

**MINUTES OF THE MAY 11, 2021
REGULAR MEETING OF THE
WASHOE COUNTY SCHOOL DISTRICT
BOARD OF TRUSTEES**

May 11, 2021

1. Opening Items

1.01 CALL TO ORDER

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

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 and staff were also present.

1.03 PLEDGE OF ALLEGIANCE

Trustee Kurt Thigpen led the meeting in the Pledge of Allegiance.

1.04 ACTION TO ADOPT THE AGENDA

President Taylor explained staff requested Consent Agenda Item 2.12, Approval of Award of Request for Proposal (RFP) 21-001, Comprehensive District-Wide Middle School and High School Athletic Uniforms and Related Apparel, be pulled from the agenda. The item would return to the Board for consideration at a future meeting.

It was moved by Trustee Thigpen and seconded by Trustee Caudill that **the Board of Trustees pulls Consent Agenda Item 2.12 and approves the agenda as revised.** 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. Consent Agenda Items

It was moved by Trustee Caudill and seconded by Trustee Calvert that **the Board of Trustees approves Consent Agenda Items 2.02 through 2.11 and 2.13 through 2.18.** 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 provided preliminary approval to the proposed revisions of Board Policy 1140, Distribution and Display of Information and Materials to Students and Staff, and initiated the 13-day public review and comment period.
- 2.03 The Board of Trustees provided preliminary approval to the proposed revisions of Board Policy 1314, Solicitation of Donations, Advertising, and Commercial Activities, and initiated the 13-day public review and comment period.
- 2.04 The Board of Trustees approved the Agreement to the Professional Consultant Services with Poggeymer Design Group for Paving Inspections and Database Management in the amount of \$122,264 for paving seasons 2022 through 2026.
- 2.05 The Board of Trustees adopted Washoe County School District Board Resolution 21-003, A Resolution to Create Fund 92 Federal Elementary and Secondary School Emergency Relief (ESSER), and approved the filing of the Resolution with the Nevada Department of Taxation.
- 2.06 The Board of Trustees adopted Washoe County School District Board Resolution 21-004, A Resolution to Create Fund 06 Student Activities, and approved the filing of the Resolution with the Nevada Department of Taxation.
- 2.07 The Board of Trustees adopted Washoe County School District Board Resolution 21-005, A Resolution to Create Fund 07 Gifted & Talented Education Weighted Funding, and approved the filing of the Resolution with the Nevada Department of Taxation.
- 2.08 The Board of Trustees adopted Washoe County School District Board Resolution 21-006, A Resolution to Create Fund 08 English Learners Weighted Funding, and approved the filing of the Resolution with the Nevada Department of Taxation.
- 2.09 The Board of Trustees adopted Washoe County School District Board Resolution 21-007, A Resolution to Create Fund 09 At-Risk Weighted Funding, and approved the filing of the Resolution with the Nevada Department of Taxation.

- 2.10 The Board of Trustees approved Amendment #2 to the Professional Services Contract for Architecture Services between Architects + and the Washoe County School District for the Darrel C. Swope Middle School Expansion and Renovation Project, in the total amount of \$100,400.
- 2.11 The Board of Trustees approved Amendment #6 to the Professional Services Contract for Architecture Services between TSK Architects and the Washoe County School District for the William O'Brien Middle School Replacement School Project, in the total amount of \$114,550.
- 2.13 The Board of Trustees awarded Bid #21-77-B-03-DA, Roof Replacement at Sparks High School, to Western Single Ply for \$735,000.
- 2.14 The Board of Trustees awarded Bid #21-78-B-03-DA, Roof Replacement at B.D. Billingshurst Middle School, to Commercial Roofers, Inc. for \$1,508,000.
- 2.15 The Board of Trustees awarded Bid #21-80-B-03-DA, Roof Replacement at Rita Cannan Elementary School, to D & D Roofing and Sheet Metals, Inc. for \$399,920.
- 2.16 The Board of Trustees awarded Bid #21-83-B-03-AA, Boiler Replacement at Incline Middle School, to Ryan Mechanical, Inc. for \$517,000.
- 2.17 The Board of Trustees awarded Bid #21-84-B-03-DA, Roof Replacement at Getto Transportation Center, to D & D Roofing and Sheet Metal, Inc. for \$254,800.
- 2.18 The Board of Trustees approved the appointment of Jeffrey Kirst to the Other Post-Employment Benefits (OPEB) Trustees Committee in the category of "beneficiary of the benefits plan," for a term ending December 31, 2021.

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

5.01 INTRODUCTION AND RECOGNITION OF VISITING EDUCATORS WHO ARE PART OF THE UNITED STATES DEPARTMENT OF STATE FULBRIGHT TEACHING EXCELLENCE AND ACHIEVEMENT PROGRAM

Michele Anderson, Chief Communications and Community Engagement Officer, provided information on the Fulbright Teaching Excellence and Achievement Program and had the visiting educators introduce themselves and where they had come from to participate in the program. Eight universities in the United States participated in the program, so there were also only eight school districts that hosted the visiting educators.

The following educators were introduced:

Vanesa Giamberardino from Argentina
Koulondigui Eben-Ezer Fofana from Cote d'Ivoire
Adriana Maria Escobar Rodriguez from El Salvador
Sudeshna Dutta from India
Susmita Roy Chowdhury from India
Inese Ozola-Zala from Latvia
Katrina Loboda from Latvia
Moussa Bangaly from Mali
Issac Kodio from Mali
Djulieta Negru from Moldova
Diter Harold Acevedo Gazo from Nicaragua
Anuwat Kaewma from Thailand
Teinrawit Preepradit from Thailand
Aysun Kaban from Turkey
Mehmet Durmus from Turkey
Mariia Kiz-Bohachova from Ukraine
Nargiza Sulaymonovna Khonalieva from Uzbekistan
Lola Anvarovna Uzakova from Uzbekistan

3. General Public Comment

3.01 PUBLIC COMMENT

Mark Leonard remarked that social justice could only occur when people were well educated. He felt that the District was not doing an adequate job educating the students so they had the opportunity to succeed in whatever field they went into after high school. He did not see a lot of effort by the Board to address the academic performance of students in the District, which he believed was one of the reasons the District ranked so low in national education rankings.

