
From: Patti Ross
Sent: Wednesday, April 28, 2021 7:48 AM
To: Public Comments
Subject: [EXTERNAL] Benchmark

I strongly opposed the Equity Action Plan being implemented in the schools. Nevada ranks 49th in the Nation and I believe our Educators should be focused on fixing that crucial issue which would take all of our resources and focus. Lawsuits are beginning in school districts in other states and the stories are extremely concerning. Eliminating gifted programs and accelerated math classes so it would serve "equity" over serving the students doesn't sound like the path to follow.

Academics over Politics and Excellence over Activism.

Thank you

From: Jessica McKee
Sent: Wednesday, April 28, 2021 10:40 AM
To: Public Comments
Subject: [EXTERNAL] Unmask the children

This mask mandate for children needs to end immediately. Masks are hurting these children more than helping them. Through the course of the day they end up soiled and gross. They are a major distraction from learning, they prevent our kids from fully breathing, they are unable to effectively exercise or enjoy themselves the way they god intended. This is forced, not consensual and is purely wrong. Allow our children back to a normal way of life. They need to be able to build their immune systems the way god has intended. Stop the nonsense.

Sincerely,
Jessica McKee
A concerned parent

From: Morgan Kolvet
Sent: Wednesday, April 28, 2021 1:24 PM
To: Public Comments
Subject: [EXTERNAL] UnMask Our Children!!

From CDC -

Confirms Study on Face Masks Being Harmful – Cause Serious Side Effects

CDC has sent reports on studies that said wearing face masks is extremely unhealthy and causing more damage than good and the National Institutes of Health has directly reported that masks are useless against COVID19.

Washoe County School District has yet to put children's safety first in decisions. Which is a problem when the wrong officials are elected to decide for our children.

Please let our Kidd who have a 99.99% survival rate for COVID choose to wear a mask or not! Unmask our kids and stop harming their future please.

Morgan Kolvet

From:
Sent: Wednesday, April 28, 2021 1:29 PM
To: Public Comments
Subject: [EXTERNAL] CDC MASK RECOMMENDATION

Dear Washoe County School District Board Members,

I am the parent of an incoming kindergarten for the 2021-2022 school year. I am also a registered nurse with a background in military medicine. I respectfully ask the WCSD to heavily consider following current CDC guidance and removing mask mandates from ALL Washoe County schools. Science has shown the rates of contracting and the transmission of SARS-CoV2 in pediatric populations are extremely low. This last school year has provided evidence that masking of teachers and students has resulted in many negative effects in our children, including but not limited to respiratory illness from soiled masks, altered auditory comprehension from inability to understand muffled teachers and peers, as well as impaired socialization. More over, the severe mental health consequences, ranging from depression to suicide do not seem to be valued by school districts across the nation. Our children deserve better and the risk is clearly greater if the board continues to mandate unnecessary mask requirements. My child will only be attending her WCSD-zoned school this fall if this mandate is removed and masks become optional. Many of my fellow parents feel this way. Continuing to mandate unnecessary masking of students will most certainly result in decreased funding to WCSD schools due to vacated seats from the vast number of parents like myself, who refuse to subject our impressionable students to another year of muzzling.

Respectfully,

Dana Bossow, RN-BSN

[Sent from Yahoo Mail for iPhone](#)

From: Ali T.
Sent: Wednesday, April 28, 2021 3:45 PM
To: Public Comments
Subject: [EXTERNAL] Comment Submission

Hello,

I am curious what is the point of “public comments” if they aren’t addressed in the meeting? I saw it's just sort of an acknowledgement by naming the person who submitted the comment but who actually addresses our concerns? I would like an answer to my original question, when are kids going to be allowed to take off their masks? The evidence shows kids are not affected by COVID, they don’t spread it, masks aren’t benefitting them, just affecting them negatively as they can’t even see their classmates or teachers smile and laugh. Please drop the mask mandate for our kids!

Ali Trombley

From: Jennifer Luthy
Sent: Thursday, April 29, 2021 11:34 AM
To: Public Comments
Subject: [EXTERNAL] JLuthy - Comments for Proposed Social Justice Curriculum

Dear Washoe County School District Board of Directors,

I wish to strongly object to the adoption of a "Social Justice Curriculum" in our school district. Though at first glance, the topics appear to be inclusive and promote acceptance and unity among students, when further explored, I see the potential to cultivate a sense of distrust in one another and a way to judge another student based upon the color of one's skin. This is completely antithetical to our historical pursuit of equality, justice, and personal accountability. It is frankly discriminatory in itself despite the titles and language suggestive of inclusivity.

The curriculum perseverates on race and gender rather than acceptance and respect for differences in opinion. The lessons do not encourage critical thinking and healthy debate but lead one to embrace the opinion of the person or teacher leading the discussion. In essence, this is not teaching one how to think but what to think. Studies indicate that students are becoming less likely to share their honest opinions in classroom settings because of curriculum just like this. Our educational institutions should support and encourage open thought and discussions and not direct the narrative to align with a social cause.

Furthermore, values and beliefs are nurtured in the home within most family structures. I would like to think that many families foster values of treating others as one would like to be treated themselves. Most promote the concept of considering the integrity of another by the direct actions of the individual. The lessons presented here are in direct conflict with family values and suggest that before determining the merit of one's character that one should first look at the color of another's skin. There is a theme of oppressed vs. oppressor weaved into the messaging and seeks to attribute racism to all perspectives. I will not support this type of education in our schools.

I have, in fact, recently taken a survey for the school district. If this is the survey utilized to gauge support for this initiative, I would be very skeptical of the results due to the vague nature of how the questions were asked about this topic. Nowhere in the survey did I see any language to describe or elaborate on how a radical curriculum like the one proposed would be used to fulfill an interpreted lack of social awareness or sensitivity. Please forgive my ability to recall the specific wording of the questions.

Our Nevada schools are constantly receiving attention for poor academic performance in relation to the country. Our focus should be the academic success of our students and how to best prepare them to be productive, accountable members of our community. Surely, there are other areas in which we can invest our time and resources. Maybe we can look to other states to aspire to. Specifically, the states that are banning this education completely. Fortunately, my children have almost successfully matriculated through WCSD. If this curriculum were to be required during their formative years, I would have pursued every alternative including relocation.

Best Regards,

Jennifer Luthy,

Concerned Parent and Member of Washoe County

From: Lisa Hall
Sent: Thursday, April 29, 2021 10:31 PM
To: Public Comments
Subject: [EXTERNAL] Benchmark education's social justice resources for k-5 language arts

To: WCS Board

I do not agree with the supplemental curriculum "Benchmark Educations Social Justice Resources for K-5 ELA". I request that this not be adopted for use in the Washoe County School District where my 3 grandchildren attend school. After reading through the three units provided I find the material and documents to support the implementation extremely biased against white people and the US Constitution as well as divisive versus unifying conversation and no true sense of unity is accomplished from this curriculum.

