Middle School

From:
Sent: Monday, April 26, 2021 12:52 PM
To: Public Comments
Subject: [EXTERNAL] Edgenuity Students Spring Break 2021

Hello,

My daughter is an online Edgenuity student and has minimal struggles with teaching herself online because she has a passion for school. Why was a calendar year created for 2020-2021 if it was not going to be respected for all students? Students who attended school benefited from the calendar year where the online Edgenuity students were discriminated and didn't benefit from the calendar. The rushed and late in advance email that the school/district sent out was written poorly and untruthful. It seemed as if the Washoe County School District failed our students on submitting the 2020-2021 calendar year to Edgenuity. The email should've stated the truth that the online students were being discriminated and not allowed to take time off from school because the stress of teaching themselves is harder than learning from a teacher in class. My daughter endured a stress like no other needing to complete the 94 assignments because she could not let her grade fall behind and with those assignments not being done she couldn't move forward with the other assignments. I understand that with Covid it has brought stress to many however adding discrimination to the online students was NOT necessary. This is quoted on the Washoe County School District website "The District prohibits bullying, cyber-bullying, harassment, sexual harassment, discrimination and/or retaliation in any of its educational programs/activities, employment, and employment opportunities." Could you tell me how discrimination was not displayed towards the online Edgenuity students for spring break 2021?

Regards,

Maribel Castro

From: Zysk, Timothy J
Sent: Monday, April 26, 2021 1:49 PM
To: Public Comments
Subject: Samples Comment

I was reading agenda for 27 APRIL and clicked into the PEG SAMPLES application for committee, which told me very little. Can you discuss in meeting who is PEG SAMPLES and what are her qualifications for this, what will be over a two-year appointment? Why was she selected, did other apply, etc.? Can she speak at the meeting as to her reasoning to apply and qualifications? All I see when I google her name as a Clark County Lawyer. Thanks!

From: James Benthin
Sent: Monday, April 26, 2021 2:51 PM
To: Public Comments
Cc: james benthin
Subject: [EXTERNAL] No Indoctrination of Social InJustice & Fake Race Theory

Washoe County School Board Trustees,

The first priority of the School Board should be to improve the quality of education, not indoctrinate children in the new false claims for Social InJustice and Fake Race Theory. Please read this speech by David Webb.

David Webb – The United States is Not Institutionally Racist

You Tube May 12, 1015

“ It is more than an interesting proposition that America is institutionally racist and before I address the narrative the emotion the misconceptions, the misused facts or badly applied facts that have been put out here tonight I’d like to start with a simple quote. **“There is a class of colored people who make a business of keeping the troubles the wrongs and the hardships of the Negro Race before the public. Some of these people do not want the Negro to lose his grievances because they do not want to lose their jobs. There is a certain class of race problem solvers who don’t want the patient to get well.” That was said by Booker T. Washington.**

This is an esteemed body one that sponsors and invites debate, yet just an hour ago or so ago someone who was invited to this body to test his mettle a chief person to the right hand of Barack Obama to the right hand of Mayor Bill DeBlasio of New York to in many ways as he puts it the right side of the Blacks of America Al Sharpton accepted and then refused to to come and debate before this body. Attorney General Eric Holder, Attorney General of the United States said that America is a Nation of Cowards when it comes to race. In fact what we stand here and do today and what someone like Al Sharpton does not do, shows that the cowardice lies with those who would push a narrative, demand retribution when none is required **but do not show up to face the public either those that support them or detractors.** Why is that important to what we do here today? It has been said before, but I will repeat it. The proposition that America is institutionally racist requires that something creates an environment. **Two things create an environment for slavery or racism and they are needed for it to exist. One is a social contract as in the South during slavery. Two codified law, neither of those things exist in American culture today and in fact if they did exist as such then the U K would also be guilty of the same.** The British social attitudes survey if 2001. 25 % of Brits are little prejudiced against people of other races. In 2013 30% of Brits are very little prejudiced or a little prejudiced against people of other races. I also reject that because it is a survey. It is

a poll it is not a reflection of the British community nor is it a reflection of the American community. **The issues of racism and Prejudice will always exist. That is something that we can state honestly and factually. It is how we get to the solutions that matter. Abraham Lincoln as my colleague said fought a war to preserve the Union. That republic allowed for the people of the United States under our Constitution to amend it therefore removing slavery and then moving forward to the voting and Civil rights Act and also the suffrage movement for women. These are great acts in our society.** The issues that plague Blacks in America or anyone who is disadvantaged have to many factors for me to address in eight minutes or 8 hours, but in our society we continue to address them with actions not with narrative, not with conspiracy theories about the DEA creating drugs or not with conspiracy theories about agencies forming groups to go after Blacks in some way. There are many examples I can counter, one by the way by one of the speakers by point of information. George Zimmerman was not a police officer therefore you should use a better example. Using wrong examples to present an argument leads us nowhere forward. I understand the emotion and I respect my opposition but when you go into the areas of making false charges and living in the past you do not address the issues of the present. In the present and factually so when you can do the research regardless . this is not a political issue it. It is not a one or the other issue. It is a very complex nuanced issue. If you find in your heart that America is not as advanced as a nation. Then you must accept that Britain is not as advanced as a nation. That all the world in the first world is not advanced in any manner. Therefore you must accept that all is static and society's never change for the better or the worse. To anyone who believes that America is institutionally racist. I will challenge you to do this. Go into communities and deal with problems by examining the roots of those problems, the foundations. The foundation of many problems starts with the individual and there are factors. There are factors of Education. It is right to say that there are disadvantaged people in America. 13% of the population is Black, 17 % Hispanic, majority white and mixed other races, Asian 3 %, but when you take a look at the problem, you must address the foundation & the Factors. **Education, a family structure in the 1960's 80 plus percent of Blacks were two-parent homes. Today that is reversed completely the other way. It has a lot of factors which entitlement systems, the growth of liberalism to a point of progressivism beyond any imagined course. Education comes from a strong or blended family unit. That is your best path to success and when it comes to single parentage of anyone of any ethnicity a single mother has a higher likelihood significantly of being in poverty, therefore raising a child in poverty.** I'm addressing foundation, because it is easy to argue as my colleagues have the emotion misapplication of facts and the narratives, but if we do not address the foundation of a problem and we have in America we will not advance as a society and to correct a misspeak by my colleague Charlie Wolf, he tried to correct them amongst the cheers and the jeers, **he meant to say America is not perfect, but working towards a more perfect union and that is something we can all take as human beings. Look into solutions, do not fall into false claims, do not follow charlatans, do not follow shake down artists who want to draw you**

into arguments rather than have true debate on substance and that is what we're here to do . I thank you.

I want to leave you with this one thought. We talk about skin color our skin is not or is an organ. It does not think, it does not formulate ideas, it is merely the genetic result of our parents. Our ability to use our brain & reason in a free society such as in America is why we have overturned the blight and the negative aftermath of racism that began with colonial slavery. America is a land of opportunity as promised in our Declaration of Independence and preserved legally, legally in our Constitution and the Bill of Rights. We have amended our constitution and we have evolved as a nation. Our people stand proud to support and defend opportunity and freedom for all. Thank You, President Whedon.

From: Donica, Danielle
Sent: Monday, April 26, 2021 4:09 PM
To: Public Comments
Subject: Changes again????

Please reconsider your decision to open up at 100%. Let us finish the year without any more changes or impacts to our teaching. The students who have been participating in distance learning have struggled no doubt, but do you think putting them back into a classroom for the last 6 weeks of school will make a difference? No, it won't. It will just put more pressure on teachers to try to catch them up in 6 weeks what they have missed all year. The fact that you are even considering this change made me write this letter on my lunch break. There have been so many changes this year and most of the students have been able to roll with them, but this one is just ridiculous. Please send me some reasons why you would make this change, more money????? I can tell you teachers are already working as hard as they can to catch students up and putting extra pressure on us with more students and less space will make the workload even more difficult. There will also be stress on the students if they have been participating in DL all year and then thrown back into the classroom without the option of staying home. You will have more teachers looking for counseling, or exiting the profession when this change goes into effect. There never seems to be a "let me take this off of your plate", always a how many more things can we possibly put on your plate before you have a breakdown. Enough is enough, draw the line, leave it the same and reorganize next year so you have time to plan it instead of jumping in and not being prepared. We have had three classroom excluded just in the last week at our school. Danielle Donica

From: Seavey, Gail M
Sent: Monday, April 26, 2021 5:05 PM
To: Public Comments
Subject: In person

I am a kindergarten DL teacher. I feel if the students had to return to in person this year, after we have a routine in place that works this year, the disruption would be detrimental to the need for the end of the year consolidation of concepts, that we have been working towards. The end of the year is almost here. If high school needs to be in person, great. The youngest of our learners have had enough craziness this year. Let's stay as we are. Let's work on next year's plan. Enough craziness is enough!

Sent via the Samsung Galaxy S9, an AT&T 5G Evolution capable smartphone
Get [Outlook for Android](#)

From: jodi Epp
Sent: Monday, April 26, 2021 7:10 PM
To: Public Comments
Subject: [EXTERNAL] Social justice curriculum

Instead of this proposal to indoctrinate our children with inappropriate materials, where is their proposal for improving the quality of our education? Washoe County schools rank at the very bottom in the entire NATION. Where is their proposal to fix this?

How about teachers just teach the golden rule. That seems much more constructive than this crazy nonsense!

I only had to read a small amount of this to realize that what is in this proposal CLEARLY promotes racism and gender discrimination. This curriculum should not be allowed in our schools!

Please, please focus on education. That is the job of schools, not following the insane narrative of the day.

Sent from my iPhone

From: Martinmaas, Stephanie L
Sent: Monday, April 26, 2021 10:35 PM
To: Public Comments
Subject: Public Comment 4.27.21 meeting

Hello,

As a parent and substitute teacher for WCSD, I am urging you not to change the middle and high school schedules back to 100% in person. These kids have finally got the hang of the hybrid schedule, they know what is expected of them, and there are only 6 weeks of school left! By the time the master schedules are all changed and implemented, there is even less time. Putting our students, teachers, and support staff through that stressful change is not worth it for only 6 weeks.

More importantly, putting all those students in the building will require the abandonment of social distancing practices. There is no way you can fit 35-40 students in a classroom and keep them socially distanced, it is just not possible. When you get rid of social distancing and COVID spreads (and it will!), you are looking at excluding dozens (or even hundreds) of kids instead of just a handful. The last 6 weeks of the school year is not the time to try this out, this is the most critical time of the year. Students and teachers will miss final exams, graduation, etc. when they are excluded and then they are not in the building anyway! Look at Manogue High School, they opened up to everyone and had to shut right back down.

I know parents are pushing the District to get these kids back in school but the final 6 weeks of the quarter is too late. Keep them safe and in school HYBRID and then open back up to 100% in the fall when people are vaccinated. Thank you for your time.

Stephanie Martinmaas

From: Steve
Sent: Tuesday, April 27, 2021 6:05 AM
To: Public Comments
Subject: [EXTERNAL] Your social justice program

Washoe county board of trustees,

I am against this and will pull my child out of Washoe County school district like thousands of other parents. You already have a population in the school that struggles to pass general subjects. It's clear that a good majority of schools have a failing grade. You should be teaching math, science, English, physical education, history etc.

Instead you want to implement a program that teaches racism plain and simple. Do you honestly think a K-5 child has any idea what racism is? If a child knows what it is, it is only taught by his parents at home and not by other children at school.

As a result, in our elementary schools instead of actually learning basic skills students are all too often taught nonsense like anti-racist math. They are taught anti-racist reading and that America is evil and can only be saved by a litany of progressive "isms" and government is good. Clearly none of you have looked inward..!!

Do you not wonder why there's a large number of young kids that have joined anti-American programs like the Occupy movement or BLM? Maybe this is what you want young children to grow up and become?

Your cutting the budget and this nonsense doesn't need to be taught in any school. School is NOT supposed to be used for Indoctrination.

Obviously were on the same path as California and you all need to be FIRED.

I will most likely move my child to a Charter School. Washoe county is a failed government run school.

Sent from [Mail](#) for Windows 10

From: Mary Owens
Sent: Tuesday, April 27, 2021 7:39 AM
To: Public Comments
Subject: [EXTERNAL] WCSD Re-opening

Dear Board of Trustees,

I don't believe now is the right time to fully re-open our schools! This would create hardships on students, families, and staff. School sites are not all equipped to make the transition back to full in-person learning as staff has been moved around to accommodate distance learners plus there are distance teachers who are on ADAA for the remainder of this school year, and may not be able to work in-person at this time. Families have made alternate arrangements for their students during their off campus days (which may have cost them money), and students may have to switch from a distance learning teacher to an in-person teacher for core and other invaluable subjects.. Testing season is also now upon staff and students, and moving schedules once again, would be very disruptive to this process. And unfortunately, Covid is not gone, and many in the age group attending schools have not yet been vaccinated, should they choose.

These are just a few of the important reasons why we need to keep our schools as is for the remainder of this school year!

Thanks you for your consideration on this important matter!
:) Mary Owens
WCSD Teacher

From: John Winters
Sent: Tuesday, April 27, 2021 7:42 AM
To: Taylor, Angela; Caudill, Andrew B; Public Comments; eminneto@washoeschools.net; Nicolet, Diane M; Church, Jeffrey; Thigpen, Kurt L; Calvert, Jacqueline M; McNeill, Kristen
Subject: [EXTERNAL] Social Justice Curriculum Concern

Dear Board Members and Superintendent McNeill,

I would like to push back with your claim that the proposed Social Justice curriculum is not grounded in the Critical Race Theory. Although the amount of curriculum addition is small and, seemingly harmless, its intent is clearly grounded in this theory. I am waiting on a response from Benchmark in response to some questions that will, in fact, prove that these additions were crafted from CRT resources.

In addition, a bookclub titled "Biased" is being currently being offered to WCSD employees and being highly "encouraged" by their principals. Is this a coincidence? I

f you have the open minds that you claim, and really do want to do what's best for our students, I ask/challenge you to watch the short 5-minute video below that provides a very clear definition of exactly what Critical Race Theory is.

<https://www.prageru.com/video/what-is-critical-race-theory/>

After watching this, ask yourself; Is this what we want to teach our students? Is this the District's job to impart this ideology, heavily disguised as social justice? Thank you very much for your time.

Respectfully,
John Winters

From: katania taylor
Sent: Tuesday, April 27, 2021 8:29 AM
To: Public Comments
Cc: McNeill, Kristen
Subject: [EXTERNAL] Kids in masks

Hello Board of Trustees,

I am writing to tell you that we parents are done with masking out kids. We demand that the mask mandate be removed for kids up to high school immediately.

We are also putting you on notice that masking WILL NOT BE TOLERATED NEXT SCHOOL YEAR.

Stop hiding behind the the governor's arbitrary and baseless rules and do your jobs. Take care of the children you were elected to defend. Masks have NOT proven effective and mounting evidence is showing they may be harmful, especially to growing bodies and brains. Mask wearing for children is unethical. Many states have fully removed the mandates with no negative consequences. Kids don't suffer from Covid and now every adult in Nevada can have a protective vaccine if they choose. What are we still doing forcing our kids to bear a burden that they should never have been asked to bear?!

You need to listen to the families that elected you. Do your jobs and unmask these kids!