Melissa Fitch expressed frustration over what was happening with the students. She urged the Board to remove the mask requirements for students because the kids needed to breathe in fresh air and they were not transmitting COVID. She believed many of the kids were suffering from heat exhaustion because of the masks and that schools were forcing students to remain on an X in the parking lot. She claimed COVID was dormant and only a political agenda. She mentioned Joey Gilbert was starting a class action lawsuit because what was occurring amounted to child abuse. She stated the parents were the ones who paid the salaries of the Trustees and they needed to listen to what the parents wanted.

President Taylor recessed the meeting for 2 minutes to address technical difficulties.

Jeanne Quintana stated the Board needed to listen to parents and concerned citizens when they came to the meetings to provide comments. She did not believe the schools were producing productive members of society, as opposed to the charter schools in the area. She claimed the schools were supporting an agenda to produce students who could not contribute to society and that hated others.

Valerie Fiannaca thanked the Board for allowing the community back into the building that the community had paid for. She expressed confusion as to why the District would conduct a survey that showed 99% of respondents did not support critical race theory in the schools but that the District intended to move forward with the program anyway. She wondered how many parents it would take to get the Trustees to understand the parents did not want it because she would bring that many parents to the meeting.

Superintendent McNeill stated the Washoe County School District was not teaching critical race theory or any type of social justice critical race theory curriculum. The District did not conduct a survey but put out a proposed curriculum and allowed parents the opportunity to provide feedback. She remarked that a misinformation campaign had been occurring about the proposed curriculum and it was important for her to correct the record.

Kaylynn Sutton was student and wondered why the Board would not allow face shields instead of masks. She believed the masks did not work so there was no point in wearing them in school anyway. She asked why the District closed the schools in the first place. She felt the Board and District did not listen to the parents so she hoped they would listen to her. She provided information what her cousins were experiencing in the schools and added that she did not know for sure since she was not in the public schools.

Ashley Jacobs mentioned the kids had been forced to wear masks for 14 months and that was impacting them in very dangerous ways. She felt the Board was hiding behind the Governor's mask mandate and refused to do anything to stand up for the kids. She claimed the Board should be echoing the voices of the parents and community who elected them, not the Governor. She stated the Board and District should allow parents the ability to choose masks or not and if they would not allow parents to make that choice, then parents would remove their children from the District and remember the names of the Trustees who supported the decision to mask kids.

Kenji Otto expressed frustration the Board had stopped in person meetings during April and stated he was looking at how all members of the Board could be recalled. He felt the Trustees had a thankless job, but forcing the community out was not the appropriate way to go about solving any problems. He believed the Board had been violating the rights of the people by shutting them out and should be recalled because of that. He

claimed he had been going around the community for a month and the only people asking him to wear a mask were government buildings and doctors offices.

Cindy Martinez commented that her family heritage was from throughout Europe and Northern Africa but she only identified as an American. She expressed frustration in what was occurring throughout the country because she believed people were forgetting who Americans were and why the country was founded in the first place. She claimed the District was using critical race theory to make students ashamed of where they came from and who they were because of the color of their skin. She urged the Board and District to teach kids about their history and to respect each other and remove the Marxist doctrine from the schools.

Reah Parks remarked that she was not clear what the rationale was for removing the public from meetings in April or allowing the public back, but she was concerned about what was now occurring with the Board because she believed there was something strange about the entire situation. She urged the Board to allow open discussion and dissent. She claimed the District was too focused on achieving predetermined results for students through equity, which was one of the founding principles of Marxism, Communism, and Socialism. She stated the community wanted the freedom of choice for their children which was not allowed for under equity.

Bruce Parks felt the Board and District were no longer focused on education, but indoctrination. He expressed concern that employees were forced to go through equity training because it was founded on Marxist and Communist ideology. He believed the Board was either ignorant about what was going on or they were choosing to ignore what was going on. He stated the Board's job was not to create social justice warriors but educate the students and prepare them for life after school.

Marika Moore commented that the use of masks and vaccines to prevent COVID was ineffective and destructive to students. She believed children were begging to have their masks removed so they could breathe and that amounted to child abuse. While the mask requirement stemmed from good intentions, she urged the Board to admit they did not work and remove the requirements for students. She hoped the Board would look at alternatives to masks because they did not prevent people from catching the disease. She also felt the Board should not require people to inject poison in the form of a "vaccine."

Ciara Pegoda remarked the Board was denying the freedom to choose for students and their families with the mask requirement. She claimed the Board was burying students each day they required masks to be worn. She believed the Board was getting paid to keep the mask mandate in place and they had forgotten who they worked for. She stated more and more parents would remove their children from the schools as long as there

was a mask mandate, critical race theory was taught in schools, and there was a vaccine requirement.

Janet Butcher stated the Board could choose to call it whatever they wanted, but she claimed the District was still trying to teach critical race theory to students. She mentioned the District should be working to create a harmonious society, instead of dividing everyone. She expressed concern over the heavy police presence at the meeting and the size of the venue because they was oppressive.

George Lee suggested the members of the Board had all worked hard to sit where they were and they were very diverse, so he wondered why they would want to teach something different to students. He believed the Board was condemning all students to an endless chain of wearing masks because there was always some kind of pandemic every few years. He urged the Board to remove all social justice concepts from the District, no matter what it was called.

Roger Edwards mentioned the agenda included information on the budget and the budget should not include anything that was not critical to the schools. He believed the only thing on the agenda should be improving the way students were taught. He felt wearing masks and being concerned about being bullied diluted the students ability to learn. He indicated the Board was not focused on educating students but distracted by other things.