I believe this curriculum attempts to undermine the relationship between parent and child and suggests that children question the belief systems that have been instilled by their parents and promotes children into activism.

This curriculum inappropriately defines what social justice is NOT rather than providing conversation about what social justice IS.

This curriculum defines what is "negative" which is subjective and should not be left open to each teacher to potentially implement their own negative biases.

Equal economic, political, and social opportunities are important but promoting them to children can be misconstrued as socialism ideology being successful or beneficial when it has never been.

I have to strongly disagree with the comment on the page "Social Justice at Every Age" on the school district's website that says "once children are school age you can start having more explicit conversations about race, inequality, and justice". They are not ready at 5 years old and most of what was proposed to say is above their level of understanding anyway.

I have to question the statement "research shows that having explicit conversations with children about race between ages 5 and 7 can improve racial attitudes in a short time." when they don't site the research!

I appreciate the opportunity to investigate this curriculum and hope you vote to reject and not approve this supplement which I believe is not only inappropriate by design (propaganda) but also developmentally unsuitable for elementary aged children.

Additionally I believe this topic should be addressed in a public forum and not behind closed doors if there is actually a desire to entertain the public's thoughts. It feels very deceitfully pushed through and most parents will never even know it's happened.

Thank you

Lisa Hall

From: RICHARD PETERSEN
Sent: Friday, April 30, 2021 2:25 PM
To: Public Comments
Subject: [EXTERNAL] Classroom learning

Get our students back to full time classroom learning soon. The science supports it. Young people need to be in school.

From: RICHARD PETERSEN
Sent: Friday, April 30, 2021 2:27 PM
To: Public Comments
Subject: [EXTERNAL] Poor Grammar

Like maybe get students to **like** stop using **like** with every phrase. **Like** it's not good grammar and **like** doesn't reflect well on the speaker.

Like thanks

From: Michael Coger
Sent: Friday, April 30, 2021 2:56 PM
To: Public Comments
Subject: [EXTERNAL] Critical Race Theory

What problem have you identified in our schools that this is the solution to?

This is some of the ugliest ideas I have heard lately Did our school board even vote for this devisive drivel to be placed on the agenda?

Who voted for this and how do we recall them immediately?

This should not even get a vote.

To bring this forward during the COVID rules is cowardly and dishonest You need to see our faces when we tell you to take this filth back to California.

Shame on any elected official is this state who thinks this will solve or improve anything

Sent from my iPhone

From: Richard Knight
Sent: Sunday, May 2, 2021 10:43 PM
To: Public Comments
Subject: [EXTERNAL] Critical Race Theory

As a combat veteran(one of the few Americans that believed enough in the beliefs and goals set forth in the Declaration of Independence and the Constitution of the United States that I was willing to die for them) I am deeply disturbed by the desire to adopt an unproven and highly suspect theory called the "Critical Race Theory".

What I have read of it disturbs me deeply and doesn't appear to have any realities that I have experienced in my life anywhere in the theory. It reminds me of trying to read Emmanuel Kant with comprehension. In other words, double talk by elitist's who have convinced themselves that they are the smartest person in the room with absolutely no proof to support their theory. In other words, history be damned.

Adoption of this Theory would only divide people further instead of bringing them together.

As a retired CEO I can attest to the fact that meritocracy is all that mattered in my companies and to my employees. They didn't care what race or religion you were, only if you could do your job correctly for the benefit of the corporation. These same principles apply to life in the real world except to the lazy, jealous or envious people of the success you have achieved by hard work or intelligence. Some people refuse to accept that not all people have the same talents or abilities. We are all different and should learn to accept each others differences and Critical Race Theory does just the opposite.

Sincerely yours;

Richard L Knight

Reno, Nevada 89510

Sent from [Mail](#) for Windows 10

From: Chapman, Kathleen
Sent: Monday, May 3, 2021 8:12 AM
To: Public Comments
Subject: [EXTERNAL] Public Comment Restriction

You state that "ALL PUBLIC COMMENTS WILL BE INCLUDED IN THE PUBLIC RECORD AS MINUTES, BUT WILL NOT BE READ ALOUD DURING THE MEETING."

Then you contradict that with "THE BOARD OF TRUSTEES MAY IMPOSE REASONABLE CONTENT-NEUTRAL RESTRICTIONS ON PUBLIC COMMENT SUCH AS COMMENTS THAT ARE IRRELEVANT, REPETITIOUS, SLANDEROUS, OFFENSIVE, INFLAMMATORY, IRRATIONAL, AMOUNTING TO PERSONAL ATTACKS, OR INTERFERING WITH THE RIGHTS OF OTHERS AT THE DISCRETION OF THE BOARD PRESIDENT SUCH COMMENTS WILL NOT BE FORWARDED TO THE BOARD OF TRUSTEES."

Any review and decision not to forward public comments to the board is censorship and violates our freedom of speech. Who is to determine what is relevant, repetitious, inflammatory, or irrational? These are all very subjective conditions and every individual will have a different interpretation; hence as Americans we must demand our right to freedom of speech. The open meeting laws cannot be shadowed under the auspice of a social distancing during a pandemic.

The double standard being imposed by these rules is clear; if the schools are open to operate then public meetings need to be held at a physical location while still respecting the social distancing requirements. This can be done very easily and respectfully. If gambling establishments are open and exercise gyms are open and restaurants are open and grocery stores are open; where managing the social distance requirements is very challenging; then public meetings need to be held in physical locations and be open to public comment.

However with respect to your concerns regarding social distancing, meeting in a virtual environment has proven to be very effective and can be very efficient given the technology of the day. This has been demonstrated as successful by the entertainment industry, our religious community, our business communities even our retail establishments. Where there is a desire to survive during these challenging times many business owners and leaders, even the health care industry, have been successful or even flourished using virtual environments to conduct and even grow their business.

Therefore, there is no justifiable reason for any government agency to restrict open meeting laws in any way shape or form.

As a citizen and taxpayer of Washoe County and your employer I insist that you remove these restrictions from any meeting whether it be physical or virtual.

Respectfully,

Kathleen A Chapman

Sparks Nevada 89436

Get Outlook for Android

Get [Outlook for Android](#)

From: Elizabeth Kirkland
Sent: Monday, May 3, 2021 2:08 PM
To: Public Comments
Subject: [EXTERNAL] Benchmark Educations Social Justice Resources

To say that this curriculum does not align with Critical Race Theory is a bold faced lie. The questions asked of children do not foster inclusivity but alas they invite students to identify their race, their families, and themselves as either aggressors or victims which creates a culture where inclusivity and celebration of differences is not fostered. Iniquities and atrocities of history and current events must be addressed and taught ACCURATELY and UNBIASEDLY which this curriculum does not do.