Sent from the remote office of Katania Taylor

From: John Winters
Sent: Sunday, April 25, 2021 8:28 PM
To: Public Comments; Taylor, Angela; Caudill, Andrew B; eminneto@washoeschools.net; Calvert, Jacqueline M; Church, Jeffrey; Thigpen, Kurt L; Nicolet, Diane M; McNeill, Kristen
Subject: [EXTERNAL] Proposed Addition to ELA Curriculum

Dear Board Members and Superintendent McNeill,

I urge you to not accept these proposed Social Justice additions at face value. These additions may seem on the surface harmless, and only a few pages, but they carry the message of and are grounded in the false ideologies of the Social Justice Movement, Critical Race Theory, and the 1619 Project. This curriculum will indoctrinate our children into group thought, a single, unified belief that the color of our skin defines us. The complete opposite of the MLK Movement. Based on skin color, students are assigned identities of victims or oppressors, are asked to acknowledge their whiteness, their white privileged; acknowledge that religion is oppressive, Anyone who questions this ideology will be silenced/cancelled and called "racist", ignorant, or lacking "consciousness". No longer is healthy debate, open ideas/beliefs welcome. We must stand courageously and let Washoe County School District know that we oppose this Social Justice Curriculum. It is not the District's job to teach a single, "politically correct", morality. To teach our students to admit their whiteness, white supremacy, and patriarchy, the very things that the Civil Rights Act and Fourteenth Amendment should protect against. The Social Justice Movement teaches as uncontested fact and mandates training in racial and sex stereotyping, scapegoating, and discrimination. They also position our country and our schools as intrinsically racist in a "systemic" way. "Present discrimination" is billed as a necessary remedy to past discrimination. I believe we can all agree that the way to end racism is NOT racism. It's very important to know exactly what this Social Justice curriculum is grounded in. Although it may seem harmless, do not be fooled. We, like many others in our country, are at a crossroads. Specifically, in our educational system. There is a Social Justice Movement trying to gain a foothold in our classrooms This movement has hijacked the language of social justice. The definition of words like social justice, racism, equity, racist, and anti-racism is no longer what most think. These words are now far from the words embraced by Dr. Martin Luther King, Jr's Civil Rights Movement. They are now unrecognizable. The Social Justice Movement is an anathema to everything that MLK fought and died for. Read the new definitions here: <https://newdiscourses.com/translations-from-the-wokish/> Despite what you have continued to say about Critical Race Theory, this Social Justice Movement material IS based on the Critical Race Theory. It begins from the assumption, in its own words, that racism is the normal state of affairs of society, changing the question from "did racism take place?" to "how did racism manifest in that situation?" (for racism is assumed to be relevant to every situation), and it calls into question "the very foundations of the liberal order, including equality theory, legal reasoning, Enlightenment rationalism, and the neutral principles of constitutional law." That is, it is presumptive, divisive, and explicitly un-American, if not anti-American. Moreover, it is designed not to be able to be disagreed with, as all disagreement is framed as some variation of racial "fragility" or "privilege-preserving epistemic pushback,". Because it cannot be disagreed with without accusations of bad intentions, motivations, and "racist", it is divisive and very difficult to uproot once installed. Because it believes "there is no neutral" between "dominance" and "oppression" (Marxian conflict theory), it is again divisive and in fact polarizing. Because its issues are so sensitive and because it addresses them in such an accusatory way (everyone who doesn't agree with it is racist and white supremacist), it diverts incredible volumes of resources to dividing and polarizing every environment it can gain a foothold in. Even worse, not only is there no evidence supporting the application of this theory, there is evidence against its claims that it can generate that which it claims to generate, so it tears apart organizations and poisons minds (including those of children) with its divisive tenets while profiting off a fraudulent enterprise that robs the taxpayers while destroying their communities. I urge you to do your research on Critical Race Theory and the Social Justice Movement. Do not underestimate the power of this Movement - it's in the news everywhere. The most notable is the firing of educator Paul Rossi for taking a stand against this indoctrination

and Andrew Gutman, a parent who pulled his daughter out of her school due to the hyperfocus on the Social Justice Movement and wrote a very eye-opening letter. Links are below on both of their stories. This small, seemingly harmless, addition to our current ELA curriculum is just the start. More, extreme Critical Race Theory propaganda will come, I assure you. I urge you to vote no on this proposal to keep the District away from these divisive teachings and in support of the fundamental inalienable rights this country has always recognized and strived to extend to all citizens, even the allegedly privileged ones. A consequence of this Movement is already being felt right here in Clark County. Read this article on William Clark, a high school student who was failed because he refused to admit he was an "oppressor" and practice/adopt the Social Justice ideology. William Clark's Lawsuit <https://www.fairforall.org/content/newsletters/2021-03-17.html> The source to learn the NEW meaning for the words around social justice that you thought you knew: <https://newdiscourses.com/translations-from-the-wokish/> Andrew Gutman's Letter https://bariweiss.substack.com/p/you-have-to-read-this-letter?utm_campaign=post&utm_medium=web&utm_source=email <https://www.nationalreview.com/2021/03/critical-race-theory-is-dangerous-heres-how-to-fight-it/?eType=EmailBlastContent&eld=f7615b4c-077c-4e9c-bf78-0b9b47a07bd0> Examples of consequences of this curriculum indoctrination: <https://www.city-journal.org/the-miseducation-of-americas-elites?eType=EmailBlastContent&eld=f7615b4c-077c-4e9c-bf78-0b9b47a07bd0> William Clark - Clark County Student's Lawsuit <https://www.fairforall.org/content/newsletters/2021-03-17.html> Interview with Paul Rossi and Andrew Gutman https://bariweiss.substack.com/p/recording-of-last-nights-zoom?utm_campaign=post&utm_medium=web&utm_source=copy

From: Pitts, Katie
Sent: Tuesday, April 27, 2021 8:54 AM
To: Public Comments
Subject: Move to In-Person Instruction Implications- Public Comment

Hello, I am an elementary teacher. Currently, I am teaching distance instruction to two grades. If the district moves to switch all students to in-person for the remainder of the school year it will create a logistical nightmare for many schools, teachers, and students.

First, many distance teachers either do not have classrooms or their classrooms are being used as storage/are not ready for in-person instruction. As much as the public thinks this would be an easy switch for all, it is not. Switching from one teaching model to another will take time and preparation, which is only going to take away from the remaining time we have to teach this school year.

Second, there are still many parents and students who will actively choose to remain distance, as was their choice for the year. This will force many, many teachers to provide hybrid instruction, and this is not a sustainable teaching model in the least. Hybrid teaching is two jobs, being made to look like one.

Third, not only will classroom teachers be made to scramble to change their classrooms, their instruction delivery, and schedules, school sites will need to arrange rooms, change rosters, and attempt to make room during lunches and specials. This is going to cause undue stress for all involved, most of all students, as classroom rosters will most likely need to be changed to accommodate an influx of in-person students.

I understand that distance learning was not everyone's ideal mode of instruction. Despite my great efforts and the countless hours outside of contract time that I spent planning and preparing to give my students the best educational experience I could, I concede that distance is not the best for **most** (some of my students are thriving in the distance classroom), however it is unreasonable and unrealistic to expect all students to return to in-person instruction with only six weeks of the school year left. If it is decided that this is the route the district will take, I only ask that it truly be "all hands on deck" as teachers will need time and help to prepare their classrooms and instruction. I also ask that if there are remaining students who choose distance that there will be additional resources or staff to teach these students as the hybrid model in more elementary classrooms is not a wise way to end an already chaotic year. Thank you for your time.

From: myra brissette
Sent: Tuesday, April 27, 2021 9:24 AM
To: Public Comments
Subject: [EXTERNAL] MASKS

When are you going to call an end to the masks?
They are dangerous you know it, we all know it.

Sent from [Mail](#) for Windows 10

From: Mark R
Sent: Tuesday, April 27, 2021 9:53 AM
To: Public Comments
Subject: [EXTERNAL] New Divisive Teaching Practices for WCSD

Why does WCSD feel the need to ad divisive learning practices into our community? You can do better then hurting and pinning students vs students on race/creed/ sex/ and religion topics. These issue should be taught and discussed at home. WCSD should focus on educating where it is needed, like improve US math skill from 36th in the world to top 10. We need more love than hate added to our youthful population.

Sent from [Mail](#) for Windows 10

From: Austria, Michael
Sent: Tuesday, April 27, 2021 10:13 AM
To: Public Comments
Subject: WCSD Re-opening

Please reconsider the plan to have the students return 100% in person. Although we want all of our students back in school, I believe that breaking the routines that we have built will not help the students or the teachers. There is only a month left of the school year. This decision should have been made earlier in the year, perhaps at the semester. I urge you to stay course and continue the hybrid learning plan.

Michael Austria
English Language Development
Earl Wooster High School

From: Roberts, Keith
Sent: Tuesday, April 27, 2021 10:19 AM
To: Public Comments
Subject: Please keep hybrid models

Good day,

Please do not eliminate the hybrid model for the remainder of this school year.

I teach English, AP Capstone, and theater at Hug High School, and I have had students in each of the learning models this year. I have had students who were attending every day and students who were attending in the hybrid model in each of my classes, and meeting the needs of students on different models has been a bit of a challenge sometimes, but that is exactly what I have spent the last 30 weeks doing—learning to meet that challenge.

It is good that we are now giving the opportunity to return to 5-day-a-week in-person learning to any students who wish to do so. This model is best for some students, and I have students in every class taking advantage of it. At the same time, I have students who have been successful all year in the hybrid model who would like to continue on that model for the remainder of the school year. In many cases, they have built their schedules around the flexibility of the hybrid schedule, taking advantage of the asynchronous “digital day” to pick up shifts at work or take care of family needs. These students are able to complete their digital work when it fits their schedule.

I believe that in-person learning is the best approach, and if we were looking at a whole semester or even a quarter of the school year left, I would stand with those who feel it is worth the disruption to return to a standard schedule. With only a handful of weeks left however, and with most of those weeks falling after AP, CTE, SBAC and other yearly benchmarking has been completed, it simply doesn’t seem that the benefits to be gained will come close to outweighing the potential harms to our students and families of eliminating the hybrid schedule at this time.

Allow our families to finish out the year on the schedule that works best for them.

Thank you.

Keith Roberts
AP Capstone and English Teacher
Procter Hug High School

From: Kaesa Aanestad
Sent: Tuesday, April 27, 2021 10:24 AM
To: Public Comments
Subject: [EXTERNAL] Proposed Change to 2020-2021 Hybrid Model

Dear Trustees,

I'm writing in support of maintaining the current hybrid schedules at the middle and high school levels throughout the remainder of the 2020-2021 school year. My request is specifically tied to the fact that any change in the learning model would occur in the final month of the final quarter; a change in schedules at this time would be a massive disruption to the plans and routines of students, families, teachers, and school staff with little benefit. I am most concerned about our students, who, having been asked repeatedly to adapt to a myriad of circumstances this year, deserve to have some stability in these final weeks as they move into end-of-term projects and exams.

Currently, hybrid students that would like to change to full-time in-person instruction have been welcomed to do so as space allows; the number of families choosing that option at this point in the year has not resulted in reaching 75% capacity across the district as allowed. Recognizing that it is still not an ideal situation, perhaps we can focus on increasing awareness of that option for this school year while planning for a safe return to full-time, in-person instruction in 2021-2022.

Kaesa Aanestad
English Teacher
Hug high School

From: Lauren Evans
Sent: Tuesday, April 27, 2021 10:52 AM
To: Public Comments
Subject: [EXTERNAL] No more masks

Hello -

We made the very difficult decision to keep our daughter out of public school last Fall due to the mask mandate. We have done our research, and the wearing of the masks is not based on science but rather based on politics and "COVID theater". Masks are actually harmful to children (not just from a healthy immunity but just watch a kid or an adult touch his or her mask over and over and spread germs to his or her face that way). They are also dirty and are not healthy for any sort of activity other that raises the heart rate, including speaking, walking, or especially playing outdoors. Please do not do this to our kids again. Note the censorship that we have experienced in this past year. Why are we censoring actual and good studies showing both sides? What science are the masks based on? Are we making decisions based on courage and what is good and right or based on coddling just a few vocal people who want children to be covered up? Are your teachers happy with wearing masks overall, especially when they are vaccinated? Are people happy with the state of our schools in Washoe County? Do not be scared, but rather show moral courage to do the right thing and renew education in our country for the better.

Lauren Evans

From: Sarah Dockins
Sent: Tuesday, April 27, 2021 11:19 AM
To: Public Comments
Subject: [EXTERNAL] Critical race theory

I'm very disappointed as a parent that you have voted on pushing the leftest agenda and pushing your critical race theory agenda on my elementary school child. I will be looking for other means of education for my 3 children besides the WCSD who clearly has no regards to the focus of education over your political agenda!

Sincerely
A concerned parent.

Sent from my iPhone
Sarah Dockins

From: RICHARD PETERSEN
Sent: Tuesday, April 27, 2021 11:40 AM
To: Public Comments
Subject: [EXTERNAL] Social Justice Curricula

I find the reference to “White Men” as having written the US Constitution in your proposed curricula on social justice troubling. The characterization makes being white and male as being bad. Teaching that someone should be ashamed of their skin color is as bad today as it was years ago. We need to come together, not be separated by something over which we have no control.

Judging those “White Men” by today's standards finds them flawed. They were 18th century Europeans and should be viewed in the light of 18th century standards. Many of them were ardent abolitionists. They studied Plato, Aristotle, Locke, Burke and Adam Smith. They had just gotten independence from an empire ruled by the “divine right of kings”. The Constitution they wrote gave us the ability to correct errors of the past, outlaw slavery and give women the right to vote. It still offers us the same opportunities today. Today's 1st through 5th graders bear no responsibility for any errors of the past. Let them be kids.

From: Melissa Hill
Sent: Tuesday, April 27, 2021 11:50 AM
To: Public Comments
Subject: [EXTERNAL] Masks in our schools

Dear Washoe County School Board Members:

I have 3 children who *were* enrolled in Washoe County schools this year. They were miserable in masks all day, eating lunch alone, plexiglass between them and their friends. This was absolutely the opposite of what a positive learning experience should be.

They are no longer enrolled, and we are doing our best with homeschooling. I believe they are learning more than they were able to amidst the many covid restrictions in their classrooms. Their mental and emotional health has been greatly improved.

We would have potentially been interested in the summer school program, and were hoping to be able to re-enroll next year, but we will absolutely NOT do so if masks will continue to be a part of the culture required to be in public school. This will not be ok to continue to force upon Nevada families, and should be left to personal choice.

Thank you,
Mr and Mrs Hill, Sparks NV

Sent from my iPhone

From: Raymond, Molly
Sent: Tuesday, April 27, 2021 11:59 AM
To: Public Comments
Subject: Sending students back to school

Hello board members,

My name is Molly Raymond, I am a sixth-grade student at Swope middle school, and I am emailing you with my concerns about the decision being made today.

I am part of the Swope Magnet program, and so far, we have had two students return from distance learning. And while I know that distance learning can be hard on kids, I don't think that sending everyone back to in person is a great idea.

First of all, the students on distance learning are moving at a different pace than us, learning different things, working on different projects. It will take us a while to sort all of that out, and we only have a short time of school left anyway. It will be stressful for the kids coming over from distance too, they will have to drop everything they are learning and move over to our schedule.

Next I would like to point out that since the school has only been at half-capacity the whole year, it would make the school much more crowded. After being in a quiet, relaxed environment for so long, it will be stressful and overwhelming for distance kids and in person kids alike.

Finally I think that having everyone come in person for the rest of the school year isn't necessary because distance kids can return from distance anytime they like. I think choosing to bring everyone in person would upset more people than choosing not to.

Thank you for your time, and I hope you consider my concerns.

Molly Raymond,
Swope Middle School

From: Christa Rossi
Sent: Tuesday, April 27, 2021 12:03 PM
To: Public Comments; Taylor, Angela; McNeill, Kristen; BoardMembers; bluecey@washoecounty.us; ahill@washoecounty.us; vhartung@washoecounty.us; jherman@washoecounty.us; mayor@reno.gov; kdick@washoecounty.us
Subject: [EXTERNAL] New CDC Guidelines (Masks)

Good morning,

As of this morning the CDC has stated that masks don't need to be worn by those that are vaccinated. <https://www.cdc.gov/coronavirus/2019-ncov/vaccines/fully-vaccinated.html>
Will this be part of the discussion this evening at the board meeting?