Paul White claimed the Board's mask policy was hypocritical because the Board did not always follow it and that there was no misinformation campaign about critical race theory being taught in the schools. He believed the national assessments showed year after year that over 60% of the students were functionally illiterate and black students were over 80% functionally illiterate, but the Board was not talking about those scores or doing anything about them. He stated the Board was engaged in criminal behavior and defrauding the public for \$1 billion annually.

Maria Skolnick claimed she was speaking on behalf of a teacher in the District who did not feel safe speaking out against the social justice curriculum. The teacher believed what was occurring was not what Martin Luther King, Jr. had envisioned and that he did not believe inequality was ingrained in the fabric of society. She continued reading from the letter by the teacher on why social justice was harmful to society.

Morgan Fritz continued to read from the teacher's letter mentioned in the prior comment. The teacher requested various questions be answered related to what the Board and District would say or do to teachers who refused to teach social justice theory and what they would say to parents who did not want their children to learn social justice theory.

Shannon Coley objected to the proposed social justice curriculum. She expressed that she did not care what the curriculum was labeled or called, but she felt the ideas

expressed in the curriculum were the same as those of critical race theory. She read some of the examples from the curriculum that she felt supported her theory. She mentioned that those who expressed opinions different from what the Trustees believed were not oppressors and should be able to provide their thoughts and comments on what the Board was considering.

Ann Sweder mentioned that she had reviewed the curriculum for the District and was concerned multiculturalism was being taught in the District. She believed the lessons were misleading and cited an example of a question asking which Nevadans were oppressed. She claimed there were no Nevadans who were oppressed and they could achieve whatever they wanted, as long as they set a goal and worked hard to achieve that goal.

Linda Park believed the District was only able to move up in the national rankings because they lowered the graduation requirements and that only 10% of all students from the District were considered college ready. She stated the Trustees were the ones contributing to racism in the community because they were not addressing education in the District and that standards should not be lowered for any student.

Darla Lee felt the Board would be allowing politics in the classroom through Board Policy 4500. She did not believe it was appropriate for the teachers to display or discuss LGBTQ+ or Black Lives Matter, unless they would also be allowed the same opportunity to discuss and display pro-life or Back the Blue materials.

Sara Grove expressed opposition to the proposed Benchmark curriculum and felt students should be taught how to think, not what to think. She claimed there were many parents who would remove their children from the District if the curriculum were adopted. She also urged the Board to remove the mask requirements because they were doing more harm than good. She stated she had a child who required speech and language therapy, but was now even more behind because he could not watch the teacher forming the words with their mouth.

Tony Pickrell claimed the decisions by the Board were wrong because the information they were receiving was wrong. He stated the Board did not care about what the people thought and they would not listen to the people.

Brittany Bland was a parent who had initially pulled her children from the District because of the mask mandate, and would continue to keep her children home because of the vaccine and critical race theory. She claimed she would work with other parents to pull their children out of the District and use the money to educate their children on their own. She mentioned zero children, aged 0 to 18, had died from COVID in Washoe County and the research showed children did not transmit the virus to adults and only rarely

transmitted it to their peers. She believed science had proven masks did not work and that they were harming children because they were taking away their rights as humans.

Shannon Meredith believed the proposed social justice curriculum was dangerous. She mentioned she had a Master's degree in history and she felt the historical information used to base the curriculum on was incorrect or used to create a false narrative of indoctrination. She commented that the use of social justice curriculum would create a hostile culture in which there were victims and oppressors or that groups would be created based on traits people had no control over. She felt children should be taught everyone had a fair chance, as long as they worked hard, and not that outcomes were predetermined in favor of equality of outcome.

John Eppolito expressed frustration that the Board had not sent him the proposed social justice curriculum. He stated he had been able to view some of the lessons from others and was unimpressed with the activities and lessons. He claimed the statements made by Superintendent McNeill were not true and believed that she was deliberately misleading the public. He claimed the Board was also trying to allow only one viewpoint to be heard in the schools through Board Policy 4500 and the idea of "District speech."

Deena Lane read a passage from Mathew 18 in the Bible and stated she supported the children.

Rita Pepe mentioned the job of the school district was to educate the children, but they were not doing that because she claimed the illiteracy rate in Washoe County was 33% and that Nevada ranked 48th in terms of education. She felt the focus of the schools should be on reading, math, and teaching the true history of the United States. She stated the job of the school district was not to teach social justice and no one should have to apologize for the color of their skin, since that was given to people by God.

Superintendent McNeill corrected Nevada ranked 48th in the nation in terms of education funding, not academics.

Kasey Thelander felt the Board was only doing what they were told by "King Sisolak." He urged the Board as a whole to do what was right and stand up for the kids. He mentioned that he had requested the research that was used to make the decision to have the kids in masks, but no one had been able to supply it to him. He indicated the parents present wanted the Board to stand up to the governor and say no to masks or at the very least allow the kids to remove them while outside. He believed those on the opposite side of the issue who supported mask wearing were basing their decisions on feelings and not facts.

Melanie Sutton mentioned that prior to COVID, she had been her daughter's softball coach and assisted with various aspects of the team. She believed, based on her

research, that masks were only effective 2% of the time so the masks were useless based on science. She had wanted to send her daughter to school at the beginning of the year and had purchased face shields as an alternative, but was then informed that was not an option. She refused to send her children to school with masks because she believed they were damaging to the kids.

Deborah Mardon urged the Board to focus on academics and not politics, including systemic racism, white privilege, and gender identity. She did not believe the children should be indoctrinated with leftist political views by the schools but respect all life. She remarked that the schools were failing the children and not preparing them for graduation. She stated more money should not be given to the District unless they started teaching academics and the true history of America.

Tressa Card was a parent with three students in the District. She mentioned one of her children would come home daily with headaches because they were forced to wear a mask and that another child was told they could not speak at lunch because they were not wearing their masks. She believed that was child abuse and the parents should be allowed to make the choice on if they wanted their children to wear masks.