The school district's job is to teach our children to think critically and address issues based on merit, NOT FEELINGS.

Do not adopt this curriculum, it will only deepen the divides in this community.

Elizabeth Davis

From: Carrie Henig
Sent: Monday, May 3, 2021 3:21 PM
To: Public Comments
Subject: [EXTERNAL] Race theory teaching

To whole it may concern,

We have 3 children in this district. My husband is a Marine veteran and he did not serve to have race taught in our schools. He served for our nation and our family vowed to uphold our constitution. Some of you seem to be too high and mighty in your self to forget what the pledge of allegiance is and what it stand for. Shameful!
IF this school board does decide to teach the race ideology, we will have no choice but to either move to a different district that does uphold the constitution Or simply run you out and replace you with sound, level thinking people. Choose wisely.

Sincerely,
C. Henig

From: myra brissette
Sent: Monday, May 3, 2021 7:48 PM
To: Public Comments
Subject: [EXTERNAL] BENCHMARK

I have read Benchmark. I do not want it in our school system.
Thank you
Myra Almond

From: Abbi Whitaker
Sent: Tuesday, May 4, 2021 2:16 PM
To: BoardMembers; Public Comments
Subject: [EXTERNAL] Support for Diversity in Social Studies

I wanted to send my support and encouragement regarding the addition of diversity and inclusion curriculum for the WCSD social studies program. It's imperative we teach our children that history is diverse, history is sometimes uncomfortable and that history should not repeat in some cases. We have a chance to educate, inspire and show our children how to love, learn and embrace others with kindness and understanding.

Thank you,
Abbi Whitaker



Abbi Whitaker
President

From: Meredith Tanzer
Sent: Tuesday, May 4, 2021 4:07 PM
To: Meredith Tanzer
Subject: [EXTERNAL] SUPPORT of instruction that promotes diversifying our curriculum.

I am in SUPPORT of adopting the needed updates to the WCSD Language Arts/Social Studies instruction that promotes diversifying our curriculum.

It is a new era and WCSD has the opportunity to step into the light and be on the correct side of history. Let's educate our children and give them the tools to be successful. Kids want to learn about Social Justice. If we can provide them with the ability to learn how to accept differences and value both themselves and their fellow person our district and city will be better off because of it.

When educators and mentors do not provide accurate information to young people, they see it as deceitful and it sets a precedent for them not to trust adults.

Kids are smart, give them the tools to succeed and to make decisions. The majority of the time they will make the right ones and can feel the success or working with other people and valuing others' experience.

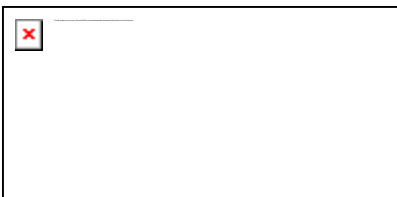
Thank you for considering what is best for ALL of the kids.

Best,
Meredith Tanzer
#IAMWCSD

--

Meredith M. Tanzer (She, Her)
Vice President of the Board
Northern Nevada Pride Team Member

Mailing Address • PO Box 54, Reno, NV 89504



*Build Our Center, Inc. is a registered 501(c)3. All Donations are tax deductible.
We will Build, Connect, and Strengthen the LGBTQ community to celebrate diversity and sustain a safe, thriving, community-based organization for the empowerment and support of LGBTQ people in Northern Nevada that addresses advocacy, education, and services.*

From: John Winters
Sent: Tuesday, May 4, 2021 6:57 PM
To: McNeill, Kristen; Taylor, Angela; Public Comments; Church, Jeffrey; Thigpen, Kurt L; Caudill, Andrew B; Nicolet, Diane M; Calvert, Jacqueline M; Minetto, Ellen
Subject: [EXTERNAL] Rebuttal to Superintendent McNeill's Frequently Asked Questions

May 4, 2021

Superintendent McNeill,

I am disappointed, but not at all surprised by your directive to Benchmark to refuse to release information or communicate with me regarding my request for information. Fortunately, I was able to obtain most of what I needed directly from the WCSD webpage. FOIA requests will provide additional information that will then be shared with the public. Benchmark's "Social Justice In The Classroom" document that is posted on the District's Curriculum Review page provided their sources. I have included this information in my rebuttal.

Below you will find rebuttals to your posted Frequently Asked Questions, #3, #6, and #7 on the WCSD webpage. These arguments are long because they contain in-depth evidence to support each claim. These rebuttals reveal that you intentionally misled the public and continue to spread misinformation about the true intent of the proposed Social Justice curriculum.

3. Are the ELA supplementary materials for K – 5 grades aligned with the concept of Critical Race Theory?

District's Answer: No, the materials are not aligned with Critical Race Theory. There has been a lot of misinformation, and we want to be clear that this is false.

Argument:

Yes, the materials are aligned with the Critical Race Theory. Benchmark Education wrote the Social Justice curriculum that is being proposed. Benchmark's Social Justice In The Classroom document located on the WCSD website states, "The tragic events of the past months show us that we must do more to amplify student voices. To accomplish this, we have looked to the following: the Social Justice Standards from Teaching Tolerance, based on the four domains of Identity, Diversity, Justice, and Action; Racial Equity Tools; and the National Council for the Social Studies." I will present evidence showing CRT alignment for three of these sources.

- a. The principal writer of Teaching Tolerance's Social Justice Standards is Emily Chiariello. Her statements below indicate her alignment/shared belief in the tenants of the Critical Race Theory.

The following quotes are taken from Emily Chiriello's document titled, "Why Talk About Whiteness".

<https://www.learningforjustice.org/magazine/summer-2016/why-talk-about-whiteness>

"It's impossible to see the privilege and dominance associated with white racial identity without acknowledging that whiteness is a racial identity".

“The normalization of whiteness and the impenetrable ways it protects itself are cornerstones of the way institutions function in the United States”.

“The physical characteristics we now associate with whiteness have been artificially linked to power and privilege for the purpose of maintaining an unjust social hierarchy.”

“But even if white students are able to overcome this dissonance and acknowledge their privilege, is that enough? Recognizing white privilege is a necessary but insufficient means for confronting racism and increasing opportunities for people of color. In fact, acknowledging white privilege but taking no initiative to own it or address it can be harmful and counterproductive.”

b. The Racial Equity Tools present various tools that are aligned to CRT and many resources are also highly political. Some educational resources listed on the site:

- Historical “Revisionism” of Texas Board of Education: Retrenchment toward White Supremacy
- “American Abyss”: Fascism Historian Tim Snyder on Trump’s Coup Attempt, Impeachment & What’s Next
- Video: Ibram X. Kendi on How to Be An Antiracist - Kendi is the author of the 2019 bestseller “How to Be an Antiracist,” which contains a succinct antiracist formula that rests on the distinction between bad discrimination (racism) and good discrimination (antiracism): “The only remedy to racist discrimination is antiracist discrimination. The only remedy to past discrimination is present discrimination. The only remedy to present discrimination is future discrimination.”
- The Problem Is White Supremacy
- The Disruption of White Supremacy: The white male-centric colonial is incapable of the leadership we need

<https://www.racialequitytools.org/resources/fundamentals>

https://www.learningforjustice.org/sites/default/files/201706/TT_Social_Justice_Standards_0.pdf (formerly Teaching Tolerance).

c. 1619 Project’s CRT alignment evidence per Biden’s Federal Grant (even if this specific federal grant was not used, other grants would also require some alignment to the basic tenants of CRT. I also request that the grants written by WCSD are available to the public, so the source of funds as well as WCSD’s intent are transparent).