The Governor, in directive 024, stated that children under 9 do not have to wear masks, *"young children between the ages of two and nine are exempt from this requirement"*.

Can you lift the requirement? If a teacher is fully vaccinated, as outlined per the new CDC guidelines, is there a reason why this can't happen for teachers as well? I have already emailed and tweeted at the Governor about this as I know you follow his guidelines. I also know that our county will have local authority and be able to propose new guidelines for our area as of May 1st. Can our district propose this to the county COVID task force? I know 3 entities must approve the county commission plan; what changes for the better, are being recommended?

Teaching Kindergartners, and other grade levels I imagine, with a mask on is difficult. Some students can't hear sounds of letters correctly (vowel sounds are especially difficult). They aren't able to see (behind my mask) the shape my mouth makes to distinguish the sound difference. I have tried the clear mask (so don't suggest them- they fog up). Directions may not be as clear, my voice has been "lost" many days this year because I'm trying to project (yes I have a microphone that I use- but once the charge is lost I can't use it the rest of the day), student engagement and participation are down.

Have you been able to see a child's face when they are asked a question and are told to "speak louder" or "project their voice"? It's heartbreaking. They may already be unsure of themselves and we are forcing them to speak louder because of masks. This can result in embarrassment or eventually give them anxiety about speaking. Please don't suggest that a child can write a response. In upper grades, that is feasible, not in Kindergarten.

Please consider changing or, voicing to change, the requirement for students under 9 regarding mask wearing and the requirement for adults to wear masks that are fully vaccinated.

Christa Rossi
(Mother, teacher, Washoe County Resident)

From: Jones, Beth
Sent: Tuesday, April 27, 2021 12:14 PM
To: Public Comments
Cc: Taylor, Angela; McNeill, Kristen; BoardMembers; blucey@washoecounty.us; ahill@washoecounty.us; vhartung@washoecounty.us; jherman@washoecounty.us; mayor@reno.gov; kdick@washoecounty.us
Subject: [EXTERNAL] Re: New CDC Guidelines (Masks)

To all it may concern,

I know there will be many topics of conversation tonight, but I hope masks are on the agenda!

This morning the CDC has stated that masks don't need to be worn by those that are vaccinated. <https://www.cdc.gov/coronavirus/2019-ncov/vaccines/fully-vaccinated.html> In addition our Governor has always stated that children under 9 do not have to wear masks. Simply give people the choice, certainly students / teachers that fall within the allowable mask guidelines can still choose to wear one if they wish.

Some students who have speech challenges whether developmentally, or like my son, who had an orthodontic apparatus that makes understanding him difficult and more so with the mask. I personally read people's lips; so if my kids learn like me, seeing the teachers face, the shape of their mouth when sounding things out is critical in their development.

Please consider allowing the choice of wearing or not wearing a mask if the adult is fully vaccinated or the student is under 9.

Beth Jones

SHIRLEY APPEL


INCLINE VILLAGE, NV 89451

To: Washoe County School Board Members

It has been brought to my attention that you are unhappy with one of your Board Members, Jeff Church. It has not been made clear what your intentions are in disciplining Mr.Church in your April 27, 2021 Board of Trustees Meeting. I would like to go on record as saying that Mr..Church has the best interest of the children of Washoe County and the education of these children. Considering the way children have had to learn in the past year it is my opinion that adding more left-wing social justice agenda to their curriculum only makes things more confusing to K-5 graders. I'm sure there are many Washoe County voters that will agree with me. Had we not had confidence in him we would not have voted for him last year. I hope that you will reconsider your action against Mr. Church since it could expose you to major legal liability of the First Amendment.

Thank you for your attention to this important matter.

Shirley Appel, Incline Village resident

From: Johnston, Bonnie
Sent: Tuesday, April 27, 2021 1:36 PM
To: Public Comments
Subject: Districtwide Equity in welcoming hybrid students to return in person

Dear WCSD Board of Trustees-

I am very concerned at the inequitable practices across our district when it comes to allowing middle and high school hybrid students who wish to return to the classroom fulltime. Some middle/high schools have welcomed back hundreds of students, while other schools in different parts of our district have welcomed back very few hybrid students for everyday learning. The criteria discussed at the board meeting was allowing for "struggling hybrid students" to return full time in person. Who gets to decide how "struggling" is defined? And why are some students with similar circumstances getting to return to school when others are not?

It seems some schools are projecting the message that if they are trying to discourage hybrid students from coming back (see disclaimer emailed to families: Students who return full-time are expected to FULLY participate in the lesson in every class, every day. That means students will be participating in the SAME lesson two days in a row. Furthermore, students are still expected to complete all homework assignments given AND complete the learning tasks assigned to students on the learning-at-home days. Students will not be able to complete the learn-at-home lessons during class time.) It doesn't make sense to require students to sit through the lesson twice and then go home and complete hours of homework when they could be completing the at home lesson on laptops in class with help from the teacher. The policy above is punitive. Why should students who want to return to school be punished by having extra homework? The message to families wanting to return is branded in a very negative way, therefore it seems the district is discouraging hybrid families from requesting their child return to school full time.

As of May 1st, the governor is allowing students back at 100% capacity, how can our district deny equitable access to in-person learning for all hybrid students who wish to return for the remainder of the year regardless of their zoned school. At this point, families with children on the hybrid model who wish to return full time are being denied access to some schools, while hybrid families at others schools were welcomed back weeks ago. There are schools in our district with class sizes of less than 10 students where families are being told their child may not return to school, while other schools such as Vaughn and Herz have welcomed back the majority of the hybrid students to school everyday.

How does the board plan to address these inconsistencies/inequities in light of the new directive beginning May 1st? It would seem, that if hybrid students who wish to return are granted the right to return for the remainder of the year, the hybrid students who want to stay continue attending every other day can stay the course.

All children deserve equal access to in person learning districtwide no matter what school they are zoned for. I ask that the board to consider lifting restrictions regarding specific criteria being used to determine whether a hybrid student is "at risk" enough to be granted the right to return attend school every day adhering to the hybrid model. This will allow equitable access for all hybrid students who want to attend everyday for the last 6 weeks of school, instead of a select few at selected schools.

From: Rachel Fisher
Sent: Tuesday, April 27, 2021 2:28 PM
To: Public Comments
Subject: [EXTERNAL] April 27, 2021-Regular Meeting of the BOT-General Public Comment
Attachments: Church Letter Page 1.JPG; Church Letter_Page 2.jpeg; REBUTTAL to Church WCSD Claims.docx; WATCHDOGJEFFREBUTTAL22021 copy.docx; Paul White+Church Meeting Law Complaint.pdf

Dear Washoe County School Board Trustees,

My name is Rachel Fisher and I am a first grade teacher at Lena Juniper Elementary School in WCSD. After attending the last in-person school board meeting and having extreme concerns over the disinformation and violent rhetoric expressed by self-proclaimed supporters of Trustee Jeff Church--I soon learned that these concerns were shared by many other educators, our student body, families, and community members across Washoe County.

In response I created the petition--on my own with community input, but with NO input from any member of the board--asking for the resignation of Trustee Jeff Church. I am urging for the rest of our esteemed trustees to seriously take into consideration this petition with over 500 supporters and counting. In addition to the petition and documents that I am providing in this public comment, I feel that the fact that Jeff Church ran in his district essentially unopposed due to the resignation of incumbent Scott Kelley due to his own shameful behavior just before the election is another important consideration, as the voters from that district were not afforded the appropriate representation and choice for school board trustee that they deserved.

You may find the link to the petition with the count of signers from our community here: <http://chng.it/nLvWDymK>

I am also attaching the following documents to be entered into the official record that support that Jeff Church has spread lies and disinformation about WCSD and encourages racist and homophobic/transphobic rhetoric from his supporters that are directly against the values of diversity within our public schools.

-Copies of the newsletter written by Jeff Church and sent to those subscribed to his email list entitled "The ABCs of Saving our Schools" of which the petition addresses point by point and the dangerous falsehoods throughout. Please notice that Jeff Church has claimed that he is not a part of Joey Gilbert's threat of lawsuit that includes bogus claims against our district--and yet specifically references Joey Gilbert in this newsletter asking his supporters to contribute to a 'legal fund.'

-A rebuttal of Church's "You Can't Make This Up!" false claim of WCSD dysfunction and lack of oversight, further evidence of Church attacking our school district and inciting anger through lies and disinformation. [provided by community member and education advocate Richard Jay]

-An email from Richard Jay that was sent to Jeff Church pointing out the misleading statements with evidence as to why they are false. Despite the evidence and facts attempted to be shown to Jeff Church he continues to spread the same dangerous lies in regard to our school district. This shows that Jeff Church is very much aware that his claims are false, but he has decided to continue to spread the same disinformation every chance he has. Either Church is incompetent and does not understand these facts as presented, or has made the dangerous decision to purposefully disregard them to bring chaos to the board of trustees making productive discourse and meaningful policy changes impossible to achieve.

-Another rebuttal from Jay to the false claims that are still displayed on Jeff Church's personal website "Watchdog Jeff" with further evidence of Church's rejection of the facts and his desire to incite anger and confusion surrounding WCSD. LINK: <http://watchdogjeff.com/>

-A copy of the conclusion of an open meeting law complaint made by Jeff Church and Paul White that they made together when they were both running for school board trustee positions. Jeff Church's Website "Reno Tax Revolt" is listed as a resource on Paul White's Website "Nevada Patriot." Much of the same racist, homophobic, and transphobic

rhetoric made by Church can be found contained in Paul White's website as well. This evidence shows that these two men have and continue to work together to spread extremely violent rhetoric against some of our most vulnerable students. Links: <https://nevadapatriot.net/> AND <http://www.renotaxrevolt.com/>

PETITION LETTER TO THE WCSD BOARD OF TRUSTEES:

We, as a community, are asking that you immediately call for the resignation of Trustee Jeff Church due to the following:

- his deliberate spread of disinformation and lies regarding WCSD with the goal to instigate anger and aggression from his followers.
- his racist, homophobic, and transphobic commentary directly at odds with WCSD values regarding diversity.
- the questionable ethics and possible violations of him serving as a Washoe County School Board Trustee while simultaneously suing the school district himself AND encouraging others to also sue the district in which he serves.

Jeff Church runs two websites, 'Watch Dog Jeff' and 'Reno Tax Revolt,' that he uses as platforms to spread dangerous lies and disinformation about our schools and to accuse the WCSD Board of bogus allegations of meeting violations. Recently, images of a letter written by Trustee Church entitled "The ABCs of Saving Our Schools" was sent to those subscribed to his website and email list surfaced to be viewed by the community at large. This letter contains extremely concerning language and overt falsehoods that should not be tolerated by one holding a seat on our Board of Trustees serving our diverse student body and staff. Amongst the concerns of this letter from those signing this petition:

- 1) Accuses the WCSD of imposing "Martial Law" and promoting "anti-religious indoctrination, gender identity, mandatory racist indoctrination while our schools fail."

This commentary is a direct attack on the recently approved anti-racism policy adopted by the WCSD. Rather than celebrate this groundbreaking policy in bridging divides and promoting inclusion and acknowledgement of the diversity in our schools, Trustee Church is spreading the lie that this policy enforces the teaching of 'radical race theory' in our schools. This disinformation from Trustee Church was so widespread within our community that Superintendent McNeill had to address this falsehood in her Update from the Superintendent email sent on 4/19/2021. Trustee Church must also remember that in our public schools we respect and value the religious diversity of our students, families, and staff and do not favor or promote one religion over another. In addition, both our staff and student body have members belonging to the LGBTQIA+ community

who deserve to be recognized, feel safe, and be respected within our public school district.

Later in this letter written by Trustee Church, he makes further dangerous commentary on gender identity that creates the impression that our trans students are a threat to other students, primarily our female students, and our community. This is hate speech that demonizes a protected class of students and promotes violence against some of our most vulnerable children within our schools—students who are most often the victims of violence, not the perpetrators. In addition, given the executive order on Preventing and Combating Discrimination on the Basis of Gender Identity or Sexual Orientation signed into law by our current president, our public school district has the duty to uphold these policies and take steps to acknowledge ALL members of our diverse staff and student bodies while protecting them from discrimination and harmful subjugation.

2) Accuses the board of “gagging” Trustee Church upon his election, not allowing a comprehensive media presence, and alleges that the board has oppressed the free speech of those disagreeing with WCSD by the temporary suspension of in-person board meetings and active public comment.

The fact that Trustee Church has accused the board of “gagging” him is simply untrue. Trustee Church himself has made statements about the hours in length the board meetings can go, and in response the board leadership team removed Board Reports from the meetings for the sake of saving time and allowing for high priority agenda items to be the focus. In addition, every trustee can share board reports and future agenda requests to Board President Taylor through email—no one is silenced.

Another lie from Trustee Church is that the media is denied access. There are reporters from multiple media sites present at every board meeting and media conference from every major local news source. In addition, there is no law requiring the WCSD to invite ALL members of the media, especially if that person or ‘media group’ is not fully recognized as an established member of an actual news source.

The particular false statement mentioned in the first point above regarding “indoctrination” made by Trustee Church uses derogatory language that instigates and encourages the anger driven aggressive behavior that led to threats of violence displayed by his supporters at the Board Meeting on Tuesday March 30, 2021 resulting in the board being forced to revert to virtual meetings, not only for their safety—but for the safety of staff and students and other attendees from the community that should also be afforded the opportunity to make public comment. It is abhorrent that a fellow

trustee board member would use hateful language and lies to encourage this type of behavior from anyone within our community—and then accuse the board of open meeting violations when steps are taken to protect the physical well being of all in attendance of these meetings. Making the decision to move to virtual board meetings was prudent and necessary for the safety of our community, and the meeting itself was still made public through live stream with public comment welcomed by email and so did not violate any open meeting laws or deny public access.

3) Trustee Church not only in this letter, but also in an opinion article entitled “The road ahead for Washoe County School District” that he wrote and was published by This is Reno on 11/18/20, continues to spread additional lies regarding testing scores and educational funding.

While Trustee Church often discloses that the average Nevada ACT score [17.9 overall and 18.2 in Washoe] is below the national average score of 20.6—he fails to disclose that Nevada is also one of 12 states in the nation that requires ALL students to take the ACT test whether they plan on attending college or not, which ultimately effects our overall average. In addition, the average Nevada SAT score of 1017 EXCEEDS the national average of 1001. He perpetuates that our children are failing by distorting this testing score information with the goal of turning the community against the district, without offering any concrete solutions as to raising test scores within our district. This is reckless and irresponsible.

In addition, Trustee Church consistently provides false information about educational funding within our state—when increasing educational funding should be a priority for all WCSD stakeholders as adequate funding for public education would benefit everyone within our schools and community. He uses scare tactics to promote the idea that our district wants to go after the average person and their tax rates, and often confuses state funding with our district funding—this is extremely problematic that he does not understand the basic state and local funding policies that affect our district and state. Washoe County does NOT have the highest sales tax in the state [with our sales tax providing minimal funding to our school district and our school district having no control of the rate of sales tax] and the allegations he has made regarding the misuse of WC-1 funds when these are specifically ear-marked for capital expenditures and are monitored and audited closely. In addition, he fails to mention that regarding per-pupil spending, that Nevada’s state funding has NOT kept pace and is one of the lowest in the nation. Again, Trustee Church picks and chooses information to scare the community in regard to higher taxes, and inflates actual state and district educational funding in the attempt to convince the community at large that educational funding is not a problem—failing to mention our state ranks 43rd overall, with the quality of education ranked 39th

and educational attainment at 44th [<https://wallethub.com/edu/e/most-educated-states/31075>].