The Board received emails from the following:

Patti Ross	Roberto Garcia
Jessica McKee	Katherine Hoffman
Morgan Kolvet	Dinah Maher
Dana Bossow	Joe Morabito
Ali Trombley	Anonymous
Jennifer Luthy	Susan Stieg
Lisa Hall	David Stieg
Richard Petersen	Barson Wolt
Michael Cogger	Steven Kraft
Richard Knight	Collin Hanna
Kathleen Chapman	Summer Kaufman
Elizabeth Kirkland	Gwendolyn Jensen
Carrie Henig	Courtney Smith
Myra Brissette	Joe Hansen
Abbi Whitaker	Tammy Soong
Meredith Tanzer	Larry Kates
John Winters	Yvette Dix
Ken Thomas	Scot Krause

President Taylor recessed the meeting for 25 minutes.

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

5.02 WASHOE COUNTY SCHOOL DISTRICT STRATEGIC PLAN BRIDGE YEAR REPORTING OF METRICS RELATED TO THE FOLLOWING GOALS AND POSSIBLE ACTION TO PROVIDE DIRECTION TO UPDATE OR REVISE METRICS AS NEEDED: GOAL 2, TO DEVELOP AND RETAIN HIGHLY EFFECTIVE PERSONNEL WHO ARE DRIVEN TO SUPPORT STUDENTS AND THEIR ACADEMIC SUCCESS AS WELL AS THE SUCCESS OF THE DISTRICT

Emily Ellison, Chief Human Resources Officer, presented metrics related to Goal 2 of the District's Strategic Plan Bridge Year. Goal 2 consisted of the development and retention of highly effective personnel. The metrics related Objective 2.1, Attract, recruit, hire, and retain highly effective personnel, were presented, including the areas of success and barriers to achieving each metric. Similar information for Objective 2.2, Provide and continuously improve meaningful, high quality professional learning targeted to concrete learning objectives and desired performance outcome, and Objective 2.3, Continuously increase retention and engagement of highly-effective and engaged personnel through programs, professional growth systems, and other management practices for all employees.

President Taylor wondered why the District released job openings so late in the year. Ms. Ellison explained the District's overage process and how positions for the next school year were determined. Due to the overage process, it was not until late May when the District would know which positions could be posted externally, which was too late for a number of graduates seeking positions. The size of the District was part of the problem because it took a little longer to determine open positions, as opposed to some of the smaller school districts in the area, such as Carson City or Storey County.

Trustee Caudill asked what the number of open positions on the first day of school was for the 2020-21 School Year. Ms. Ellison noted the District did not do better. The largest reason was due to an increase in the number of teachers requesting a year-long leave of absence. While it would also be important to review the data later, it would be important to remember any data during the current school year would always be viewed with an asterisk because of the pandemic.

Trustee Nicolet requested information on the Grow Your Own program. Ms. Ellison provided information on how the District would work with current employees to get them into different positions. The goal was to have structures in place to maximize the talent the District already had, no matter the department. While the program initially began as a way to recruit additional teachers from within, conversations had been occurring with the operations side of the District so they could grow their talent on that side of the District as well and provide additional career pathways. In terms of certified positions, the District began promoting teaching as a career pathway through the We Teach Career and Technical Education (CTE) programs and continued through the Alternative Route to Licensure (ARL) program.

Trustee Calvert noted one of the barriers mentioned for Objective 2.1.2 was the current negative narrative surrounding the District by some in the community. She wondered how the Board and District could work to change that narrative. Ms. Ellison remarked it was important to continue working with Communications on telling our own story on being an employee and not having others direct the narrative. It would also be important for those outside the District to explain why education was important and a rewarding field to work in.

Superintendent McNeill requested additional information be provided on the affinity groups being developed for employees with Equity and Diversity. Ms. Ellison explained the intent behind the affinity groups was to provide support to employees once they were hired. Specific information on how the groups could support new teachers was presented.

President Taylor added there was also the retention piece since it was important to develop a culture where new teachers felt welcomed and supported. She believed the affinity groups could be used in other ways as well, especially to help identify those who might be interested in moving up in the District. If an employee felt valued and supported they would also be willing to tell their friends and that was often more important than any paid advertising the District could do to recruit.

Trustee Minetto asked if the District continued to keep the focus on hiring the most qualified person and not just someone who would be able to check one of the boxes. Ms. Ellison responded in the affirmative. The District would always strive to hire the most qualified individuals who were interested in ensuring all students were successful.

Trustee Church asked what the hiring process looked like and the timeline between applying for a position and a paycheck. Ms. Ellison stated it would depend on the position and the time of year. If a teacher applied for a position in March, they would likely be offered a position for the following school year and begin their contract in August. There could also be various factors that would delay someone starting, such as background checks and licensure. If there was an immediate need for the person, then the timeline could be as short as a couple of weeks, if they had everything in place prior to even applying for a position.

Trustee Church wondered why substitutes would be used for positions if there were qualified applicants. Ms. Ellison noted that not every applicant was interested in every position they might be offered.

Trustee Church expressed concern over the comments he continued to hear the District was not successful in hiring positions, such as bus drivers or special education teachers. He believed he could provide the District with strategies on how to solve the recruitment struggles, including bringing an outside person in to teach people how to recruit and

retain. He was unclear if the District had a recruiting plan in place but he felt it was clear the District could do better.

President Taylor indicated the Board would be conducting a work session on the new Strategic Plan soon. She encouraged Trustee Church to keep the comments and suggestions in mind for that discussion because it would be more appropriate to have the conversation on strategies to improve recruitment at that time. The current agenda item was regarding the reporting of metrics for the Strategic Plan already in place and not making changes to that Plan.

Trustee Caudill wondered what strategies were in place with local higher education institutions, specifically the College of Education at the University of Nevada, Reno, to increase the diversity of the students involved in their teacher education programs. Ms. Ellison shared that higher education institutions were developing their own plans to attract a more diverse student base, which would in turn increase the diversity of graduates and then the applicant pool for the District. She believed the District was able to work with higher education in bringing a more diverse student base to their programs through the Grow Your Own and CTE programs since the participants were directly from the District and reflective of the population.