The following was taken from [federalregister.gov](https://www.federalregister.gov)

American History and Civics Education programs can play an important role in this critical effort by supporting teaching and learning that reflects the breadth and depth of our Nation's diverse history and the vital role of diversity in our Nation's democracy. For example, there is growing acknowledgment of the importance of including, in the teaching and learning of our country's history, both the consequences of slavery and the significant contributions of Black Americans to our society. This acknowledgment is reflected, for example, in the New York Times' landmark “1619 Project” and in the resources of the Smithsonian's National Museum of African American History.[2]

<https://www.wsj.com/articles/the-1619-project-gets-schooled-11576540494>

Accordingly, schools across the country are working to incorporate anti-racist practices into teaching and learning. As the scholar Ibram X. Kendi has expressed, “[a]n antiracist idea is any idea that suggests the racial groups are equals in all their apparent differences—that there is nothing right or wrong with any racial group. Antiracist ideas argue that racist policies are the cause of racial inequities.” [3] It is critical that the teaching of American history and civics creates learning experiences that validate and reflect the diversity, identities, histories, contributions, and experiences of all students.

This Administration’s proposal clearly supports/encourages the ideologies of both the 1619 Project and the CRT. The proposal views Ibram Kendi as a “scholar” and uses his definition of antiracism. Kendi espouses and promotes the Critical Race Theory. Kendi is the author of the 2019 bestseller “How to Be an Antiracist,” which contains a succinct antiracist formula that rests on the distinction between bad discrimination (racism) and good discrimination (antiracism): “The only remedy to racist discrimination is antiracist discrimination. The only remedy to past discrimination is present discrimination. The only remedy to present discrimination is future discrimination.”

https://www.thecentersquare.com/national/op-ed-critical-race-theory-is-about-to-face-its-day-s-in-court/article_9dcefa10-a76c-11eb-bf9f-27e0e238e56d.html

<https://www.federalregister.gov/documents/2021/04/19/2021-08068/proposed-priorities-american-history-and-civics-education>

The curriculum is presented as truth and it’s clear that not all Americans believe in systemic racism and using race to divide. Senator Tim Scott, Governor Desantis, Governor Abbott, Governor Ricketts, Governor Reynolds, Governor Little, Governor Noem, Governor Reeves all oppose CRT. States who have banned or are in the process of banning CRT: Idaho, Florida, Texas, Iowa, Oklahoma, Mississippi, Arkansas, and South Dakota. Not to mention the thousands of parents and community members that hold very different opinions that contradict the “truth claims” made by this curriculum.

Senate Minority Leader Mitch McConnell is asking President Biden’s Education Department to drop its plan to incentivize schools to teach the New York Times’ “historically dubious” 1619 Project.

“Our nation’s youth do not need activist indoctrination that fixates solely on past flaws and splits our nation into divided camps. Taxpayer-supported programs should emphasize the shared civic virtues that bring us together, not push radical agendas that tear us apart. This campaign to ‘reframe the country’s history, understanding 1619 as our true founding’ has become infamous for putting ill-informed advocacy ahead of historical accuracy,” McConnell wrote.

6. Why is the District adding these materials now?

District’s Answer: Our District continually updates and provides quality supplementary materials to teachers for instructional purposes. We recently updated the math curriculum for elementary- and middle school students and provided a new ELA and science curriculum for elementary school students. These updates include ongoing professional development for teachers to ensure these materials are implemented in each

classroom. Our teachers work to check for student understanding and adjust their instruction as needed consistently and often.

Argument: The addition of the proposed Social Justice curriculum was intentional and predicated on the current political/social climate. It was not a routine update to the curriculum. It was a “system-wide commitment to create an anti-racist society.” The following documentation will support this claim.

The Social Justice curriculum is part of the District’s “strategic” plan and is an intentional response from WCSD to address what they deem as “a second enduring social injustice pandemic”. The WCSD response to the above question is intentionally misleading, failing to mention the true reason for the proposed additions as stated in WCSD and Benchmark’s own words, evidence by the following:

a. Per the Benchmark Education statement in the Social Justice in the Classroom document locate on the WCSD website: “The tragic events of the past months show us that we must do more to amplify student voices. To accomplish this we have looked to the following: the Social Justice Standards from Teaching Tolerance, based on the four domains of Identity, Diversity, Justice, and Action; Racial Equity Tools; and the National Council for the Social Studies”.

<https://www.washoeschools.net/cms/lib/NV01912265/Centricity/Domain/253/ELA%20K-6/Benchmark%20Social%20Justice%20Resources/c.Social%20Justice%20in%20the%20Classroom.pdf>

b. Per WCSD statement:

- Anti-Racism Resolution: The Board will (on February 9, 2021) discuss a proposed anti-racism resolution, reiterating that we will not tolerate discrimination and harassment, and that we resolve to create a system-wide commitment to creating an unbiased, inclusive, and anti-racist society through education.

McNeill’s Feb 20th Weekly Staff Letter: At last week’s Board meeting, Trustees voted unanimously to move the Action Plan for the Anti-Racism resolution forward and provided further direction to staff. Next steps will include gathering community input for curriculum, and further review from Trustees on the K-5 ELA social justice lessons and curriculum guide notes. This is an important step forward for our District family, and we are all looking forward to the presentation at a future Board meeting as well as ways for the community to provide input.

c. **DATE REPORT WRITTEN:** January 27, 2021

PURPOSE/SUMMARY:

Our purpose is to discuss the draft action plan that was built to support the Board adopted Anti-Racism Resolution. Recent social injustices throughout our nation have prompted community protests. The COVID-19 global pandemic has highlighted inequities within our community regarding access to basic needs, health care, and educational programming that affect certain segments of our community disproportionately. During this same time, our community has witnessed several social injustices that disproportionately impact these segments of our community, reminding us of a second enduring social injustice pandemic.

The Washoe County School District and the Board of Trustees took a strong stand by adopting an Anti-Racism resolution. In doing that, the Board has presented a preliminary action plan that outlines steps that will be taken by district administration and schools to fulfill the resolution. The action plan has been reviewed several times by the Superintendent’s Equity Task Force under the leadership of the Equity & Diversity Department. The

action plan, among other items, includes policy review, ongoing data review, capacity building or professional development of educators, and adjustments to be made to district-wide curriculum.