Much of the funding misinformation spread by Trustee Church were also addressed and proven to be false in the most recent WCSD Virtual Budget Forum on 4/7/21:

<https://www.youtube.com/watch?app=desktop&v=4nz8LGTvIEU&fbclid=IwAR2tIHTK7BTZMzTxhyzh9LLj88RAkNdvwXw2gnSPUUBMqYS9PRBUpFLwX2E>

In addition, here is a counter-opinion article written by Richard Jay also published in 'This is Reno' on 11/23/2020 that breaks down the common lies spread by Church on his websites, letters, and articles: https://thisisreno.com/2020/11/i-will-be-the-watch-dog-for-jeff-church-opinion/?fbclid=IwAR2EBPGHICVP-0Gtmof_kPhr1utcfi7lu9Fg7YE8-pNIWFZizBmwSyeS-Gw

Trustee Jeff Church is not only incompetent--but his lies, hateful rhetoric, and disinformation he intentionally spreads against our schools, educators, students & families, the board, superintendent, and district as a whole make Trustee Church dangerous and unfit for the position he currently holds. We are asking you to immediately call for Mr. Church's resignation from the WCSD School Board of Trustees.

Thank you for your time and your attention to this important matter.

Thank you,

Rachel Fisher

Views are mine) Nevada Constitution: Section 9: Every citizen may freely speak, write and publish his sentiments on all subjects being responsible for the abuse of that right; and no law shall be passed to restrain or abridge the liberty of speech or of the press.

The ABC's of Saving Our Schools

A: We need good folks to run in 2022 and we will be fielding good candidates with an eye on improving the Quality of Education.

B: Concerned citizens should weigh in at BoardMembers@WashoeSchools.net

C: Donate to Legal Fund, it "ain't" free folks. Attorney Joey Gilbert and even the ACLU agree. Know any lawyers? Court may award attorney fees.

www.WatchDogJeff.com RenoTaxRevolt@Sbcglobal.net

From: Jeff Church Trustee, WCSD (views are mine)

The Washoe County School District (WCSD) has their knee on the neck of Free Speech and has imposed "Martial Law" on our freedoms while promoting Anti-Religious indoctrination, Gender Identity, mandatory racist indoctrination while our schools fail.

Upon my election, the Washoe County School District (WCSD) has engaged in on going systemic violations of free speech and "muzzling" including the following:

1. Ending Open Public Meetings with active public input with no vote of the Board.
2. Removing two long standing agenda items: Board Reports and Request for Future Agenda items from the WCSD agenda with no Board Vote. In essence gagging Trustee Jeff Church
3. Holding Press Conferences and removing/ not admitting persons with whom they did not agree. "The WCSD media briefings are by invitation only, and the law does not require us to invite all members of the media." Victoria Campbell
- Holy Smoke- WCSD is a govt agency not a Golf Club. See Pen American Center v. Donald J Trump # 18CV 9433 and Toll v Gilman (NV Sup Ct)

In short, the actions of WCSD are designed to oppress and deny free speech and transparency to those they disagree with including legally elected Trustee Jeff Church. If and when WCSD returns these rights, no doubt, they'll promote their benevolence when they should be condemned. To be clear, see below, WCSD has closed Board Meetings to all forms of Active Public Comment, falsely claiming that a large number refused to wear masks when photos show otherwise while showing WCSD personnel ignoring the rules.

"PEN declares for a free press and opposes arbitrary censorship. It believes that the necessary advance of the world toward a more highly organized political and economic order renders free criticism of governments, administrations, and institutions imperative." —PEN Charter, 1948

The people of this state do not yield their sovereignty to the agencies which serve them. The people, in delegating authority, do not give their public servants the right to decide what is good for the people to know and what is not good for them to know. The people insist on remaining informed so that they may retain control over instruments they have created.

Once the right to speak has been granted by the Legislature ... the full panoply of First Amendment rights attaches to the public's right to speak. The public's freedom of speech during public meetings is vigorously protected by both the U.S. Constitution and the Nevada Constitution. Freedom of expression upon public questions is secured by the First Amendment. Nevada A.G. OML Manual Sections 8.01 and 13.03

United States Supreme Court, 1936, "Since informed public opinion is the most potent of all restraints upon misgovernment, the suppression or abridgement of the publicity afforded by a free press cannot be regarded otherwise than with grave concern."

GENDER IDENTITY: Current WCSD Policy: (Without Parental notification): Simply "Identify" as female and use female restrooms and locker rooms (full nudity), sleep with females on fieldtrips, compete in female sports (contact sports too- injuries certain), apply for female colleges & scholarships.

HOW IS WCSD DOING?

ACT Scores (100 means they test 100% of students) Nevada 100: 17.9 (Washoe 18.2)
Alabama 100 18.9 / Arkansas 100 19.3 / Kentucky 100 19.8 / Louisiana 100 18.8
Mississippi 100 18.4 / Montana 100 19.8 / Nebraska 100 20 / North Carolina 100 19
Ohio 100 20 / Oklahoma 100 18.9 / Tennessee 100 19.4 / Utah 100 20.3
Wisconsin 100 20.3 / Wyoming 100 19.8 Bishop Monogue (Private HS in Reno) 23
Approx Average ACT Nationally 22, UCLA Average: 31, Max Score Possible 36
*Note: Utah, North Carolina and Mississippi all spend less PP but out score us in ACT
These are the 15 states that test 100% of students in ACT.

Spending per pupil: K-12 schools \$12,612 per pupil, annually. Nevada: 9.4K, Utah: 7.6K (Ranks top 10 or 20 in school ranking in spite of low spending), for example ACT 20.3 vs 17.9 NV, Texas spends about the same as NV and has ACT is 20.5. One Study listed Nevada 44 but add at least \$750 pp Washoe Sales Tax for schools. (\$46M yearly)

WCSD's own reports list our per pupil spending at \$11,833
Another view: WCSD Budget 9.1 Million for about 61,000 students = \$14,918

The 2019 State of Nevada "star" NSPF Ratings report that of 109 Washoe Schools rated on the one (poor) to 5 (excellent) star rating system, WCSD leaves plenty of room for improvement. WCSD has 38 schools rated high as 4 to 5 stars. However 31 were rated as "3" (average) and 40 as below average with (29) 2-stars and (11) 1 star.

DRUG USE OUT OF CONTROL WITH HS STUDENTS

(Raises Issue of Drug Use with Staff) Admitted marijuana use in the last 30 days among Washoe High School Seniors was over 27%! That's just admitted use. We know it's higher. Now factor in alcohol abuse and hard drug use and it's an epidemic.
In fact, a survey of teachers and staff, 51% reported drug use was a moderate to major problem.

MISLEADING THE COMMUNITY AND WCSD DYSFUNCTION
aka "You Can't Make This Up!"
THERE IS NO NEW OVERSIGHT COMMITTEE!
REBUTTAL

FROM: Jeffrey Church, www.RenoPublicSafety.org , Renocop@earthlink.net

The WCSD Capital Funding Protection Committee formed February 2016:
First and only informational meeting May 2016, no meetings scheduled.

"By a unanimous vote ... the Washoe County School District (WCSD) Board of Trustees voted to form a Capital Funding Protection Committee, a group of community members that will play a crucial role in overseeing the District's construction and repairs ("capital") spending."

THERE ARE TWO COMMITTEES, OVERSIGHT AND PROTECTION ,

The Oversight Panel for School Facilities (2014?): Last met December 2015 and voted to approve bonding of \$35 million for repairs etc. "this school year". (Presumably SB207). No more meetings scheduled.

HOW DO YOU KNOW?

DETAILS: In February 2016 the WCSD Board, under pressure over spending and repair needs, created the Capital Funding Protection Committee with a lot of talk about community members, transparency, oversight, etc. All bull! You can't make this up.

FASLSE

ALL MINUTE ARE AVAILABLE, I'VE READ THEM

While the committee was to have 5 community members and "government officials from Washoe County, the City of Reno, and the City of Sparks" (That would seem to be three), they stacked the deck with SIX government officials – 6 Govt/ 5 citizen- but wait it gets worse:

THE COMMITTEE WAS DESIGNATED BY THE NRS, NOT WCSD

REBUTTAL

NRS 393.092 Oversight panel for school facilities: Establishment in counties whose population is 100,000 or more; membership; terms of members; meetings.

1. The board of trustees of a school district in a county whose population is 100,000 or more shall establish an oversight panel for school facilities, consisting of 11 members selected as follows:

(a) Six members who are elected representatives of local government, to be determined as follows:

(1) One member of the board of county commissioners appointed by a majority vote of the board of county commissioners;

(2) One member of the governing body of each incorporated city in the county, each of whom is appointed by a majority vote of the governing body of which he or she is a member; and

(3) If the membership determined pursuant to subparagraphs (1) and (2) is less than six, one additional member of the board of county commissioners appointed by a majority vote of the board of county commissioners and, if applicable, additional members of the governing bodies of incorporated cities in the county, each of whom must be appointed by a majority vote of the governing body of which he or she is a member, until six members have been appointed. If the membership determined pursuant to this paragraph would result in an unequal number of representatives among the incorporated cities, the membership of the incorporated cities on the oversight panel must be rotated and the board of county commissioners shall draw lots to determine which city or cities will be first represented, which next, and so on.

(b) Five members appointed by the board of trustees of the county school district to be determined as follows:

(1) One member who has experience in structural or civil engineering;

(2) One member who has experience in matters relating to the construction of public works projects;

(3) One member who has experience in the financing or estimation of the cost of construction projects;

(4) One member who is a representative of the gaming industry; and

(5) One member who is a representative of the general public who has an interest in education.

2. After the initial terms, the term of each member of the oversight panel is 2 years. Members of the oversight panel are eligible for reappointment.

3. The oversight panel for school facilities may meet at the call of the chair of the oversight panel, but is not required to hold meetings except for the purposes of carrying out its duties pursuant to subsection 4 of NRS 350.020 and NRS 393.097 and, if applicable, for the purposes of carrying out expanded duties pursuant to NRS 393.096, or unless directed by the board of trustees of the school district.

(Added to NRS by 1997, 2456; A 2013, 1488)

In spite of the WCSD having bonding authority for \$35 million for repairs "this school year" the committee has never held a vote or (public) meeting to review anything! The committee had one information start up meeting in

May 2016 with no more planned* (see below). But wait... it gets even worse- again you can't make this up:

THERE WERE PUBLIC MEETINGS, WHERE WERE YOU?

There is NO NEW COMMITTEE! So who is on the new oversight committee? The exact same members of the Oversight Panel for School Facilities! Why have two committees of the same people?

EVERY TIME THE BOARD HAS PUBLISHED OPENINGS FOR THE COMMITTEE NOBODY APPLIES, WHY DON'T YOU APPLY?

And the other committee in 2015 approved the \$315 bonding/\$35 million for repairs "this school year". So where is the money?

YOUR SMOKING DOPE AGAIN, WHERE'S YOUR EVIDENCE? YOU CAN'T BOND UNTIL YOU HAVE THE TAX REVENUE, ONCE WC1 PASSED THEN THE \$781 MILLION BOND WILL BE ISSUED.

The committees are made up of: Washoe Commission: Lucey and Herman. Reno Council: McKenzie and Bobzien. Sparks: Ratti and Bybee. Then there are 5 "citizens". Please contact them and ask them to pick one and resign from the other.

AGAIN ITS AN NRS ISSUE, HAVE YOU APPLIED TO BE ON THE COMMITTEE?

NOTE; This is taken directly from WatchdogJeff website, my comment are highlighted in yellow

WCSD)

*Current as of January 2021

As you likely know I am an elected Trustee at WCSD but the views here are 100% mine and do not reflect the official views of the school district. The figures are multiple open sources, public data.

- 1) We need good folks to run for office, 2022 will be here soon. There will be at least 2 tax increase measures on the ballot. Imagine a sales tax in Washoe of about 10%. That will kill business.

REBUTTAL- This is completely premature as the legislature as only begun and nothing will be determined until later in the session. Bottom line this is a NEVADA LEGISLATURE issue and if anything passed it will be statewide. Not related to WCSD. There are talks as to the Nevada sales tax which is 4.6%, he needs to post the two sales tax, state and Washoe County. All options are being explored during this session; property tax changes, sales tax increases, mining tax increase, casino tax increase, business tax and other such items.

As this is written, we will almost certainly be facing a (Washoe County) GST annual car registration tax. Nevada ranks #6 nationally in high car expenses on our way to #1 and Washoe may already be there. That tax increase will be at by county commission with no public vote.

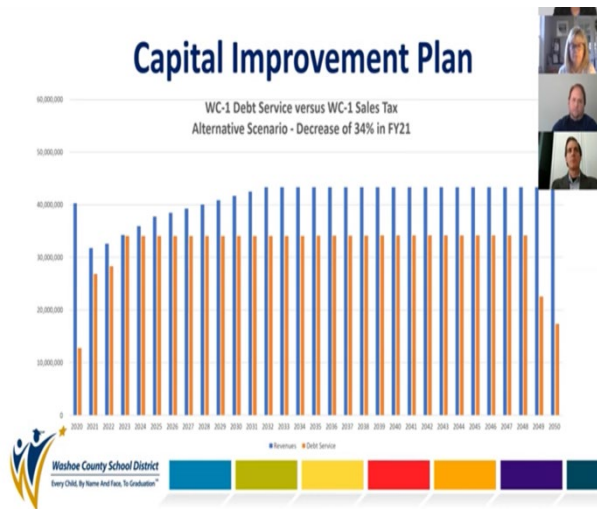
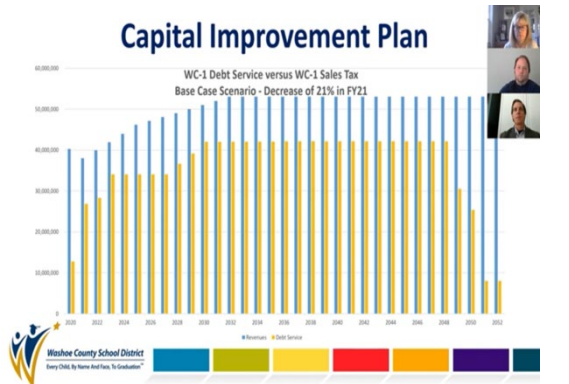
REBUTTAL-This has only been discussed and according to most of the elected city and county official there is nothing on the table. Nevada and Washoe County rank in the middle of the country for DMV fees. Just because to mention an idea doesn't mean it will happen. As in any good committee or elected body all options are discussed. According to a state attorney this would most likely be a state legislature vote and not the county. He fails to say that Washoe County is 3.67% and Nevada sales tax is 4.6% for at total of 8.27%, lower than Clark County. He failed to mention that roughly 1/3 of items purchased in the county are subject to sales tax. He fails to mention that food, medicine, transfer, barter, labor and more are NOT subject to sales tax. IRS allows for sales tax to be dedicated either as an itemized amount or standard deduction. Because of this and food/medicine being tax exempt this is not considered a regressive tax. He fails to mention car leases tax payment are based on where the person leased the car lives not where it was obtained. In Washoe County approximately 35% of cars are leased. Given the SB46 bill where the county commissioners decided to allow voters to approve/deny the increase it would stand to reason they won't raise taxes with no public vote.

Not related to WCSD

Fiscal Tsunami:All local governments face a fiscal crisis and many are not acting. I commend the RSCVA for taking action with furloughs and layoffs. Tough decisions, I've made my concern clear at WCSD. The #1 plan is a federal bail out, no real Plan B. I might suggest a trip-wire approach in

advance, if A happens then the resulting action is B - planned in advance. Doing nothing is not an option.