Trustee Calvert requested additional information related to Objective 2.1.4 and what additional requirements were needed for teachers to become certified for special education. Ms. Ellison mentioned it depended on the special education program and what a teacher's base license was in. Some programs were highly specialized and could require up to 36 additional credits. She noted the College of Education was working to encourage students to enroll in dual track classes related to specific licensure so they could graduate with the ability to not only teach elementary or a specialize class, but were also certified in special education or English Language Development.

Trustee Nicolet asked if a supervisor and employee would work together to determine if the employee should be signing up for any specific professional learning classes to enhance their knowledge and skill base and if the courses were tied to continuing education credits some employees were required to complete. Ms. Ellison indicated the professional learning process could be collaborative and classes identified during the goal setting process for employees and evaluation process. Continuing education credits could be earned through the system used by the District based on changes made by the Nevada Department of Education. Indicators were placed on classes where continuing education credits could be earned.

Trustee Caudill wondered if there was a difference in the number of teachers the District retained for at least 5 years between those who came from an alternative route to licensure program versus a 4-year college program. Ms. Ellison stated she did not have specific data but anecdotally, the turnover rates were higher for those who received a

license through a general alternative licensure route; however, the District's alternative route to licensure was shown to retain a larger number since it was more of a niche program and specific to certain areas of education and not just teaching in general.

Trustee Caudill asked if teachers or other personnel involved in additional activities at a school, such as coaching or club advisor, were more likely to remain with the District and if the overage process played any part in younger teachers leaving the District. He was concerned that if a teacher was forced to move schools multiple times in their first 5 years, that could impact their willingness to remain with the District. He did not anticipate staff had the information but would request that be something to think about in the future.

President Taylor opened the meeting to public comment.

The Board received an email from the following:

Shelley Buchanan

Trustee Church moved that the Board of Trustees directs the Superintendent to research the availability of affordable, low-cost recruiting and retention experts to provide classes to the Human Resources Department on effective recruitment. The motion died for lack of a second.

President Taylor remarked it was important to remember that the agenda item was related to the current Strategic Plan, which was due to end on June 30, 2021. She believed the proposed motion made by Trustee Church was more appropriate for the Strategic Plan work session that was scheduled for the end of May since that was specific to future efforts.

It was moved by Trustee Thigpen and seconded by Trustee Nicolet that **the Board of Trustees accepts the metrics and reporting of progress of the Bridge Strategic Plan for this reporting period.** 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.

5.03 **CONSIDERATION OF APPROVAL OF THE GRANT APPLICATION TO THE WALLACE FOUNDATION TO BUILD AN EQUITY-CENTERED PRINCIPAL PIPELINE FOR UP TO \$4 MILLION OVER FIVE YEARS**

Alyson Kendrick, Director of Professional Growth Systems, began the presentation on the application to the Wallace Foundation. The District was one of 42 school districts invited to apply for the grant that would build capacity in the District with an equity-centered principal pipeline. Eight school districts would be selected for the project. She noted the District was not required to submit a budget associated with the proposal so if the District

was selected, there would be a negotiation surrounding the budget aspects. The Wallace Foundation wanted the proposals to be based on ideas and not tied to what the proposals would cost, though a ceiling was set at \$4 million for the school districts.

Don McHenry, Leadership Development Coordinator, provided information on the higher education partners and the state partner who the District would collaborate with on the programming and recruitment. The goal of Wallace Foundation was to develop a broad approach or principles for a comprehensive pipeline to produce school leaders with the knowledge and skills to make educational equity a reality.

Ms. Kendrick added it was important for the District to look to innovative ways of creating a leadership pipeline since over 30% of the District's current principals would be leaving within the next 3 to 5 years and the traditional pathway educators followed into school leadership roles was not sufficient to meet that need.

Trustee Caudill expressed concern that 30% of principals would be looking at leaving within the next 5 years. He requested the Board be updated on how the District was planning to address the situation, no matter the status of the grant. He was interested in ensuring the District was looking ahead and would be able to address the situation no matter what. Emily Ellison, Chief Human Resources Officer, mentioned some of that information would be included as part of the new Strategic Plan, not only related to principals, but other positions within the District as well. Mr. McHenry added many of the aspects included in the grant proposal were ideas the District was already considering because it would need to be addressed either way.

Mr. McHenry continued with the presentation with information on why there was a need to recruit a more diverse workforce within the District, especially for teachers and administrators. While higher education enrollment was becoming more diverse, the teacher education programs were not seeing a similar increase. School districts would need to continue to partner with higher education on how changes to that could occur. The District's proposal submitted to the Wallace Foundation was reviewed and included a sustainability aspect to ensure the programming was able to continue once the grant ended.

Trustee Church mentioned he did not understand what "equity-centered" meant. He wondered who would decide how the money would be spent if the District were to receive the grant. Mr. McHenry explained an equity-centered leader was one who, at all times, was focused on providing each student with what they needed to ensure they were a high-achieving learner and reaching their maximum potential. The District would define that even more through the leadership standards. If the District were awarded the grant, the District would negotiate the budget aspect with the Wallace Foundation.

President Taylor stated the Board would not decide how the funding from the grant would be spent since the Board delegated that ability to the Superintendent. The Superintendent would bring an application to the Board for approval to ensure the goals of the grant were consistent with the mission and vision of the District, but determine how the funds would be spent to achieve the goals of the grant was the duty of staff. A Trustee could request an update on the grant and how funds were being spent.

Trustee Caudill remarked that he appreciated the District was looking at both short- and long-term goals for the grant. He knew the work was already occurring but felt the grant could provide additional support to that work.

President Taylor opened the meeting to public comment.