It is critical to finalize and implement the draft action plan. It is important to note that to fulfill the expectations articulated in the Anti-Racism Resolution, a systemic approach must be taken. There are not simple “fixes” to address social injustice. Efforts must be comprehensive, beginning with institutional support, coherent, integrated into all aspects of district operations, measured, and adjusted. The ongoing commitment of the Board of Trustees and District Administration is necessary to persevere through challenges as we strive toward meeting the needs of all students and families.

d. Finally, the Equity & Diversity Department has regularly collaborated with the Curriculum & Instruction Department, the Multi-Tiered Systems of Support/ Social and Emotion Learning (MTSS/SEL) Department, the Counseling Department, and the Department of Civil Rights to review and develop curricular materials to be used in elementary, middle, and high schools. More recently, this work has been informed, and will continue to be informed, by groups of students, mostly high school students, advocating for greater culturally relevant and inclusive curricular and instructional offerings.

PREVIOUS BOARD ACTION:

Date: October 27, 2020

Related Action: [The Board of Trustees adopted Washoe County School District Board Resolution 20-011, A Resolution that states discrimination and harassment will not be tolerated and resolves to create a system-wide commitment to creating an unbiased, inclusive, and anti-racist society through education, and including Asian-Americans as members of the marginalized groups.](#)

7. Is there a cost for these plans?

District's Answer: There is no cost for these materials since they are part of the original adoption of Benchmark Advance curriculum.

Argument: If there is no cost to the District, the money to pay for the material is coming from somewhere and the public has a right to know the source of these funds. Since Superintendent McNeill did not provide a truthful answer, it is assumed the funds came from incentivized grants, either private or federal.

a. Benchmark Advance curriculum was adopted on January 29, 2019 for the amount of \$4,970,856. The Social Justice curriculum was designed by Benchmark. I am not sure of the exact date the material was created because my request for information, although initially received well from Benchmark, was suddenly deferred to our C&I department and all communication with me stopped. This 2019 agreement did not originally have the Social Justice material included – it was not even written yet.

b. Funds will be available through the Biden Administration's Proposed Rules Proposed Priorities-American History and Civics Education – proposed April 19, 2021. Other incentivized, anti-racism grants are currently available with the requirement that proposals are aligned with CRT/1619 Project type ideologies.

<https://www.federalregister.gov/documents/2021/04/19/2021-08068/proposed-priorities-american-history-and-civics-education>

In conclusion, the lack of transparency and dishonesty from you and most of the WCSD Board of Trustees is clear. Although I am not sure what your agenda is exactly, I do know that it is not putting the best interest of our students first. This curriculum is clearly predicated by highly charged social/political events. It is also clear that the lure of federal money plays a huge role in this decision to so easily adopt a curriculum that is currently trending without taking into consideration the harm that will be done to thousands of innocent children as they are indoctrinated into this false theory that is posed as unquestionable truth.

I appeal to you to search your consciousness before you approve this controversial curriculum and take our District down a very dangerous road. I implore you to allow WCSD teachers to teach research-based curriculum that is proven to improve students' academic outcomes.

John Winters

From: Ken Thomas
Sent: Wednesday, May 5, 2021 8:46 AM
To: Public Comments
Subject: Fwd: [EXTERNAL] Christian Perspective of CRT

----- Forwarded message -----

From: **Ken Thomas**
Date: Wed, May 5, 2021 at 8:44 AM
Subject: Re: [EXTERNAL] Christian Perspective of CRT
To: Taylor, Angela <ATaylor@washoeschools.net>, <publiccomments@washoeschools.net>, <Andrew.Caudill@washoeschools.net>, <DNicolet@washoeschools.net>, <Jacqueline.Calvert@washoeschools.net>, <Jeffrey.Church@washoeschools.net>, <Kurt.Thigpen@washoeschools.net>, <eminetto@washoeschools.net>, <KMcNeill@washoeschools.net>

Hello Ms. Taylor,

I am respectfully in disagreement with you regarding CRT. The District continues to deny that the material is associated with CRT/1619 Project ideologies; however, many of the questions clearly use these tenets. Evidence of these specific questions has been pointed out many times in the public comments and emails to you and the Board by concerned members of the community so I won't provide the examples here again.

I'm not sure how the Board can continue to deny this association. The association with CRT and the 1619 Project is clear even outside the specific questions. The main writer of the questions has published statements and oped/articles in full alignment with these theories. This also coming from information provided to me from members of the community which I have fact-checked and find to be factual. Then there are the clearly stated and direct references in support of the 1619 Project and Kendi in Biden's Federal Funds proposal. In reading this "Rule", (yes, I fact-checked this statement from community members as well), I do see those exact words used and the statement that applications for these grants will have robust alignment to these theories. So the grants for various staff training, the money that paid for the proposed Social Justice curriculum, and any other grant-funded materials need to be provided to us so we can see if, in fact, any of these funds were or are planned to be used to by WCSD. If you really want to help us believe that there are absolutely no financial ties to this propaganda, please provide the public with these fund sources. This would also include the funds provided to Benchmark - if there is no cost to WCSD please show us the original purchasing agreement that states that all future additions/supplements will be free of charge. If Benchmark is receiving Federal funds to pay for this, then the same holds true - they would've had to provide or will have to provide evidence that their material aligns with these theories.

Until the Board provides this information, the public will continue to infer or assume. PLEASE, if you really want to stop what the Board continues to call misinformation, help us to understand the truth by providing these things. Also, provide us with evidence that the material is NOT aligned to Project 1619 and CRT. The public has provided you with evidence showing that it is; so it is now up to you to refute that with evidence, not a continuous claim that it is not with no evidence. Every claim should be supported by evidence so please support your claims - that is not an unreasonable request.

Thank you for your time and mindset/ability to see other's perspectives and value the perspectives and beliefs of ALL people not just those who align with yours.

Respectfully,
KT

On Wed, May 5, 2021 at 12:28 AM Taylor, Angela <ATaylor@washoeschools.net> wrote:

Dear Mr. Thomas,

Thank you for your email. I am familiar with Christianity Today and find good information in it. Let me clarify a few things for you.

Although the District will be including supplemental material in our K-5 English Language curriculum, let me assure you that neither Critical Race Theory nor 1619 will not be included. The supplemental teaching resources support teachers in creating learning environments that provide opportunities for valuing human dignity, fostering cultural diversity, and building critical thinking. The disinformation campaign falsely reports that the supplemental material came from critical race theory. Not only is this untrue, it is only working to hurt these efforts which are intended to uplift all students and create a sense of community in our schools.

Thank you again for reaching out to the Board of Trustees to express your concerns. I understand how important this is and appreciate hearing from you.