REBUTTAL-If you read and listen to the meetings in the past you will see/hear the board discussed all options were discussed. Furloughs and layoffs are hardest on the families that see a reduction in salary. Trip wire, let's use better verbiage. In the spring board meeting's, there were talks and alternative plans discussed. All meeting are on YouTube complete with the slide presentations. Here's slides showing WC1 funds and possible shortages for bond



Anticipated FY21 Budget Impacts: General Fund

	3% Scenario	4% Scenario	5% scenario
Reductions			
State Reductions to K-12 Funding	(11,681,280)	(15,575,040)	(19,468,800)
Other Revenues/Impacts			
Gov't Services Tax	(2,238,155)	(2,238,155)	(2,238,155)
2/3rd Ad Valorem Tax	Likely some impact, but won't know until FY21		
Distance Learning Costs	To be paid from ESSER monies, below		
Other COVID 19 Related Costs	To be paid from ESSER monies, below		
Other Unknowns			
Incline Village Property Tax Lawsuit Settlement	Hope to pay from fund balance		
Compensation Increases, as required by employee agreements	(2,900,000)	(2,900,000)	(2,900,000)
Enrollment Unknowns	Won't know until Oct. 1 count day		
Total Impacts - Baseline Case	(16,819,435)	(20,713,195)	(24,606,955)

* Current best estimates only, likely to change based on future State actions

coverage.

Here are slides from the spring meeting to show the board discussed funding decreases.

WCSD faces many cuts and then there are those Monday morning newspaper ones you never thought about. We face an approx \$12 cut in state funding caused by a 2000 student drop in enrollment. Then another \$12 million cut in other state aid. Then, wham, the Incline Village lawsuit settlement that everyone knew was coming. Of the \$52 M hit, about \$20 million would be to WCSD spread over a few years unless some other solution reached.

REBUTTAL-He fails to mention that WCSD asked to be involved in the negotiations and were denied, why? Why are you attacking the school district and nothing to the county commission? Why aren't you defending the district as an elected trustee? The decline in enrollment was due to COVID concerns and a drop in kindergarten enrollment, they will come

back in fall 2021. EDAWN is actively recruiting new companies coming to our community and we are seeing an exodus of companies/people leaving California and coming to our community. He fails to mention the pending lawsuit by WCSD challenging this ruling and WCSD not being part of the negotiations.

Solution: Trip-wire decisions now and see below.

- 2) COST OF SCHOOLS \$207 million for one WCSD High school (Hugg) (SIC)? Fresno is building one in 2021 for \$110 in heavily regulated California. The District knows cutting costs is a top priority for me.

He again fails to mention that new high school is smaller than the new Hug HS and this is merely phase 1 of 3 phases. This has been presented to him in the past numerous times. The cost of the school's first phase is about \$130 million. There will be three two-story academic buildings, an administration building, two gyms, locker rooms, a kitchen, ball fields, tennis courts, and outdoor basketball courts. Phase two will deliver a visual and performing arts center with 11 classrooms, aquatics complex, and concession stands. Estimated price tag: \$53 million to \$63 million that will require passage of a new construction bond. Cost: at least \$174 million. Total students are estimated at 1,600-2,000. Phase three will finish with additional classrooms and other amenities which could push the project over \$200 million.

Please give the entire story.

Source; Central Unified School District website and GV Wire

In the May 18, 2020 publication of [School Construction News](#) reported on bids received lower than had been budgeted and, "The Washoe County School District in Reno, Nevada is moving ahead with more than \$600 million in construction projects—including a \$200 million high school— despite the current coronavirus pandemic and uncertain tax revenues."

Turner Construction Cost Index [cites the following](#): "Third Quarter 2020 Turner Building Cost Index—which measures costs in the non-residential building construction market in the United States—has decreased to a value of 1171 (1967 base 100). This represents a -0.51% quarterly reduction from the second quarter of 2020."

As for the most expensive school built in the United States, Central's won't be close. That distinction belongs to Los Angeles Unified's K-12 Robert F. Kennedy Learning Center. It checked in at \$578 million.

In 2015 WCSD testified the cost of a high school at about \$110 Million. During the WC1 tax increase 2016 cycle it rose to \$135 Million. I point out that Damonte Ranch initially cost about \$36 million.

Looking at the Turner Construction Cost index the increase is line with construction inflation. Damonte Ranch HS was built in 2003, 18 years ago. Look at construction inflation and material cost increases since then. He needs to update his material.

Circa 2016-2017 when asked, WCSD stated: "The ballot question passed approximately two months ago; the first new schools are still in the planning process. Therefore, exact final costs

are still to be determined. Since the time these latest cost estimates were developed, no information so far has given WCSD cause to change those estimates.”

Well by 2021 it was \$207 million!

Some Good news: \$252 was allocated for Hugg (sic)and it looks more like \$207 M opening in 2021.

Similar price spikes were seen in other schools.

Desert Skies Middle School 33% Increase in “Guaranteed” Max Cost to \$80 Million then 89.9 Million!

Rebuttal; Please show the “Guarantee” comment.

Solution: See below.

To be fair, more good news: WCSD passed a WC1/ Capital Projects audit with flying colors. To be clear, the audit looked at accounting practices and not at cost. The audit didn’t care if the cost was a trillion dollars. But kudos to the WCSD staff. That said a previous audit/ CAFR discovered about \$700,000 improperly spent on principals out of WC1/ CP monies so shame on that aspect.

Rebuttal; Once again he fails to mention those salaries paid from WC1 funds were staff assigned to the various construction projects including the principals. The principals for the new schools often spend the last part of the construction schedule on site to address and issues or questions. The auditor mentioned this was OK. The issue raised was the journaling of funds after the augmented budget was filed with the state, in other works a clerical misinterpretation. The final report and presentation to the board clearly addresses the issue.

Directly from ThisisReno and the auditor comments, why doesn’t tell the entire story? It turns out, the violation was not a legal violation. And it was easily explained. The budget violation, it turns out, occurred because of how principals helping to oversee new school construction were coding their time. Historically, capital funds have been used to pay principals and staff while new schools were being constructed.

That occurred this year as well: Capital funds were being used to pay administrators while new schools were being built. Three schools — Desert Skies, Sky Ranch and Nick Poulakidas — were partially funded with capital funds.

“However, during the construction of our recent new schools (since the passage of WC-1), the District had the principals conduct a desk audit and keep track of their time and activities to see if it was appropriate to utilize Capital Funds,” Etchart said. “This was done in consultation with the District’s Tax Counsel.” The school district had to adjust the percentages of the administrators’ time to more accurately reflect how much time was spent doing building-related activities.

The auditor agreed, explaining the budget violation like this:

“The school administrators for those new schools being built, they were originally budgeted to be paid out of the capital projects funds,” said Eide Bailly’s Audit Manager Michael Arciniega. “But after some digging into the actual time they were spending, it was determined that not 100 percent of their time was related to capital projects activities, like buying equipment or purchasing furniture — those types of things.

“They were actually spending some of their time doing things like setting up schedules and various other normal school administrator tasks, so those portions of their salaries were moved into the general fund,” he added. “Unfortunately, this was discovered after the augmented budget was already submitted, so that’s what the overspending in that function is.

“The general fund did not have any overspending — it was just in that one function.”

Some more facts you need to know:

What is WC1: WC1 is a never ending sales tax increase that at the time made Washoe the highest sales tax in the state, 8.265%. Never ending it is (allegedly) for Capital Projects/ School Facilities and can’t be used for hiring teachers. That’s the catch: WCSD recently cut the number of teacher positions by 19! We simply have no money to hire new teachers (or staff) to put in the new schools.

Rebuttal; The PSORN meeting was very clear as to no sunset and the reason for no sunset. He has the meeting minutes.

https://washoeschoolovercrowdingcommittee.weebly.com/uploads/5/8/9/0/58901359/2016-02-26_psorn_minutes.pdf

“Mr. Hicks asked if there was a sunset or expiration date to the Policy. Ms. Anderson stated there was not a sunset. Additionally, regardless of what would eventually occur with the ballot question, once the Policy received final approval from the Board of Trustees, all capital construction projects would go through the new committee.”

“Dylan Shaver, City of Reno Representative, Public Schools Overcrowding and Repair Needs Committee, explained, after the previous meeting of the Committee where a sunset of the tax was discussed, he met with District staff to determine what the needs and requirements would be for the District in terms of bonding if the tax were to end. The tax would need to be in effect for 30 years to meet the needs related to bonding and preserving the District’s ability to bond for 20-year terms. While a sunset would be more palatable to many, he did not want to see another group of citizens discussing the same issue in 30 years because the current Committee “did not get it right.” Mr. Kazmierski believed that voters would either vote for or against the proposed tax increase and including a sunset would not sway a voter one way or another. The District’s ideal plan was well over \$1 billion in need and the Committee voted to approve the \$781 million plan, so

already there would be needs not covered under the plan. Additionally, the projected growth rate of 1.7% was conservative at best and the region was already seeing the impacts of inflation and increased construction costs. “The consensus from other Committee members was that a sunset was not needed, especially since the new committee would not have a sunset attached to it either. Some concern was raised about the possible diversion of funds in the future away from capital projects.

Neil Rombardo, Chief General Counsel, Washoe County School District, noted the legislation required any revenue from the proposed tax increase be spent on capital projects, to include the repair and maintenance of facilities. “It was moved by Mr. Kazmierski and seconded by Mr. Hicks that the Public Schools Overcrowding & Repair Needs Committee does not include a sunset provision in the proposed initiative. The result of the vote was Unanimous: Pass. Final Resolution: Motion Carries.”

During past years predicted skyrocketing enrollment did NOT happen as predicted. During the boom it was up about .5%, not 1% but point-five. Now during Covid it is down by 2000 from 64,000 students to 62,000 students amid a fiscal crisis.

Here’s another fact right off the press, WCSD CAFR, June 2020, page 235 (that was June 2020 meaning with new schools and enrollment down, capacity falls even more, oh my!): Average School Capacity is 82 to 84%. Overall we are not close to capacity. Only one high school is rated over capacity to be solved when Hugg (sic) opens. One high school is 36% capacity and one middle school at 34% and none over 96%. Those figures are likely lower now. Too many of our elementary schools are overcrowded which still needs addressing.

Rebuttal-During the campaign it was NEVER said the entire district was overcrowded, rather certain schools were extremely overcrowded. Those are where the new schools have and are currently being built. The two new school in Sun Valley helped with severe overcrowding. Additionally, over \$100 million has been spent on school renovations. This includes new and coast saving HVAC systems, new roofs, expanded classrooms, enhanced security, security monitoring systems and more. O’Brien MS is being rebuilt and Swope MS is undergoing a large addition to accommodate the 6th grade students attending middle schools now. He failed to mention the badly needed expansion at Damonte Ranch came in under budget. He fails to mention the last bond issuance resulted in a \$12 million premium which does not have to be paid back to bond holders. Add to that the revenue brought in by WC1 is exceeding original projections and you will see the district is doing much better than he reports. Another item he fails to mention is the interest rates paid on the new bonds are lower than initially budgeted. This is due to lower rates from the Federal Reserve and WCSD’s increased credit rating from S&P and Moody’s. Press release from the district explained this in detail.

I also addressed previously that contrary to promises made, WCSD dipped into WC1/ CP funds to fund pre-existing admin salaries in whole or part. That continues today.

Rebuttal; See above comments

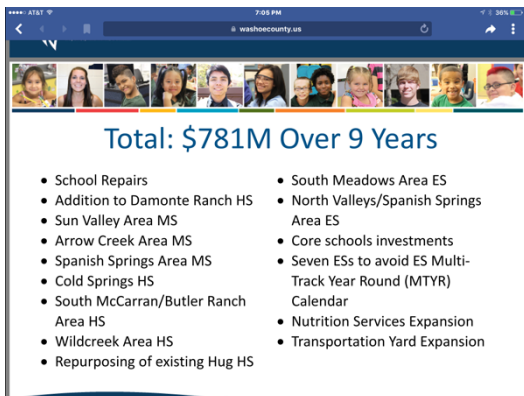
“...which has strict reporting and oversight requirements. This money cannot be used to pay teachers, school administrators, legal fees, and more – it is solely for the school buildings.”

WC-1 Argument in Favor (From actual ballot measure Washoe County official booklet)“A yes vote on WC-1 provides the funding needed to build new schools and make needed repairs, and requires the school district to spend the money only on construction and repairs, and not on administrator salaries or operating costs.”

REBUTTAL; WC1 always said that payroll for employees involved in the new/remodeling of schools is allowed. This was pointed out in the WC1 audit. He knows full well the audit mentions this issue. The reported indicated that a journal was made after the augmented budget was presented, a minor issue as reported in the report.

Another bad omen, look it up, experts said WC1 would produce about \$86.6 million yearly (\$780M over 9 years) and instead it provides about \$48 million. Why? Because taxpayers, unlike voters, are cunning and have gone to near-by counties for big ticket purchases. Buy a \$150,000 motor home in Oregon and create an illegal fake address and pay zero sales tax. Here, about \$12,400 in tax.

REBUTTAL; This is the biggest misinformation he has presented. NEVER EVER was it presented that WC1 would produce this amount of money. He is confused with the slide showing that over the next 9 years WCSD would need \$791 million in funding to build new schools and repair/renovate existing schools. He divided \$791 million by 9 and came up with that amount. He was explained this by the former CFO, current CFO and myself. The \$791 million was the total from existing sources and the new WC1 tax. He needs to STOP this misinformation. From the spring board meeting WC1 is exceeded the initial projections.



4) Is Nevada worst in the nation in education?

No, well yes and no. Nevada ACT scores are the worst in the nation. Washoe ACT scores, if it were a state, are the worst in the nation. Good news and kudos, since the departure of former Superintendent Davis, our WCSD ACT scores rose from 17.9 to 18.1. our rate of Advanced Degrees for graduates tops the state.

REBUTTAL; This doesn't make sense, if Nevada is worst, how could it Washoe County be lower, WCSD is higher than the state! National ACT score is 23.5, WCSD is 31.8, again



Academic Achievements

- WCSD AP passing scores are 31.8; national average is 23.5
- 97.2% average attendance in SY 18/19
- Graduation rate continually rising and achievement gap is closing in majority of student subpopulations

misinformation.

A review by an experienced educational PhD pointed to overall studies that place Nevada at about 45th worst. The oft quoted so called New York Times study quoted does not exist- period. The quoted Niche study is more like an unscientific Yelp survey and discredited. Even if we were #2, there's room for improvement.

Rebuttal; when you include funding, Nevada is rated low. Good news is Nevada is now 35th for academic and recently reported by the State Department of Education. One step at a time. He claims NICHE uses unscientific data; this is directly from their site as to how they calculate rankings;

How Do We Calculate Rankings and Grades?

Our rankings and grades are calculated using a series of steps to ensure statistical rigor and useful guidance in the school choice experience. In general, the process used to calculate each ranking was as follows:

1. First, we carefully selected each ranking's factors to represent a healthy balance between statistical rigor and practical relevance in the ranking.
2. Next, we evaluated the data for each factor to ensure that it provided value for the ranking. (The factor needed to help distinguish schools from each other and accurately represent each school.) Because there are different factor types, we processed them differently:

- Factors built from Niche user data and student/parent-submitted surveys were based on aggregated data/responses across each school. We logically have a higher degree of confidence in the aggregated score for schools with more responses, so a Bayesian method was applied to reflect this confidence.

- Factors built from factual information were inspected for bad data including outliers or inaccurate values. Where applicable, this data was either adjusted or completely excluded depending on the specific data.

3. After each factor was processed, we produced a standardized score (called a z-score) for each factor at each school. This score evaluated distance from the average using standard deviations and allows each school's score to be compared against others in a statistically sound manner.

4. With clean and comparable data, we then assigned weights for each factor. The goal of the weighting process was to ensure that no one factor could have a dramatic positive or negative impact on a particular school's final score and that each school's final score was a fair representation of the school's performance. Weights were carefully determined by analyzing:

- How different weights impacted the distribution of ranked schools;
- Niche parent and student user preferences and industry research;

5. After assigning weights, an overall score was calculated for each school by applying the assigned weights to each school's individual factor scores. This overall score was then assigned a new standardized score (again a z-score, as described in step 3). This was the final score for each ranking.