The Board received an email from the following:

John Sebastian

Superintendent McNeill thanked staff for their work. She highlighted that just to be invited to apply for a grant with the Wallace Foundation was an enormous accomplishment for the District. She appreciated the focus on succession planning that was occurring since it was critical plans were in place for not only principals, but teachers and other positions.

It was moved by Trustee Thigpen and seconded by Trustee Caudill that **the Board of Trustees approves the grant application to the Wallace Foundation to build an Equity-Centered Principal Pipeline for up to \$4 million over five years.** 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. Public Comment

7.01 PUBLIC COMMENT

Katherine Hoffman was a former teacher and had reviewed the proposed social justice lessons by Benchmark. She stated she could not support the proposed lessons because they were based on the neo-Marxist, critical race theory. She felt critical race theory replaced equality with equity and that the proposed lesson plans were more about indoctrination than history.

The Board received emails from the following:

Richard Petersen

Jackie Jensen

President Taylor recessed the meeting for 25 minutes.

5.04 DISCUSSION AND POSSIBLE ACTION TO APPROVE THE RECOMMENDATION OF THE ZONING ADVISORY COMMITTEE, REGARDING PANTHER VALLEY AND SUN VALLEY ELEMENTARY SCHOOL, MIDDLE SCHOOL, AND HIGH SCHOOL ATTENDANCE ZONES; INCLUDING ZONING CHANGES THAT COULD IMPACT STUDENTS ATTENDING ALICE SMITH ELEMENTARY SCHOOL, WILLIAM O'BRIEN MIDDLE SCHOOL, NORTH VALLEYS HIGH SCHOOL, ESTHER BENNETT ELEMENTARY SCHOOL, LOIS ALLEN ELEMENTARY SCHOOL, DESERT SKIES MIDDLE SCHOOL, AND THE NEW PROCTER R. HUG HIGH SCHOOL LOCATED AT WILDCREEK, EFFECTIVE FOR THE 2022-23 SCHOOL YEAR

Lauren Ford, Co-Lead Area Superintendent, began the presentation on the recommendation of the Zoning Advisory Committee with an overview of the Committee, the meetings conducted regarding the proposed recommendation, and the Board Policies and Administrative Regulations associated with student attendance zones and overcrowding.

Beth Smith, Zoning Advisory Committee Chair, reviewed the community outreach conducted in the North Valleys to ensure those who would be impacted were aware of possible changes. The Committee considered four options to relieve the overcrowding Alice Smith Elementary School, William O'Brien Middle School, and North Valleys High School, which could also impact Esther Bennett Elementary School, Lois Allen Elementary School, Desert Skies Middle School, and Procter R. Hug High School. Specific communication was sent to families who could be impacted which included mailers, ConnectEd phone calls, and flyers sent home with students.

Adam Searcy, Chief Facilities Management Officer, presented the projected enrollment trends the District used in developing the options provided to the Zoning Advisory Committee. The District looked at current housing, as well as planned and proposed future developments. Part of the information the District analyzed was the number of students generated by development type, namely single family residences or multi-family residences, and where in Washoe County the development would be located. Other aspects of rezoning the Committee considered were a balanced use of District Facilities, avoidance of split-feeder schools whenever possible, the timing of when changes would take effect, and the ability to provide variances to grandfather in certain grades and/or students, such as allowing students in their final year or two at a specific school to remain. The District presented four different options for the Zoning Advisory Committee to consider, with two of the options developed after receiving feedback from the community. Based on the geography of the area, Transportation was a larger part of the discussion than normal.

Ms. Smith reviewed all the options presented to the Committee and provided a recap of the discussion that occurred. The projected impacts to enrollment with each option were also presented for consideration. A one-page summary of options was shown and included the staff and Committee recommendation, which was Option 3. While the option impacted the most students, it had the lowest impact on Transportation and provided the greatest relief of existing and projected overcrowding.

Trustee Caudill asked, based on the recommendation, if the timeline for a possible high school in the Cold Springs area would change. Mr. Searcy indicated the forecasted growth and enrollment projects for the North Valleys area was dominated by the Stonegate development and would largely influence the timing of a new high school. The proposed development continued to struggle with their own timing on when they would actually break ground. A new high school was included as part of the approved 5-year Capital Improvement Plan.

Trustee Caudill appreciated the Committee took into consideration the community feedback and that the final recommendation for the Board provided relief to all of the schools. While he remained concerned about the capacity of North Valleys High School, he liked that there was some relief provided to the school and that the District continued to look at the timing of a new high school for the area.

Trustee Church noted the Board had not received a lot of emails related to the agenda item. He asked if the Superintendent agreed with the recommendation and if the schools considered other factors when issuing variances, such as siblings or parent work locations. Superintendent McNeill stated childcare was an issue the principals would consider when making their decision. The District left the decision of variances up to the principals since they had better knowledge of the school community. She added that she did agree with the recommendation for Option 3.

President Taylor mentioned when she first joined the Board, people warned her about making any changes to attendance zones because parents would not be happy either way; however, the Zoning Advisory Committee had done an amazing job of listening to the community and including their feedback so that once a recommendation came to the Board for final approval, there were very few concerns that reached the Board level because while people might not agree with the decision, they knew they had been heard.

It was moved by Trustee Caudill and seconded by Trustee Taylor that **the Board of Trustees approves the recommendation of the Zoning Advisory Committee to move a portion of students from Alice Smith Elementary School to Esther Bennet Elementary and Lois Allen Elementary School, a portion of students from William O'Brien Middle School to Desert Skies Middle School, and a portion of students from North Valleys High School to the new Procter R. Hug High School, effective for the 2022-23 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.

5.05 PRESENTATION ON FINE ARTS EDUCATION IN THE WASHOE COUNTY SCHOOL DISTRICT

Kindra Fox, Director of Curriculum and Instruction, clarified, based on the public comment emails received by the Board, that the agenda item was a presentation on Fine Arts in the Washoe County School District. The District was not recommending any reductions or changes to the program, and only wanted to highlight the good work occurring in the District for students.