Sincerely,

Angie Taylor

=====

Dr. Angela D. Taylor, President

WCSD Board of Trustees | District E

ataylor@washoeschools.net

www.washoeschools.net

Board Office: 775.789.4648

"If you think education is expensive, try ignorance." **Derek Bok**

DAILY REMINDER

- **Wear Face Coverings At All Times**
- **Maintain Social Distancing**
- **Wash Your Hands & Use Hand Sanitizer**
- **Help Keep Our Facilities Clean**
- **Perform a [Self-Screening](#) every day before school**



**Washoe County
School District**

From: Ken Thomas

Date: Saturday, May 1, 2021 at 4:47 PM

To: "Taylor, Angela" <ATaylor@WashoeSchools.net>

Subject: [EXTERNAL] Christian Perspective of CRT

Good afternoon President Taylor,

I pray this finds you well. I would like to thank you for your heart for our students. Your willingness to fight the good fight and advocate for our students is greatly appreciated.

As a fellow Christian, I wanted to share with you a 3-Part Series from Christianity Today. As we all grapple with the current Social Justice Movement and how to unite and love vs. divide and hate, I'm hoping you will find this series helpful. Our moral compass as Christians is guided by His word and this series provided me with an important reminder of exactly who I need to continue to ground my ideologies in - Jesus Christ.

Part 1 of 3 Series <https://www.christianitytoday.com/edstetzer/2021/march/pat-sawyer-what-is-crt-and-should-we-be-concerned.html>

Part 2 of 3 Series https://www.christianitytoday.com/edstetzer/2021/march/pat-sawyer-cautions-regarding-crt.html?utm_medium=widgetemail

Part 3 of 3 Series https://www.christianitytoday.com/edstetzer/2021/march/pat-sawyer-cautions-regarding-crt-ii.html?utm_medium=widgetemail

Christianity Today's Statement of Faith: (just so you know where this organization stands biblically)



A. The sixty-six canonical books of the Bible as originally written were inspired of God, hence free from error. They constitute the only infallible guide in faith and practice.

B. There is one God, the Creator and Preserver of all things, infinite in being and perfection. He exists eternally in three Persons: the Father, the Son, and the Holy Spirit, who are of one substance and equal in power and glory.

C. God created Adam and Eve in his own image. By disobedience, they fell from their sinless state through the temptation by Satan. This fall plunged humanity into a state of sin and spiritual death, and brought upon the entire race the sentence of eternal death. From this condition we can be saved only by the grace of God, through faith, on the basis of the work of Christ, and by the agency of the Holy Spirit.

D. The eternally pre-existent Son became incarnate without human father, by being born of the Virgin Mary. Thus, in the Lord Jesus Christ, divine and human natures were united in one Person, both natures being whole, perfect, and distinct. To effect salvation, he lived a sinless life and died on the cross as the sinner's substitute, shedding his blood for the remission of sins. On the third day he rose from the dead in the body which had been laid in the tomb. He ascended to the right hand of the Father, where he performs the ministry of intercession. He shall come again, personally and visibly, to complete his saving work and to consummate the eternal plan of God.

E. The Holy Spirit is the third Person of the Triune God. He applies to man the work of Christ. By justification and adoption we are given a right standing before God; by regeneration, sanctification, and glorification our nature is renewed.

F. When we have turned to God in penitent faith in the Lord Jesus Christ, we are accountable to God for living a life separated from sin and characterized by the fruit of the Spirit. It is our responsibility to contribute by word and deed to the universal spread of the Gospel.

G. At the end of the age, the bodies of the dead shall be raised. The righteous shall enter into full possession of eternal bliss in the presence of God, and the wicked shall be condemned to eternal death.

God Bless -

KT

From: Roberto Garcia
Sent: Wednesday, May 5, 2021 5:10 PM
To: Public Comments
Subject: [EXTERNAL] ELA Curriculum

As a tax-paying citizen of Washoe county, a son of an educator, and a member of various minority groups, I implore the Board to pass this curriculum. It is a no brainer with only positive impact to the learning of our youth. Thank you!

Roberto Garcia, CPA

Sent from my iPhone

May 2, 2021

Re: Proposed Critical Race Theory ELA Program

Absolutely **NO** on W.C.S.D.'s Critical Race Theory (CRT) English Language Arts (ELA) program published by Benchmark Advance.com. How did we get here with a Marxist theory? What I found in the sample lessons was a racist distortion of history, and the topics too complicated for the grade level. But that's probably intentional.

Marxism, is a failed theory using "class conflict"- capitalists vs workers. Critical Race Theory (CRT), developed in the 1990s, is also known as Neo-Marxism. This replaced the "class" conflict with the **identity** of race, ethnic groups and gender. CRT replaced **equality**, from our Declaration, with **equity**. Hence the promotion of identity politics, raced-based redistribution of wealth, group-based rights, and active discrimination (Rufo, 2021). The plan is to get rid of our Declaration and destroy the structure of our Constitution (Rufo, 2021). My opinion – this wrecks of socialism.

The proposed lesson plans on Government and Citizenship, douses kindergartners with segregation and social justice. First grade learns about gender (among other things). Second grade - indoctrination about "**revolution**" and how one's flag with a symbol unites people. [BLM & fist?] There are questions about why "**white men**" are the only "**brave**" men written about in early wartime. Third grade deals with voting rights and empowerment for those who lack rights. The lesson claims the story of our national Thanksgiving is based on misinformation. Intermediate grades get indoctrinated on the selection process of judges (voted vs appointed), adding more states and rewriting laws. Students will read about "**white male privilege**" and "**women dealing with powerful white men.**"

In the Point of View section, **WOKE VOCABULARY** is introduced in KINDERGARTEN – [BIPOC, LINGUISTIC BIAS, STEREOTYPING, AND IMBALANCE]. Second grade takes on "**gender traits**" and third grade gets a lesson on **power and disempowering others.**

As a former educator, what I read in the lesson plans was a flagrant distortion of history sifted through a CRT lens and judged using presentism. The topics are too difficult for the grade levels (probably intended). Highly inappropriate and anti-Constitutional. **NO THANKS!** Our 64,000 W.C.S.D. students deserve a balanced program – not a program of **DISTORTIONS AND RACE-BASED HATE!**

Sincerely,

Katherine Hoffman
Reno, Nevada
(Trustee Thigpen's area)

From: Dinah Maher
Sent: Friday, May 7, 2021 8:42 AM
To: Public Comments; Batchelder, Jennifer
Subject: [EXTERNAL] Re: Social Justice Curriculum
Attachments: f.First Grade Unit 6.pdf; h.Third Grade Unit 6.pdf; i.Fourth Grade Unit 6.pdf; j.Fifth Grade Unit 6.pdf; Kinder unit 6.pdf; j.Fifth Grade Resources Unit 1.pdf; i.Fourth Grade Unit 4.pdf; Dinah MaherFINAL.docx

PLEASE REPLACE ALL PREVIOUS PUBLIC COMMENTS WITH THIS

IN ORDER FOR MY COMMENTS TO BE HEARD, I AM REQUESTING THAT ALL PRIOR EMAIL CORRESPONDENCE BE REPLACED WITH THIS SINGLE EMAIL AND ITS ATTACHMENTS. THIS REQUEST IS BEING MADE IN ORDER TO MEET THE LIMITATIONS PLACED ON PUBLIC COMMENT BY THE WCSD BOARD OF TRUSTEES.