6. With finalized scores, we then evaluated the completeness of the data for each individual school. Depending on how much data the school had, we might have disqualified it from the numerical ranking or from the grading process. Here is how we distinguished these groups using the weights described in step 4:

- Schools missing the data for 50 percent or more of the factors (by weight) were completely excluded. They did not qualify for the numerical ranking or a grade.
- Schools that had at least 50 percent of the factors (by weight) but lacked one or more of the required factors were not included in the numerical ranking but were assigned a grade according to the process outlined in step 7 below.
- Schools that had all of the required factors (by weight) were deemed eligible for both a grade and a numerical ranking.

7. Lastly, we created a numerical ranking and assigned grades (based on qualifications discussed in step 6). Here is how we produced these values:

- The numerical ranking was created by ordering each school (when qualified) based on the final z-score discussed in step 5.
- Grades were determined for each school (when qualified) by taking the ordered z-scores (which generally follow a normal distribution) and then assigning grades according to the process.

Again, he has been shown the link to prove this point. This was presented to the board in a public meeting.



- *New York Times* ranks WCSD in top 18% of districts
- *Niche.com* ranks WCSD in top 22% of districts
- Ed Week ranks Nevada 35th among all states for academic achievement; the most improved of all states

In fact, a recent study completed by a researcher at Stanford University shows that WCSD is *ranked at the 82nd percentile nationally in student growth after 5 years (Grades 3-8)!

Reardon, S.F. (2018). Educational opportunity in early and middle childhood: Variation by place and age (CEPA Working Paper No.17-12). Retrieved from Stanford Center for Education Policy Analysis: <http://cepa.stanford.edu/wp17-12>

Badger, E. & Quely, K. (2017). "How effective is your school district? A new measure shows where students learn the most." Retrieved from: <https://www.nytimes.com/interactive/2017/12/05/upshot/a-better-way-to-compare-public-schools.html>

Looking at it another way, a study said about 86% of WCSD grads were not college ready.

Rebuttal; lets see the number to back this statement.

OK, looking at it still another way, the state created a grading system, 5 stars excellent, 1 star bad. The state's Five-Star School rating lists Washoe schools at 38 above average and 42 below including 14 One-Star failures. Is that acceptable to you?

REBUTTAL; As reported in RGJ,

1 Star 10 schools

2 Star 26

3 Star 32

4 Star 19

5 Star 19

Again misinformation

SOLUTIONS: WCSD needs to make immediate tough decisions on budget cuts. Higher taxes are not the answer. Highest gas prices and taxes in the state and almost all the USA. High sales tax compared to area counties. If and only if we face new taxes they must be for a specific purpose, have oversight and sunset. There is a formula, poison pill that can make it impossible (well they'll try anything) to un-sunset a tax. Ask me.

Solution #2: Research! Is that too much to ask? Much free or nearly free. Whether it is research on improving the Quality of Education: Student Success or dealing with the fiscal crisis- research.

I find it odd that WCSD has 14 committees including a school naming committee but no committee on school success. However, we do it, we need outside research and then action.

That is a function of the Executive Committee and Ben Hayes has any needed data to show how the district is doing when educating the students

Timid Boards/ Councils: Elected boards can run timid, while there are ways to provide cover. Nationwide the binding BRAC provided cover for closing dozens of unneeded military bases over the howls of that state's federal senators and congress members. At a minimum, a fiscal committee should be mandated to bring t's proposal to the floor of the board to be voted up or down without amendment. Then if voted down they can amend as they see fit but that's a slippery slope to inaction and failure.

REBUTTAL; This is not the military and why would he bring in BRAC? This has absolutely nothing do do with WCSD, plain and simple. All facilities are being used in once capacity or another. The BRAC Commission was started in 1988 and as Congress clearly states there has to be a 20-year review of military bases for realignment. There has been much talk as to effectiveness of this program. The biggest closures occurred in 1991, 1993 and 1995. Its 2021, the world has certainly changed and this has nothing to do with WCSD.

So please, research, quality research and action.

It may be worth pointing out that in Nevada, local government and school boards do not file bankruptcy. Insolvent local governments under the eye of the state Department of Taxation, CLGF, are taken over by the state. By then things would have to be dismal and the board, no longer needed, furloughed in disgrace. It can and has happened. An internet search shows many. I'm from San Diego and and(sic) please look up the dysfunction, possibly criminal, at the Sweetwater School District south San Diego. It makes Nevada look stellar. Oh My! But the point is that it can and has happened in Nevada.

Rebuttal; lets see this link to prove this statement! Sweetwater School District is facing charges of misappropriation of funds or assets. Fortunately, WCSD has successful CAFR's and just received its 18th annual excellence in accounting principles award. In addition, the audit of WC1 passed with "flying colors". Remember the board has 2 (yes 2) employees; the superintendent and the auditor. If there were any issues shouldn't the auditor have reported it to the board?

*Mr Church is not a fiscal expert and the reader should conduct their own due diligence and research. Views are his.



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STATE OF NEVADA
OFFICE OF THE ATTORNEY GENERAL

555 E. Washington Ave. Suite 3900
Las Vegas, Nevada 89101

July 29, 2020

Via U.S. Mail

Jeff D. Church
[REDACTED]
[REDACTED]
[REDACTED]

Paul D. White
[REDACTED]
[REDACTED]
[REDACTED]

**Re: Open Meeting Law Complaint, OAG File No. 13897-331,
Reno City Council**

Mr. Church and Mr. White:

The Office of the Attorney General (“OAG”) has received your Complaints alleging the Reno City Council (hereafter “the City”) violated Nevada’s Open Meeting Law (“OML”) at public meetings held on June 12, 2019. Pursuant to Nevada statute, the Office of the Attorney General is authorized to investigate and prosecute violations of Open Meeting Law. *See* Nevada Revised Statutes (“NRS”) 241.037, 241.039, and 241.040.

Following its review of your Complaints; the City’s Response; video from the City’s June 12, 2019 meeting; Attorney General Open Meeting Law Opinion 13897-263; and relevant legal authorities; the OAG concludes the City did not violate Nevada’s Open Meeting Law.

FACTUAL BACKGROUND

The Reno City Council originally created a Neighborhood Improvement Project, named the Downtown Reno Business Improvement District (“District”) by Ordinance No. 6455 at its March 14, 2018 meeting. This District was created under the legal requirements laid out under Chapter 271 of the Nevada Revised Statutes.

Under NRS 271.332, the City entered into a Professional Services Agreement with the designated Downtown Management Organization identified as a nonprofit named the “Downtown Reno Business Improvement District” to carry out the management and operation of the District.

The District nonprofit is a recognized 501(c)(6) entity. The nonprofit chose to name itself the same name as the District. To clarify references made to the District versus the nonprofit contracted to operate it, the nonprofit registered for a Fictitious Firm Name (“dba”) under the business name: Downtown Reno Partnership on December 12, 2018. (Exhibit A).

During the general public comment period of the June 12, 2019 Reno City Council meeting, you spoke about agenda item C.22 as defined below:

C.22 - Staff Report (For Possible Action): Approval of Professional Services Agreement between the City of Reno and the designated Downtown Management Organization identified as the Downtown Reno Partnership.¹

In your Open Meeting Law Complaints, you advised and claimed that the City improperly referenced the “Downtown Reno Partnership,” citing Secretary of State records that state the Downtown Reno Partnership is a permanently revoked nonprofit. You further claim that the District website also improperly references the “Downtown Reno Partnership.”

As a remedy, you have requested that the City re-hear the item, with a corrected agenda, and that the Counsel refrain from references to the revoked entity.

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///

///

¹ The City Council approved agenda item C.22 during the June 12, 2019 meeting, but re-raised it on August 14, 2019.

DISCUSSION AND LEGAL ANALYSIS

In the Complaints, you primarily set forth that the City agenda item was deceptive by referring to the “Downtown Reno Partnership” which is also the name of a revoked non-profit entity.

The OAG has reviewed records submitted by the City of Reno Attorney’s Office in regard to this letter. The nonprofit, Downtown Reno Business Improvement District, has a registered and recognized dba of “Downtown Reno Partnership” obtained through Washoe County. The revoked entity that you have cited is a different entity entirely from the “Downtown Reno Business Improvement District.”

Therefore, the records support the conclusion that agenda item C.22 was a clear and complete statement of the topic scheduled to be considered during its June 12, 2019 Council meeting as contemplated by NRS 241.020(d)(1).²

However, the Attorney General’s Office generally recommends that when a violation of the Open Meeting Law is alleged, every effort should be made to immediately rectify the alleged violation. The City understands this position as well.

In accordance with this understanding and position, and without conceding a violation occurred, the City raised the agenda item C.22 again on the next available Reno City Council meeting on August 14, 2019.

By re-raising the agenda item, the City has resolved this matter in a manner consistent with NRS 241.0365:

NRS 241.0365 Action taken by public body to correct violation of chapter; timeliness of corrective action; effect.

1. Except as otherwise provided in subsection 4, if a public body, after providing the notice described in subsection 2, takes action in conformity with this chapter to correct an alleged violation of

² Except in an emergency, written notice of all meetings must be given at least 3 working days before the meeting. The notice must include: (d) An agenda consisting of: (1) A clear and complete statement of the topics scheduled to be considered during the meeting.

this chapter within 30 days after the alleged violation, the Attorney General may decide not to commence prosecution of the alleged violation if the Attorney General determines foregoing prosecution would be in the best interests of the public.

2. Except as otherwise provided in subsection 4, before taking any action to correct an alleged violation of this chapter, the public body must include an item on the agenda posted for the meeting at which the public body intends to take the corrective action in conformity with this chapter. The inclusion of an item on the agenda for a meeting of a public body pursuant to this subsection is not an admission of wrongdoing for the purposes of civil action, criminal prosecution or injunctive relief.

3. For purposes of subsection 1, the period of limitations set forth in subsection 3 of [NRS 241.037](#) by which the Attorney General may bring suit is tolled for 30 days.

4. The provisions of this section do not prohibit a public body from taking action in conformity with this chapter to correct an alleged violation of the provisions of this chapter before the adjournment of the meeting at which the alleged violation occurs.

5. Any action taken by a public body to correct an alleged violation of this chapter by the public body is effective prospectively.

(Added to NRS by [2013, 727](#))

The item was accordingly revised in substantive form to provide further clarity and completeness as to the agenda item topic. Specifically, on August 14, 2019, a Staff Report was raised for possible corrective action and an Amendment was made to the Professional Service Agreement to reference the “Downtown Reno Business Improvement District” as the “Association.”

Review of the minutes shows that you were present at this meeting and spoke to the same during the public comments section.

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CONCLUSION

Your contention that the original C.22 agenda could create confusion is understandable, given the similarity in name from the revoked entity. However, because the Downtown Reno Business Improvement District had a “dba” for “Downtown Reno Partnership” licensed with the City of Reno, the OAG does not believe the reference to be improper, nor does it find that the City provided factually incorrect or deceptive notice.

Therefore, the OAG concludes that there was no violation of Nevada’s Open Meeting Law, and appreciates that the City took immediate ameliorative action and to clarify the naming references.

Sincerely,

AARON D. FORD
Attorney General

By: Frank A. Toddre II
FRANK A. TODDRE II
Senior Deputy Attorney General

CERTIFICATE OF SERVICE

I certify that on the 17th day of August, 2020, I mailed the foregoing letter by depositing a copy of the same in the U.S. mail, properly addressed, postage prepaid, first class mail, to the following:

Jeff D. Church

[REDACTED]
[REDACTED]
[REDACTED]

Paul D. White

[REDACTED]
[REDACTED]
[REDACTED]

Karl S. Hall, City Attorney
Reno City Attorney's Office
1 East First St., 3rd Floor
Reno, NV 89595

/s/ Debra Turman
An employee of the State of Nevada
Office of the Attorney General

From: Church, Jeffrey
Sent: Tuesday, April 27, 2021 2:48 PM
To: Public Comments
Subject: jeff Church full Response

I strongly protest the last minute, unprecedented 5 minute restriction by the Board President of my comment as a Trustee.

Fellow Elected Trustees and Fellow Citizens:

As we discuss this agenda item and the related notices I have received from fellow elected President Taylor I have asked for about 12 minutes of your time to address a complicated subject.

First, I have asked President Taylor if any of my comments have violated the law? No. Did I violate any Nevada Ethics rules? No. Did I violate any rules of decorum at Board Meetings? Again the answer was no.

I remain committed to open dialogue and offer to meet and confer on any issue and I suggest the use of a trained mediator to facilitate confidential and open communication. That applies to those groups and associations that have made false allegations. I welcome independent fact checkers on the statistics I use on our Quality of Education.

I ask that this agenda item be tabled for a future meeting to allow open discussion and negotiation including between the ACLU and the District so as to avoid, not encourage litigation.

So while I have not violated any laws, Ethics or Decorum rules, I allegedly violated Board Policy and so called "protocols" set before my tenure that requires compliance and uses the word "shall" to mandate obedience to Board Governance Rules.

"Trustees are expected to support the final decision made by the whole Board. Trustees may confirm to the public that they voted against a Board decision but shall not engage in undermining the decision or publicly criticizing the Board or individual Trustees regarding the decision."

And (edited)

"The Board shall follow ... Balanced Governance Model Standards ..."

And

"Trustees shall ensure all policies support the Balanced Governance Model Standards."

Policy 9052 Communication Protocols contains very similar: "shall" language that mandates support but I see nothing that mandates I copy the Board President on my communications nor should I have to.

I remind Trustees that we took an oath to Support the Constitution. I refer the media to the Nevada ACLU that has stated they believe the policy to be a violation of Free Speech.

I remind all that Trustees often are also candidates for re-election. The courts have said we must have “thicker skins” and criticism comes with the job. I have not decided with certainty if I’ll seek re-election but shouldn’t candidates have free speech to criticize or be criticized?

So the dilemma I face is support our constitutional rights or the Board Policy. The policy mandates “group think”. Follow my conscience and be disciplined or allow myself to be bullied.

I urge all to read the legal research entitled: “What About My Rights? School Board Members and the First Amendment”
(by Karla Schultz, Walsh, Gallegos, Treviño, Russo & Kyle, P.C. Mark Tilley, Texas Association of School Boards)

Link provided in my handout:
<https://cdn-files.nsba.org/s3fs-public/10-Schultz-Tilley-SBM-and-First-Amendment-Paper.pdf>

This is so important as I want to share with you all the #1 quoted free speech US Supreme Court Case called Bond. Who was that? Julian Bond was an elected official who sued his agency for his free speech rights. He was an elected African America congressman and civil rights leader that went on to head the NAACP.

In supporting Mr. Bond, the court said, “the interest of the public in hearing all sides of a public issue is hardly advanced by extending more protection to citizen-critics than to legislators.” “The manifest function of the First Amendment in a representative government requires that legislators be given the widest latitude to express their views on issue of policy,” Chief Justice Earl Warren wrote. “Just as erroneous statements must be protected to give freedom of expression the breathing space it needs to survive, so statements criticizing public policy and the implementation of it must be similarly protected.”

Under WCSD Policy, Bond would be censured. In another case

St Louis Police Officer sued his employer. Again a violation of WCSD policy. That brave officer was a gay man who won a "historic" \$20 million judgment in a sexual orientation discrimination lawsuit. Was that officer wrong to have sued? Should the St Louis County Police censure him?

Please allow me to share one final example. You likely know my nickname of Watchdog Jeff. Back in 1983 a young police officer, the senior ranking military officer, after negotiations failed, sued his employer over the rights of citizen soldiers; members of the Guard and Reserve. He not only won a Consent Decree that survives today but twice sued and won to enforce that. In the third court hearing the late Federal Judge Edward Reed said in his findings, “Sgt Church has served the City well as a Watchdog.”