Amy Barthel, Fine Arts Coordinator, provided a presentation to the Board of Trustees on Fine Arts education in the District. The District had 194.2 Fine Arts allocations with 67.5 secondary music teachers, 66.7 elementary school teachers, 49 secondary art teachers, and 11 high school theater teachers. Information specific to music programming was presented. Only compulsory music teachers were allocated through the Music Department, with elective music classes allocated through the school site. The allocations for art in middle and high schools were reviewed and the high school theater allocations.

President Taylor asked how B.D. Billingshurst Middle School funded their theater program if the Fine Arts Department only allocated high school theater teachers. Ms. Barthel explained any middle school theater class or program was taught by a K-8 general teacher or a music teacher. The program at B.D. Billingshurst Middle School was run by the choir teacher.

Ms. Barthel continued with the presentation. Information on what the Fine Arts Department, classes, and teachers provided as far as the curricular programs that were part of the school day, co-curricular programs that were part of the school day but included activities outside the school day that contributed to a final grade, and extra-curricular programs occurred outside of the school day and were not tied to a grade in a class. The impacts of COVID-19 on fine arts were shared and included information on how teachers and students adapted, how the classes had to change based on social distancing and mask requirements, and appreciation for the increased collaboration by all fine arts teachers. The presentation concluded with a video on the benefits of Fine Arts programming in the schools.

Trustee Nicolet mentioned that fine arts curriculum also translated into academic success and fit into each area of the 21st Century learning dimensions.

Trustee Thigpen remarked the music program at Innovations High School was an important aspect of the school and helped students deal with some of the trauma they had experienced. He was concerned the school might need to cut program and wondered

if the Board or District could discuss ways to save that program in the future. Ms. Barthel indicated the allocation was part of the general allocations for the school, but she would work with the school to see if there were other ways the Fine Arts Department could help.

President Taylor noted the Fine Arts programming and activities were also enjoyable for students. She felt they were one of the key aspects that kept many students in school and helped with the social and emotional development.

The Board received emails from the following:

Lein Luong	Rachel Grimm
Jarrid Green	Crystal Shaw
Trisha Nugent	Mike and Jennifer Wilhelm
Mikala Tranter	Alicia Staats
Julie Dimick	Sarah Johnson
Manda Ayers	Jeffrey Lindhorst
Fionna Vong	Leslie Johnson
James Ryan	Suzanne Forbush
Anonymous	Kendra Reyes
Maxwell Gibson	Ari Langer
Anonymous	Sam Wilhelm
Patricia Patton	Gloria Shirk
Greg Burst	Izzy Kirby
Lourdes McDowell	Wayne Kerr

5.06 PRESENTATION AND DISCUSSION ON THE ACCOUNTABILITY FRAMEWORK, SCHOOL PERFORMANCE PLAN TEMPLATE, AND ASSESSMENT SCHEDULE FOR THE 2021-22 SCHOOL YEAR

Dr. Sandra Aird, Director of Assessment, began the presentation with an overview of the Assessment Department. The Department implemented the federal, state, and District assessments and provided assistance to the schools in administering the assessments. Each assessment had a purpose and occurred throughout all grade levels. It was important the assessments aligned to the essential standards for each course and the curriculum. The Department was collaborating with Curriculum and Instruction to ensure the District assessments were based on the essential standards, which would then allow for common assessments throughout all grades. Part of the collaboration included working with teachers through their professional learning communities (PLCs) to ensure students were learning at high levels. The standards ensured that no matter where a student lived in Washoe County, they would receive the same instruction and take the same assessments. The impacts of COVID on assessments were explained. The District was looking at opportunities to reduce the number of required assessments, as well as ensuring the assessments that were given were meaningful and able to provide teachers

and students with the information they needed to continue moving forward or show gaps that needed to be addressed.

Trustee Nicolet requested additional information on the link between the essential standards being developed and the common assessments. Dr. Aird indicated when the District adopted the new math curriculum, they were able to develop common assessments based on the curriculum in elementary and middle schools. The Assessment Department was able to review the tests and the results to determine if there were common mistakes that needed to be addressed across the District and provide that information to the teachers. The essential standards were those areas the teachers had determined were critical for students to know based on the subject and what was needed for a student to move on to the next grade. The common assessments would test on those essential standards and if there were common mistakes, the teachers would be able to address the challenges in the PLCs so the students could be successful.

Trustee Caudill wondered how the District was able to balance the number of District-level assessments with the state and federal requirements. Dr. Aird remarked that it was important to understand the purpose of each assessment. State and federal testing allowed the District and schools to see how they were performing at a single point in time as compared to others in the state or country. The District-level assessments provided the opportunity to see if there were common challenges that needed to be addressed throughout the District through professional learning and what teachers could do immediately to address concerns.

Trustee Caudill suggested the District look for positive trends in assessments and provide the data to the state. He would be interested in learning how the local assessments impacted student learning as compared to state and federal assessments.

Superintendent McNeill mentioned there was a difference between summative and formative assessments. Formative assessments drove day-to-day instruction, while summative assessments looked at everything that was learned. The federal assessments did allow for a comparison with others who took the exams.

Trustee Caudill felt, with the District's focus on what skills graduates should have when they left the District, that assessments should be driven by that path and the end product the District wanted to produce.

Dr. Laura Davidson, Director of Research, provided an overview of the Office of Accountability. The data the Department produced was intended to provide information to the schools on what they were doing well and what could be improved upon, not to punish a school. Information on Student Voice, Data Tools, Research and Evaluation, and assisting with School Performance Planning was highlighted. Student Voice was part of the Accountability since no one knew more about what was occurring in the schools

than the students and they provided some of the best data points schools needed to be aware of. Additional information on the Business Intelligence Gateway (BIG) data warehouse was presented and how the schools were able to use the data to support individual students. Similar information was provided to the community at WCSDdata.net, but did not include specific student information or identifiers.