Round 3

Final Arguments

If I were going to argue against the Social Justice curriculum simply because I believe it is inappropriate, I will have already lost the argument because frankly, it does indeed fulfill the policies as adopted by this board under Board Policy 9210 Equity and Diversity in 2015. I could, however, make a case that the policy does not manage to attain the desired outcome of “significantly improved achievement outcomes and reduce achievement gaps in all students.” That will be my appeal to you in arguing against specifically this Social Justice curriculum and more generally your pursuit of Equity and the techniques you are employing to achieve this goal. My leading question to you is why must one group be denigrated in order to achieve equity for another group?

If you completed your assignment (sorry, once a teacher always a teacher) in Round 2 of my public comments request, I asked that each of you review a slide from the proposed curriculum for language and intent that might offend ANY of your constituents and then to compare your findings with the rest of the board. I hope that you did that. Your engagement will make my arguments more meaningful. If you engaged, it will be no surprise to you that there are numerous instances where language and intent that might offend some is dominate in the proposed lessons whether explicit to the student or to the teacher conducting the lesson. And please do not underestimate the power of that language and intent to influence the teacher and therefore the students.

I have no doubt that all of you who engaged with my request might even have realized that such a benign word as “they” was used in a way as to create a divisive state of mind. Divisive in the sense of, YOU against ME, US against THEM. They or “those who have a special attribute or advantage” leads to an assumption of not me or not us. That’s divisive! Members of the board, that was a direct quote from a kindergarten lesson!! As a teacher I NEVER viewed my students as being anything other than US or WE. Our goal was always one and the same; you are here to learn what I’m supposed to teach you. And because I loved and believed in what I taught there really wasn’t much of an issue.

Teaching students does NOT require the latest trend, it does NOT require changing values, it does not require inserting my or any other values into a lesson, it does NOT require that someone or some group be diminished in order for someone else to be uplifted. Teaching students is about being authentic in every way, believing in what you’re teaching, knowing that every single student can “get” it and when they “get” it stomping your feet with glee and remembering them in your dreams 20 years later. Some of them make it and some of them don’t but we need to set aside the notion that “white privilege” or “systematic racism” or “bias” are a valid excuse for our failure to “significantly improve student achievement outcomes and reduce achievement gaps in all students.”

In conclusion, I sent a letter initially which indicated my rage at this Social Justice curriculum, I calmed down a bit and asked you to review the curriculum documents as a blank slate to see if it might offend some of your constituents and now I am appealing to you in my final arguments (round 3) to not only forgo this new curriculum but to seek out a better way to achieve your goal to “significantly improve student achievement outcomes and reduce achievement gaps in ALL students” without relegating ANY group of students to the status of “they” or “them.”

Sincerely, with solidarity for the amazing promise of the greatest nation ever conceived, and begging you to begin a new journey to fulfill the promise of our youth in unity rather than division. Diversity will be achieved when, in an authentic environment, unlabeled humans see one another as humans and understand that our shared emotions are far more powerful than our individual grievances.

Sincerely,
Dinah Anderson Maher

Round 2

I would ask that each member of the board review any one set of the slides for the curriculum, read it critically from a "blank slate" point of view and highlight any area where you believe ANY member of the community might take exception with the language or the intent. There should be a sufficient number of slides provided for each board member to review a different slide³. After each board member has reviewed one slide, compare your findings. (REMINDER: you are reviewing for both language and/or intent)

Round 1

4/26/21 edited 4/28/21 to be slightly less offensive:

I was awakened this morning with a text from a friend concerned about the Social Justice curriculum for K-5 English, Language Arts. Here is my response to her and to all of you who never asked for my opinion but are nonetheless receiving it as an official call to arms. This email will be going out in multiple sends due to capacity limitations but I am determined that as many of you as possible will be as rudely awakened as I was this morning.

As a parent of a former WCSD student (a National merit finalist), as a retired (just in the nick of time) teacher who proudly taught 1st through 12th grades, I am stunned at the brazen, flagrant indoctrination program that is presented here. I was barely able to type these comments with my pounding heart and eyes filled with tears after reading the discussion questions and reading recommendations. As I began to research this curriculum, I really never believed that it could or would be so obvious an act of war as this school board has declared against not just the students and parents but the entire citizenry of Washoe County, the state of Nevada and indeed the nation.

I do know HOW to teach and starting with conclusions to enforce a specific belief system is certainly NOT the way to do it. In each of these scenarios you are leading people, babies even, to think a certain way in a very devious and hateful way to promote an agenda that is frankly extremely shallow and misguided. I'm stunned. I guess I can be grateful that this is, as of now, a supplemental rather than a required program and real educators are far too busy trying to truly educate their students. However, that this district is spending money to support, and I'm sure train, young teachers to implement this drivel is an abuse of the limited resources you have available.

And one final observation you obviously include this as an aside for the English Language Arts curriculum because no adequately trained historian (I hesitate to say social studies teacher. . . see explanation below) would ever fall for this mind-numbing idiocy.

Explanation for historian versus today's secondary social studies teachers: I stopped accepting UNR student teachers when they were arriving to assume my classes ill-prepared for their roles. They would matriculate with a bachelors/masters degree in Secondary Education qualified to teach high school English, Social Studies AND even Science SIMULTANEOUSLY. What I discovered was, they would soon have a degree

and they were “qualified” to teach but they had little or no KNOWLEDGE about the subject.

Sincerely,
Dinah Anderson Maher
Round 1

Monday, May 3, 2021

Dinah Maher
Reno, NV

Dear Superintendent McNeill and Members of the Board of Trustees;

For the past week I have been on a journey to discover the answers to several questions. This was prompted by a friend's request to look into the proposed resources for the English/Language Arts Curriculum for grades Kindergarten through 5th grade. My questions were:

1. What is Critical Race Theory?
2. How is Critical Race Theory applied in the classroom?
3. What are the opponents to Critical Race Theory saying?
4. Is WCSD implementing Critical Race Theory in our classrooms?
5. Do we want materials derived from Critical Race Theory in our classrooms?

I am somewhat overwhelmed with what I've discovered. I have assembled my findings below and also include additional links for not only my sources but to information that can be found on the district website. I hope that you will take the time to review my findings and apply the information to help you make the decisions that you need to make regarding the curriculum for our students.