Was I wrong to sue my employer to secure the rights for future military members?

Our founding fathers wisely created three co-equal branches of Government. The Judicial Branch is no less important than the others but WCSD would have you believe that to use it to resolve disputes is worthy of censure.

I want to walk back statements I made on litigation. I support administrative remedies, dialogue, mediation and even arbitration to resolve disputes. But as in the case of Julian Bond or the brave St Louis Officer, the courts are the co-equal third branch that our Constitution provides and you cannot take that away from me. It would seem that it is the District that is pushing us toward litigation.

I ask the media to review past board meetings and show where I was out of line. I specifically ask the public to look at the listed brief portion of a meeting, I find it very troubling:

Please see: 4-20-21: marker: 2:04:10 and 2:16:00
<https://www.youtube.com/watch?v=tJ2Vec1Vd4M>

From President Taylor: "...you continue to violate Board Policies/Protocols "Even after our meeting on April 16th.." and "you continued to ignore the protocol to copy the Board President when you choose to respond to Board Member emails." So I must copy the Board President or in my communications or face censure? Further I'm told I cannot respond all to publiccomments@washoeschool.net. Are all Board members aware of that?

I have on-line quotes, screen shots, photos and videos of Trustees and staff that seem to say, "Do as we order not as we say or do".

As I close I'll cover the main issues that I believe suppress our free speech rights:

1. Ending Open Public Meetings with active public input with no vote of the Board under the guise of public safety. Not even allowing live Zoom style comments.
2. Removing two long standing agenda items: Board Reports and Request for Future Agenda Items from the WCSD agenda with no Board Vote. Does anyone really believe this was done to save time?
3. Holding Press Conferences and removing/ not admitting persons with whom they did not agree, "The WCSD media briefings are by invitation only, and the law does not require us to invite all members of the media." Victoria Campbell
- Holy Smoke- WCSD is a govt agency not a Golf Club.
(See Pen American Center v. Donald J Trump # 18CV 9433 and Toll v Gilman, NV Sup Ct)
4. Allowing the Superintendent to meet with other Trustees, while she refuses to meet with me even by Zoom.
5. And now censure per policy that requires I chose between my constitutional beliefs and what the Board mandates.

I urge my fellow Trustees to open discussion on these.

Proposals on K-12 Social Justice including Goal 19 that states:
"Students will make principled decisions about when and how to take a stand against bias and injustice in their everyday lives and will do so despite negative peer or group pressure."

In summary, we work for the citizens that elected us, not the Board. We took an oath to support the Constitution. That includes the three branches of government. No one alleges I violated any law, any Ethics Rules or any Board Meeting rule of order.

I support mediated and confidential discussion and please allow all parties to address this before propelling us down a spiral of dysfunction. But I also support conducting the People's business in a public forum with true public active input and allowing Board Remarks and Request for Agenda items in open meeting, not behind closed doors.

Board policy states: "The Board promotes practices that solicit input and involvement from all segments of the community" At last count I had about 70 emails of support and no emails against my actions.

I ask the Board to table this to allow reason to prevail. If formal censure is applied and in good faith I disregard it, will I be subject to litigation? Will I be subject to ongoing discipline such as every meeting or would we move on?

Sincerely

Jeff Church
Elected Trustee

1.05 DISCUSSION AND POSSIBLE ACTION FOR THE BOARD PRESIDENT TO REMIND THE TRUSTEES OF THEIR PLEDGE TO FOLLOW BOARD GOVERNANCE, BOARD POLICIES, AND BOARD PROTOCOLS AS A MEMBER OF THE WASHOE COUNTY SCHOOL DISTRICT BOARD OF TRUSTEES AND ACTION TO HONOR THAT COMMITMENT (FOR POSSIBLE ACTION)

Liberty is meaningless where the right to utter one's thoughts and opinions has ceased to exist. That, of all rights, is the dread of tyrants. It is the right which they first of all strike down. They know its power. Thrones, dominions, principalities, and powers, founded in injustice and wrong, are sure to tremble, if men are allowed to reason of righteousness, temperance, and of a judgment to come in their presence. FREDERICK DOUGLASS

Content-specific regulations on protected free speech must meet strict scrutiny, which means that they must be narrowly tailored and necessary to achieve a compelling government interest.
US Supreme Court

If liberty means anything at all, it means the right to tell people what they do not want to hear.
GEORGE ORWELL

There's no fine line between "free speech" and "hate speech": Free speech is hate speech; it's for the speech you hate -- and for all your speech that the other guy hates. If you don't have free speech, then you can't have an honest discussion. Mark Steyn

Freedom of speech is a principal pillar of a free government; when this support is taken away, the constitution of a free society is dissolved, and tyranny is erected on its ruins. BENJAMIN FRANKLIN

Texas v. Johnson, 491 U.S. 397, 1989:

"If there is a bedrock principle underlying the First Amendment, it is that the government may not prohibit the expression of an idea simply because society finds the idea itself offensive or disagreeable." Texas v Johnson, US Supreme Court

For if Men are to be precluded from offering their Sentiments on a matter, which may involve the most serious and alarming consequences, that can invite the consideration of Mankind, reason is of no use to us; the freedom of Speech may be taken away, and, dumb and silent we may be led, like sheep, to the Slaughter. GEORGE WASHINGTON

The people of this state do not yield their sovereignty to the agencies which serve them. The people, in delegating authority, do not give their public servants the right to decide what is good for the people

to know and what is not good for them to know. The people insist on remaining informed so that they may retain control over instruments they have created.

Once the right to speak has been granted by the Legislature ... the full panoply of First Amendment rights attaches to the public's right to speak. The public's freedom of speech during public meetings is vigorously protected by both the U.S. Constitution and the Nevada Constitution. Freedom of expression upon public questions is secured by the First Amendment. Nevada A.G. OML Manual Sections 8.01 and 13.03

United States Supreme Court, 1936, "Since informed public opinion is the most potent of all restraints upon misgovernment, the suppression or abridgement of the publicity afforded by a free press cannot be regarded otherwise than with grave concern."

The worst way to defend our freedom is to let our leaders start taking away our freedoms! It is exactly during times like these [a national crisis] that we need more freedom of speech, a strong and critical press, and a citizenry that is not afraid to stand up and say that the emperor has no clothes. MICHAEL MOORE

The smart way to keep people passive and obedient is to strictly limit the spectrum of acceptable opinion, but allow very lively debate within that spectrum--even encourage the more critical and dissident views. That gives people the sense that there's free thinking going on, while all the time the presuppositions of the system are being reinforced by the limits put on the range of the debate. NOAM CHOMSKY

Everyone is in favour of free speech. Hardly a day passes without its being extolled, but some people's idea of it is that they are free to say what they like, but if anyone says anything back, that is an outrage. Churchill

While, legally and constitutionally, speech may be free, the space in which that freedom can be exercised has been snatched from us and auctioned to the highest bidders. ARUNDHATI ROY

"PEN declares for a free press and opposes arbitrary censorship. It believes that the necessary advance of the world toward a more highly organized political and economic order renders free criticism of governments, administrations, and institutions imperative." –PEN Charter, 1948

Policy 9051:

*Note: I find the word Protocol nor guidance nowhere in the policy except if you violate it.

Trustees promote change through dialogue and collaboration
Balanced Governance Model: Individual Board Member Characteristic #2a Role
Orientation: Trustees engage in open dialogue focused on general interests and welcome various viewpoints, but make decisions based on the best course of action for the entire school community. Trustees avoid open debate focused on activism or special interests and value collective consensus over individual viewpoints in decision-making and governance protocols.

The Board promotes practices that solicit input and involvement from all segments of the community.

The Board recognizes and celebrates the contributions of school and community members in school improvement efforts.

The Board is responsive and respectful to community inquiry and feedback.

April 26, 2021

Dear Trustee Church:

You have sent several emails over the past week and most have similar content, concerns and questions. Although you have received a couple of responses, you will find that this letter will address everything so that all information is in one place. In that vein, please know that some of this will be duplicative.

On April 16, 2021, pursuant to Board Policy 9051(4)(c), Vice President Caudill and I conducted a meeting with you to remind you of the Board of Trustees's commitment to follow Board Governance including governing policies and protocols and asked for your commitment to act accordingly. The purpose of BP 9051(4)(c) is to conduct an informal meeting for us to reach agreement on Board Governance to make the Board of Trustees (Board) a highly functioning Board. As Board Policy 9051(1) states:

Trustees shall honor the high responsibility the governance position demands, and practice Board beliefs and actions that support increased stability on the Board, improve satisfaction from community, and a climate for improved student learning.

To be clear, Board Governance, and the April 16, 2021 meeting, do not require all Trustees to be in agreement nor do they prohibit different opinions. The intention was not and is not to change you and do not attempt to change your point of view on the issues faced by the Board. However, they do give guidance for Trustee behaviors when in disagreement does occur.

During the meeting we discussed multiple instances in which you violated Board Governance, Board Policies, and/or failed to follow protocols. We also discussed multiple misrepresentations that you either created or supported (or both) in the community, which sew the seed of distrust against the Board and Washoe County School District (District), which is in violation of your fiduciary responsibility as a Trustee. Remember, "Do no harm?" More specifically, and also in response to your letters dated April 22, 23, 26, 2021, I provide the following:

With regard to potential litigation: On April 12, 2021, you were interviewed by Monica Jaye, 99.1 FM KKFT. During the interview you made multiple disparaging comments about the Board and the District. In response, Ms. Jaye asked "What do people do Jeff?" You responded, "Number one, lawyers, you know *we* are reaching out, *we* haven't made a final decision yet, but lawyers, if you know any lawyers that want to help, that will do it at a reasonable rate. *We* are reaching out to lawyers." (Emphasis added.) (Please see the attached transcription of your interview.) You were also quoted as stating that you agree with 99% of Mr. Gilbert's letter that threatens suit against the District. You have also written and distributed a letter (which I am attaching here again) in which you state, "Donate to a Legal Fund, it 'ain't' free folks. Attorney Joey Gilbert and even the ACLU agree. Know any lawyers? Court may award attorneys fees."

Mr. Gilbert runs a legal fund against the District that went live around the same time as your letter. On April 16, 2021, at our meeting, you were asked about your involvement with potential litigation against the District, you repeatedly refused to discuss your involvement with threats of litigation against the District stating, "I'm not going to discuss litigation." This is troubling because it appears the only reason you would refuse to discuss any involvement with potential litigation against the District is that you are participating in it and/or in some way supporting it. In either case, your refusal to respond is inappropriate and demonstrates that you are most likely taking an adverse position against the District

regarding the threatened litigation. On April 22, 2021, you sent me an email indicating that you were not aware of litigation, which is simply not true. In fact, you are quoted, recorded, and transcribed using the pronoun “we” and stating “*we are reaching out*” to lawyers. There is substantial evidence that you support and/or are considering litigation against the District or Board, which violates Board Policies 9050, 9051, 9052, and 9055 in addition to violating the fiduciary duty required by all elected officials. Remember, “Do no harm?”

I will not review every instance of a BP violation that we discussed on April 16, 2021. You were encouraged to bring your policy binder and I paused to allow you to keep up and take notes. In fact, you stated that you were taking notes and would have comments/questions at the end – which never happened by the way. However, if I just focus on the radio interview and the letter you wrote and distributed, there are numerous violations of Board Governance Policies and Protocols, all which serve to hurt the very institution that we all pledged to support and steward.

Here are a few:

You have stated that the Board “canceled public meetings” and that the Board “canceled meetings in terms of public comment.” None of this is true. Meetings were moved to a virtual format in adherence to Governor’s Directives, which means that they are still public meetings and that public comment still occurs. Thus, your statements violate BP 9051(1)(b)(i) and 9052(1)(a)(b) and (d).

You have implied that the District is in violation of the law, referencing the exclusion of certain members from the weekly media briefings. You continue that there are “tons of case law to support this.” When in fact, the case law supports that certain bloggers are media, but nowhere does it state that all members of the media are entitled to enter every media briefing. Again, your assertion is false and paints the District in a false light violating BP 9051(1)(b)(i) and 9052(1)(a)(b) and (d).

You have continually stated that the Board “gagged” you by removing the “longstanding” items “Board Reports” and “Agenda Item Requests” from the agenda. “Agenda Item Requests” is not a longstanding item and you were made aware of this via email a few weeks ago. As for “Board Reports” they were not removed to gag you. You may speak during the meeting on any item on the agenda just like any Trustee. You and all Trustees were notified via an email back in January that the Board Leadership Team removed Board Reports from the agenda to shorten the meetings. Although you may believe that these items targeted you, the evidence just doesn’t support that. All Trustees have the exact opportunity to speak at meetings and add items to the agenda. Again, your assertion is false and paints the District in a false light violating BP 9051(1)(b)(i) and 9052(1)(a)(b) and (d).

Your also site various stats about per pupil funding. Your stats indicated a \$200 million-dollar difference than the budget numbers presented by District staff and the Board and could have implications far beyond your accusations. Your use of this information is misleading and inaccurate, and again, paints the District in a false light violating BP 9051(1)(b)(i) and 9052(1)(a)(b) and (d).

You have also provided and/or supported inaccurate information regarding the Superintendent, the employment of her fiancé (he’s actually her spouse) and her leadership integrity, again misleading the public and painting the Superintendent in a false light, in violation of BP 9052(1)(a) and 9081(2)(c) and (4).

As you can see, there are numerous examples substantiating that you continue to deliberately misrepresent the facts. Such misrepresentations violate a Trustee's fiduciary duty to maintain trust in the government he/she is elected to represent. Even after our meeting on April 16th, you continued to ignore the protocol to copy the Board President when you choose to respond to Board Member emails. Had the citizen not responded to all of us, this continued refusal to follow protocol would not be known. Honestly, it makes me question how often this has occurred when there wasn't a follow up from the community member.

Your continual refusal to follow the policies and protocols is inconsistent with the behavior of a "team player" who wants to work together for the betterment of the District and is in violation of our Board Policies. Consequently, I placed item 1.05 on the agenda for our next Board meeting. Let me be clear here as well. This agenda item is a reminder that we all made a commitment to follow Board policies and practices. It does not name anyone. That was intentional. On its surface, it does not point out any specific behavior. The intent is for everyone to be reminded of our duty and to re-commitment to it per BP 9051(4)(d). If you choose to speak to your specific behavior, it's up to you to open that door.

I will also remind you that in your email dated April 23, 2021, you stated:

"This concerned the email from Mr. Rombardo but applies as well to the below email from President Taylor. A little help here folks. #1 I asked – as per Policy 9110, ii- that the agenda item be tabled until at least the next meeting and received the below response saying no. Thus, I will at meeting ask that it be withdrawn for now per said policy (g). So I guess we'll have discuss if discuss."

This indicates that you were indeed aware that your request to remove the item was declined.

However, as with all agenda items, all Trustees will have the opportunity for discussion on item 1.05. You will certainly have a reasonable opportunity to speak however, you will not be given 15 minutes to individually discuss an agenda item. This is a regular agenda item and will be handled in the same manner as other ordinary agenda items. As you know, Board members are all given reasonable opportunities to speak but at no time has anyone ever been given 12-15 minutes.

Finally, to be clear regarding your offer of mediation, BP 9051 governs the process that we find ourselves in. As you know, I was originally willing to attend mediation with you when I thought it would be fruitful. However, it is abundantly clear to me that you have no interest in changing your damaging behavior, in fact, it appears to be quite the contrary. And as a result, mediation is fruitless. Further, due to your threat of litigation on several fronts, it is not advisable per legal counsel.

Therefore, in conclusion, and per your request in your letters dated April 22, 2021, April 23, 2021 and April 26, 2021, this is the notice of your actions, violations, answers to your questions and the next steps. It is my hope that after the Board takes the pledge to recommit to Board Governance, the Board and the District can move forward with respectful discourse based on facts not misrepresentations.