Nick Kuster, School Improvement Coordinator, explained what the School Performance Plans (SPP) were and why they were important to the schools. SPPs consisted of two to three overarching goals an individual school planned on working toward over the course of a school year. SPPs were a requirement of the federal Every Student Succeeds Act (ESSA) and tracked at the state level. Information on the new electronic platform the state would use for the SPP was provided and would allow better transparency on the goals of the individual schools since all schools would be required to post their status three times per year.

Dr. Davison presented an update on the Nevada School Performance Framework. While the system was a federal requirement, each state developed their own framework to measure academic outcomes of each school. The intent was to monitor if students were at grade level and, if not, then what would it take to get them to grade level or if they were, was the school continuing to challenge the students to ensure they were college and career ready. The state paused the framework in both the 2019-20 School Year and 2020-21 School Year due to the pandemic; however, the District continued to collect and analyze the data.

Trustee Nicolet asked if there was a correlation between the Nevada School Performance Framework and how school districts performed nationally. Dr. Davidson stated not really since each state developed their own performance framework. There were some common measures across states, but it was difficult to see an exact comparison.

Trustee Caudill wondered if the state would be considering changes to the star system. One of the larger complaints he would hear about the system from principals was over conditions they had no control over, such as test participation. Dr. Davidson indicated the District sat on one of the technical committees for the state and continued to advocate against measures the schools did not have control over. While they had been able to get some data points removed, there remained challenges with other points. Due to the pandemic, it would be likely there would be a number of data points that were no longer appropriate or relevant.

President Taylor appreciated the information. The District had a lot of data, but if the data was not used or confusing to the users, then it would sit. Since joining the Board, she had come to understand the District did use the data they collected and principals were able to work with their teachers to explain how the data should drive instruction in their classrooms. When the community talked about the Board looking at improving the

quality of education in the District, it was the data that needed to be looked at to determine where improvements needed to occur.

Trustee Nicolet mentioned there were a number of constituents who had expressed concern over what was occurring in the schools. She wondered if there were one or two things the Trustees should know that would provide information to the community on what the District was doing well and the hard work that was occurring in the classrooms to improve student and school performance. Mr. Kuster noted that even though the assessments did not occur a year ago, the state did review other data with all school districts. What was occurring in the Washoe County School District, with the teachers, principals, and school communities, was working but the specific numbers used related to the star ratings and other measures were not available at the present time. Dr. Aird added the schools and teachers were always willing to go over the information and data with parents.

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**

President Taylor pulled the agenda item for time. The item would return for information and discussion at a future meeting.

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

- 5.07 **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

Dr. Paul LaMarca, Chief Strategies Officer, reviewed the current Truckee Meadows Regional Planning Agency (TMRPA) COVID Risk Meter information and the data included on the District's COVID Dashboard. Washoe County remained in the moderate/yellow range based on current numbers, but the trend continued to move downward. It was important to note there continued to be a mask mandate in place at the state level.

President Taylor requested clarification on the timing of when the District received information and when it was posted to the community. Dr. LaMarca remarked that when the District first began providing the information, they were receiving regular updates from the Washoe County Health District. At the time, the commitment was to update the District's Dashboard three times per week pending data availability; however, the information from the Health District had slowed to only once per week. As soon as the District received the information, it would be analyzed and posted for the community.

Trustee Thigpen asked if it was possible for elementary school children to remove their masks during recesses since that could constitute a strenuous activity. Dr. LaMarca indicated the District wanted to ensure a common sense approach was taken for students during recess. Students should wear the masks, but if there were times when a child needed to remove the mask for a short period, then they should be able to do so. Superintendent McNeill noted the schools did allow students opportunities for mask breaks and the children would be separated from each other to avoid close contacts.

Trustee Thigpen requested clarification on if the Board had any control over the mask directive. Superintendent McNeill stated there was not much the District could do at the present time, but they would continue to review directives and guidance issued by the state and make adjustments as allowable.

Trustee Thigpen wondered why face shields were not an acceptable alternative to masks. Dr. LaMarca indicated face shields were considered a covering of last resort because they provided very little protection. The face shields had been initially allowed, but then the District received guidance that they were not an acceptable alternative.

Trustee Thigpen asked if the District had plans to require vaccinations for students. Superintendent McNeill stated the Washoe County School District would continue to follow the Washoe County Health District guidelines in terms of vaccine requirements for students. Some vaccines were already required, such as polio or measles, mumps, and rubella.

Trustee Church felt the face shield was more effective than the masks because it covered the eyes, so absent medical advice, he would continue to advocate for the use of face

shields. He was confused about the language of the directives since they did constantly change and it seemed as long as the students were outside and six feet apart, they could remove the masks. He wondered if the District was going beyond the state directives and mandates. Superintendent McNeill stated the District was not going beyond any of the governor's directives, but there was some ambiguity in the most recent directive which school districts were seeking clarification on. Dr. LaMarca noted that he had not claimed to be a medical doctor and the recommendations on masks versus shields came from the Centers for Disease Control and Washoe County Health District.

President Taylor opened the meeting to public comment.

Kasey Thelander expressed frustration that the Board would not stand up to the governor and allow all students the ability to remove the masks. He did not believe any mask would stop any airborne pathogen so they were pointless. He claimed the Centers for Disease Control had stated that children were not at risk for COVID and that if the School District mandated vaccines for students, then everyone would pull their students from the schools. He believed the District was contradicting themselves by allowing students to take masks off if they were outside and six feet apart.

6. Reports

6.01 STUDENT REPRESENTATIVE REPORT

This item was not heard.

6.02 SUPERINTENDENT'S REPORT

Superintendent Kristen McNeill did not provide an update at the meeting.

8. Closing Items

8.01 NEXT MEETING ANNOUNCEMENT

The next Regular Meeting would take place on Tuesday, May 25, 2021.

8.02 ADJOURN MEETING

There being no further business to come before the members of the Board, President Taylor declared the meeting adjourned at 9:23 p.m.

Angela D. Taylor, President

Ellen Minetto, Clerk