Sincerely,



Dr. Angela D. Taylor, President

Washoe County School District Board of Trustees

From: Kristie Sheltra
Sent: Tuesday, April 27, 2021 3:38 PM
To: Public Comments
Subject: [EXTERNAL] Covid protocols

Hello Washoe County Board members,

Governor Sisolak's COVID-19 Mitigation and Management Task Force has issued the "NEVADA GUIDANCE FOR ADULT & YOUTH SPORTS" (dated 3/30/21) that calls for student/athletes forced to quarantine through COVID Contact Tracing for 10 days, to have the opportunity to shorten that quarantine time to 7 days from last exposure with a negative COVID test. These protocols were originally issued by the CDC and supported by the NIAA. Why isn't the Washoe County School District following these directives? (The Washoe Health District is reporting that they have advised the WCSD of this matter, and the WCSD has chosen not to update their guidelines.)

So what is the reasoning here? More kids could return to the classroom & their sports sooner. Isn't that everyone's goal? What gives?

Thank you.
Sincerely,
Kristie Sheltra

Sent from my iPhone

From: Becky Miles
Sent: Tuesday, April 27, 2021 3:43 PM
To: Public Comments
Subject: [EXTERNAL] Children masks

Wearing masks is detrimental to children's emotional and physical health. They should be breathing fresh air all day, every day. I implore you to remove the mask mandate for school aged children!

Thank you,
Rebecca Miles

Sent from my iPhone

From: Christina Sherbrook
Sent: Tuesday, April 27, 2021 5:27 PM
To: Public Comments
Subject: [EXTERNAL] NO MASKS for our children

To the superintendent and all school board members of the Washoe County School district, Our children need to breathe in fresh oxygen with every breath. The wearing of masks prohibits this to a great degree and endangers the health of our children. Depending on type of mask, there could also be harmful particles inhaled with every intake of breath. There is a lot of information available to study on this subject, and I would think that everyone concerned with the well being of our children would want to know the truth about wearing masks.

These same masks do not prevent the Covid virus from spreading through.

Mask mandates for our children are dangerous and harmful, and have not stopped the spread of Covid.

My husband and I have had our child in distance learning since the beginning of the virus predicament. We chose to have him work from home, in large part, to prevent him from sitting with a mask on for many hours on end, and suffocate without proper ventilation and airflow into his lungs.

I do not want my child to be forced to wear a mask in school next school year.

Concerned for all the kids, sincerely,

Christina Sherbrook

Sent from my iPhone

From: kristenirene
Sent: Tuesday, April 27, 2021 6:38 PM
To: Public Comments
Subject: [EXTERNAL] 3.01 public comment

Dear Trustees,

I wholeheartedly support the curriculum and instruction of Benchmark Education's Social Justice Resources for K-5 language arts. I have delved into much of what was made available by the district to get an idea and gain understanding of what our students will be taught. I think it is wonderful. It is developmentally appropriate, and it grows with the students.

We need this in our school district. I feel nearly every district in the United States needs to learn more about social justice and how it can be integrated into language arts, science, social studies/history, and art.

I also wanted to say that while I feel like I am more effective when I am able to speak at the meetings, I appreciate and understand why the meetings are back on zoom for now.

Thank you,
Kristen De Haan
Community member and WCSD parent

April 27, 2021

Dear Board Members,

I am stunned by the proposed social justice curriculum. Do you actually believe we stop racism WITH racism? That's what this curriculum attempts to do. This is based on the critical race theory even if you say it is not. I've read the questions as well as the intent of the Social Justice Movement and the Critical Race Theory. It is a theory not believed by most people, yet you think it's acceptable for teachers to teach this false ideology as absolute "truth" to our students? I am in disbelief and ask: Students must identify as their race? Students must accept their "whiteness" and their "white privilege"? Students must accept that they are oppressors or victims? Students must give up their religion because it is also deemed as "oppressive"? White students must stand in the back of the line in order to "rebalance of power"? Students are being programmed with this horrific ideology starting in Kindergarten? You are automatically deemed "racists" if you question this theory?

I see the consequences of this ideology in numerous schools around our nation as well as in Clark County. William Clark is suing the district because this social justice curriculum violated his rights. I also see that today, Idaho passed a bill banning Critical Race Theory in their state. We need to do the same instead of accepting this very racist curriculum.

Please learn about this movement before you vote - watch the video or read the video transcript below.
<https://www.prageru.com/video/what-is-critical-race-theory/>

Concerned Citizen & Tax Payer,
Thomas Glenn

The transcript for the above video is here:

Have you heard about Critical Race Theory? I'm guessing you probably have. It has already insinuated itself into many institutions and is making rapid progress into others. If it takes hold, it will completely change the very nature of America and the way you live.

Critical Race Theory holds that the most important thing about you is your race. The color of your skin. *That's* who you are. Not your behavior. Not your values. Not your environment. Your race.

In Critical Race Theory, if you are a member of a "minoritized" racial group—their term, not mine—you are a victim of a system that is rigged against you, a system that doesn't want you to succeed. On the other hand, if your race is "privileged," you're an exploiter—whether you intend to be or not.

Critical Race Theory begins from the assumption that racism occurs in all interactions. To see how this works, consider this thought experiment: Imagine you own a shop, and two customers enter at the same time—one white and one black. Who do you help first? If you help the black person first, Critical Race Theory would say you did so because you don't trust black people to be left alone in your store. That's racist. If you helped the white person first instead, Critical Race Theory would say you did so because you think blacks are second-class citizens. That's racist, too.

That's Critical Race Theory. It can find racism in anything, even if it has to read your mind to do it.

Critical Race Theory is a uniquely American invention. Brewed up at Harvard Law School in the '70s, now part of the academic and media mainstream, it is also uniquely *un*-American because it rejects the core tenets of the American, classically liberal, Judeo-Christian value system. It turns the bedrock American idea upside down.

Here it is in the words of Richard Delgado and Jean Stefancic, two leading proponents: "Critical Race Theory questions the very foundations of the liberal order, including equality theory, legal reasoning, Enlightenment rationalism, and the neutral principles of constitutional law."

It does this because Critical Race Theory proponents assume racism is present everywhere and always, and they look for it "critically" until they find it. And they always find it. It has to be there because that's how the imperial European powers, and then America, set things up.

Here, as in all dangerous academic theories, there is a kernel of truth. Human beings were not preoccupied with race until the 16th century when Europeans began to explore and then colonize other parts of the

world. Drawing distinctions between the races reached its peak in the 19th century with the widespread use of slave labor in North and South America.

No one denies this. But since then, the Western world and, most especially, America has spent a lot of time, money, and blood breaking free of its racist past. It's been a rocky road, for sure, but great progress has been made.

Critical Race Theory says all this progress is a mirage: racism never died—never even faded a little bit. It just hid itself better. Critical Race Theory, therefore, is not a continuation of the Civil Rights Movement. It is, in fact, a repudiation of it. To Critical Race theorists, Martin Luther King was both wrong and naïve. White Americans can never judge blacks by the content of their character. They can only judge them, always unfavorably—consciously or unconsciously, by the color of their skin.

Ironically, not since the Aryan obsession in Germany in the 1930s and 1940s, or South African Apartheid in the second half of the 20th century, has a social movement been so obsessed with race.

Critical Race Theory is, then, in a very real sense, a counter-American Revolution. But that's a positive, not a negative, to those who subscribe to the theory.

The American experiment was given a 400-year try-out, and it doesn't work. So let's scrap it. That's what *they* believe. Is that what *you* believe? I'm going to guess that most of you don't.

So how do we stop Critical Race Theory before it infects the brains of too many decent Americans—especially young people—and turns us into something we have never been and shouldn't ever want to be?

The answer is simple: refuse to accept it.

Don't be intimidated by the “heads I win, tails you lose” logic of this self-destructive, America-hating, anti-reality idea. Don't be bullied into

thinking that you're racist when you know you're not. Or that you're a victim when you know you're not.

Defend yourself—while you still can.

Very concerned citizen,

Thomas Glenn

April 27, 2021

Hello Board,

I adamantly oppose the proposed curriculum. The most important thing about my children is NOT their skin. Please do not force this false and racist information onto our students. This has NO place in our curriculum. I will pull my students out of their school if this passes. There will be many others that will do the same.

Transcript from James Lindsay:

Have you heard about Critical Race Theory? I'm guessing you probably have. It has already insinuated itself into many institutions and is making rapid progress into others. If it takes hold, it will completely change the very nature of America and the way you live.

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Defend yourself—while you still can.

<https://www.prageru.com/video/what-is-critical-race-theory/>

Concerned Parent,

Ken Thomas

From: kristenirene
Sent: Tuesday, April 27, 2021 7:29 PM
To: Public Comments
Subject: [EXTERNAL] 6.07 Brave Spaces

Dear Trustees,

I have been trying to figure out how to best to explain my concerns about brave spaces over safe spaces. The excerpt below addresses some of what I've been thinking. I don't want anyone who needs to have a space to speak that is safe to also have to educate people who are like me (I am a cis-gendered, straight, white woman). I desperately want students to have more than one safe space in their schools. Perhaps you will speak more about this during 6.07. I know many students who weren't yet able or ready to speak with their parents about their sexuality or gender. I feel there needs to be more than one place for them. Sometimes it just needs to be the place to vent without having to explain.

Every single space in which we exist as trans people, indigenous people, Black and brown peoples, disabled people, women and femmes, queer people and/or working class people is a "brave space." Those of us willing to spend even more time being "brave" to educate unaware audiences are doing them an immeasurable favor, filling in the gaping holes left by an education system that erases indigenous and people of color's histories, a media that demonizes women and femmes and innumerable other institutions in society that reinforce a cornucopia of inequities.

To all those who interact with brave spaces, if the importance of this labor isn't acknowledged, then your brave space sucks. If privileged people are gaining knowledge at the expense of marginalized peoples' well-being, then your brave space sucks. And if your brave space absolutely, necessarily requires marginalized people to be doing the teaching – then you damn better be paying them a living wage for their work. Or your brave space will suck.

<https://www.stanforddaily.com/2016/05/15/why-your-brave-space-sucks/>

I do hope this will help with equity, diversity, and safety in our district.

Thank you for taking the time to read this comment.

Kristen De Haan
WCSD Parent and Community Member

From: patricia smith
Sent: Tuesday, April 27, 2021 7:45 PM
To: Public Comments
Subject: [EXTERNAL] Brave space

What is the plan to loop in the parents regarding children sharing sensitive information?

Cheers,
Patricia Smith

From: patricia smith
Sent: Tuesday, April 27, 2021 7:52 PM
To: Public Comments
Subject: [EXTERNAL] Disapproval of New proposed English curriculum for elementary

>
> As a parent of 6 Elementary age children who attend Washoe County school I strongly disagree with any social justice curriculum. Our schools should focus on the basics of educating our children to move our state out of one of the last place in education. If we don't have funding for teacher to child ratios guidelines in K through third grade as said Mr. Mark Mathers, how do we have funding for new curriculum? As a parent I will be forced to make the decision to remove my children from Washoe County school District if this curriculum is implemented. I know I am not alone in this decision.

>
> Cheers,
> Patricia Smith
>

From: James
Sent: Tuesday, April 27, 2021 8:07 PM
To: Public Comments
Subject: [EXTERNAL] Please reject the proposed Addition to ELA Curriculum

Dear Board Members,

I feel strongly that schools should be a safe place for all students. It is for this reason that I write to encourage you to **reject** the Benchmark Advance units which have been proposed as supplements to the ELA curriculum. While these additions may at first glance seem helpful, I believe they will ultimately cause a divisive, less inclusive climate at school. They will not have the desired effect of decreasing racism and prejudice within our communities; in fact, it is possible they could instead increase racial tensions, divisions, and biases. Furthermore, the proposed curriculum would incorporate highly controversial theories, such as Critical Race Theory, into school curriculum, which would most likely increase political tensions and divisions in our school community.

Please consider the following Social Justice Guiding Question taken from the Grade 5 Unit 6 lesson of the proposed addition:

"Why is it important that, when faced with challenges created by systemic racism, people from BIPOC and other diverse communities maintain their cultures to survive?"

Why does this question present systemic racism as an established fact? Have district, state, or federal curriculums adopted this viewpoint? Has public opinion conclusively adopted this viewpoint? No, they have not.

Does racism currently exist in the US, as it does elsewhere? Yes. Racism is everywhere in the world. Should we work actively to teach our students and children that racism is wrong, and to cultivate attitudes of tolerance, equity, and cultural open-mindedness? Of course we should.

But does the continued existence of racism in our culture imply that our governmental system and social structures are inherently racist and that they need to be scrapped and reinvented from the bottom up? No, of course not. I am not aware of any society that has ever succeeded in completely eliminating any vice. This does not mean that society itself is broken; it means, rather, that humans are imperfect. We should not teach our students that society is systemically racist, nor should we teach them that *they* are inherently racist. Philosophies such as these are likely to increase, rather than decrease, racial tensions in our schools and communities.

Because I am a music teacher, I will close with a quote from Rodgers and Hammerstein's famous musical, *South Pacific*. When it was released in 1949, *South Pacific* was highly controversial because it portrayed interracial love and marriage in a positive light and spoke strongly against racism. Clearly, the writers of this song desired, as do I, to fight against racism:

"You've got to be taught to hate and fear
You've got to be taught from year to year
It's got to be drummed in your dear little ear
You've got to be carefully taught

You've got to be taught to be afraid
Of people whose eyes are oddly made
And people whose skin is a different shade
You've got to be carefully taught

You've got to be taught before it's too late
Before you are six or seven or eight
To hate all the people your relatives hate
You've got to be carefully taught"

Curriculum such as the proposed ELA additions will teach the six, seven, and eight-year-olds in our schools to fear and distrust rather than to accept and embrace those around them. Please do not teach our students to distrust people because of their skin color, ethnicity, political ideology, or other characteristics. Please do not introduce Critical Race Theory, as embodied in the proposed curriculum, into our schools.

Kind regards,

James K. Meservy

From: kristenirene
Sent: Tuesday, April 27, 2021 8:09 PM
To: Public Comments
Subject: [EXTERNAL] 6.08

Hello again, Trustees,

As the mother of a senior in high school, I am concerned about the sudden change right before the end of the school year to the possibility of all students in person. I believe I am understanding that possibility correctly. Not all students are able to get vaccinated, not all students who are able to get vaccinated are going to get vaccinated.

I am trying to visualize what everyone in person will look like in most high schools. I have the photograph that is always in my head of Spanish Springs High School during passing period where it seemed there wasn't enough space to slide a piece of paper. This does not seem safe or smart.

I am also thinking of how yet another transition will effect not only students but teachers. How will teachers be able to maintain distance? Will hybrid students have the option to stay hybrid?

How will this affect the ability to do contact tracing? If a student is positive, there will be many more students having to be excluded right at the end of the year. Right when they are doing AP testing, SBAC testing, possible School City testing, and I'm not sure if it is also time for End of Course Exams, but it *is* time for finals. Then there is graduation as well.

These are just some things that concern me about the possibility of all students going back to full time in-person learning.

Thank you for taking the time to read my comment.

Kristen De Haan
WCSD mom & community member

From: Laurie Newman
Sent: Tuesday, April 27, 2021 8:40 PM
To: Public Comments
Subject: [EXTERNAL] New schools only

Why are only new schools being focused on? What happened to the older schools in the district?

Sent from my iPhone

From: m vergara
Sent: Tuesday, April 27, 2021 6:18 PM
To: Public Comments
Subject: [EXTERNAL] Masks

Kids need to get out of masks ASAP! We will not tolerate masks any longer.
Social Justice, Diversity, Inclusion and Equity rhetoric has to STOP.
TEACHERS NEED TO FOCUS ON THE BASICS AND THE DISTRICT MUST KEEP THEIR POLITICAL OPINIONS OUT OF PUBLIC
EDU