Unfortunately, I'm not fully satisfied with how my information is presented but as they say, time is of the essence and the issue is so critical that I have to move forward. My greatest issue at this point is that the district has adamantly stated that the materials we are reviewing are not a product of Critical Race Theory. Frankly, I do not understand how you could possibly make that statement. I am sad, but obviously I haven't completely given up. I appeal to you, with all due respect, to thoughtfully consider the path we are taking.

Sincerely,
Dinah Maher

What is Critical Race Theory?

My Notes: I am providing you with a definition of Critical Race Theory from the Encyclopedia Britannica. I would hope that we could all agree that this would likely be a neutral source. It is copied in its entirety.

Critical race theory (CRT), intellectual movement and loosely organized framework of legal analysis based on the premise that race is not a natural, biologically grounded feature of physically distinct subgroups of human beings but a socially constructed (culturally invented) category that is used to oppress and exploit people of color. Critical race theorists hold that the law and legal institutions in the United States are inherently racist insofar as they function to create and maintain social, economic, and political inequalities between whites and nonwhites, especially African Americans.

Critical race theory (CRT) was officially organized in 1989, at the first annual Workshop on Critical Race Theory, though its intellectual origins go back much farther, to the 1960s and '70s. Its immediate precursor was the critical legal studies (CLS) movement, which dedicated itself to examining how the law and legal institutions serve the interests of the wealthy and powerful at the expense of the poor and marginalized. (CLS, an offshoot of Marxist-oriented critical theory, may also be viewed as a radicalization of early 20th-century legal realism, a school of legal philosophy according to which judicial decision making, especially at the appellate level, is influenced as much by non-legal—political or ideological—factors as by precedent and principles of legal reasoning.) Like CLS scholars, critical race theorists believed that political liberalism was incapable addressing fundamental problems of injustice in American society (notwithstanding legislation and court rulings advancing civil rights in the 1950s and '60s), because its emphasis on the equitable treatment under the law of all races (“color blindness”) rendered it capable of recognizing only the most overt and obvious racist practices, not those that were relatively indirect, subtle, or systemic. Liberalism was also faulted for mistakenly presupposing the apolitical nature of judicial decision making and for taking a self-consciously incremental or reformist approach that prolonged unjust social arrangements and afforded opportunities for retrenchment and backsliding through administrative delays and conservative legal challenges. Unlike most CLS scholars, however, critical race theorists did not wish to abandon the notions of law or legal rights altogether, because, in their experience, some laws and legal reforms had done much to help oppressed or exploited people.

Citation Information

Article Title: Critical race theory

Website Name: Encyclopedia Britannica

Publisher: Encyclopedia Britannica, Inc.

Date Published: 02 April 2021

How is Critical Race Theory Applied in the Classroom?

My notes: all of the examples below are important, and I encourage you to read them, but I have highlighted the most impactful to student curriculum. The source document is specifically addressing colleges and universities but these applications of CRT are obviously being applied in WCSD K-12 curriculum. The source is cited below.

Changing Admissions Policies – In an effort to ensure greater equality of outcome, several universities have taken steps to make their admissions processes more “equitable”. These actions can range from scrapping standardized tests to adding a diversity/equity scorecard to applications.

Implementing Anti-Racism, Bias, and Diversity Training – To get students, faculty, and staff to understand their “implicit biases”, institutions have required them to undergo some form of training, ranging from small group orientations to full-blown classes.

Changing Curriculum Requirements – Critical race theorists need to expose the broader public to the supposed racial biases imbued in long-standing institutions. To do this at the collegiate level, advocates have been pushing for changes in the undergraduate curriculum, ranging from a mandatory class on anti-racism to forcing instructors to embed anti-racist ideology in their class material.

Instituting Disciplinary Measures – University administrators have taken steps to clamp down on academic freedom, revising their codes of conduct and commitments to academic freedom by inserting vague language on “hate speech” and “racist language”, among other measures.

Politically Supporting Anti-Racist Activism – Institutions have either donated money to political groups, like students to politically-biased organizations in an effort to placate campus activists.

Funding Critical Race Theory Programs and Research – Institutions have poured in thousands, if not millions, of dollars into research on critical race theory and racism, ranging from grants and fellowships to new “anti-racist” institutes.

“Re-imagining” Policing – In response to campus protests, university administrators have taken steps to either disarm or defund their police departments, often replacing them with unarmed officers or mental health workers.

Providing Anti-Racist Resources – Universities have compiled lists of resources, often making books like *How to be an Antiracist* and *White Fragility* free for students, as well as live programming for anti-racist initiatives.

Taking “Symbolic” Actions – Some institutions have not yet taken substantive action to mandate curricular changes or fund critical race theory research. However, they have started anti-racist “action committees” or renamed supposedly offensive buildings to placate the demands of students.

<https://criticalrace.org/what-is-critical-race-theory/>

What Some Opponents say about Critical Race Theory?

My Notes: The article I have cited is quite long, providing a good deal of information to support its observations about CRT. I have only listed the framework for the argument. The source for this can be found at: <https://newdiscourses.com/2020/06/reasons-critical-race-theory-terrible-dealing-racism/>

- 1. Critical Race Theory believes racism is present in **every** aspect of life, every relationship, and every interaction.*
- 2. “Interest convergence:” white people only give black people opportunities and freedoms when it is also in their own interests.*
- 3. Critical Race Theory is against free societies*
- 4. Critical Race Theory **only** treats race issues as “socially constructed groups,” so there are **no individuals** in CRT*
- 5. Believes science, reason, and evidence are a “white” way of knowing and that storytelling and lived experience are a “black” alternative, which hurts everyone, especially black people*
- 6. Rejects all potential alternatives, like colorblindness, as forms of racism, making itself the only allowable game in town (which is totalitarian)*
- 7. Acts like anyone who disagrees with it must do so for racist and white supremacist reason, even if those people are black*
- 8. Cannot be satisfied, so it becomes a kind of activist black hole that threatens to destroy everything it is introduced into*

Is WCSD Implementing Critical Race Theory in Our Classrooms?

My Notes: According to WCSD on its own website in the FAQ regarding the ELA K-5 supplementary materials currently under review, “No, the materials are not aligned with Critical Race Theory. There has been a lot of misinformation, and we want to be clear that this is false.”

THAT IS A DIRECT QUOTE. Here is the evidence that the RESPONSE is misinformation and intentionally misleads the public. Please link to the following pages at WCSD and review, although I have inserted screenshots below.

<https://www.washoeschools.net/Page/15105>.

EQUTY AND DIVERSITY

We want to ensure that we are engaging in a healthy and successful culture and climate for our students, and families. This means that we need to provide tools and leadership for our staff. Culture, Practice, and Leadership are our three anchors for Equity.

Equity Framework

- The framework attached will direct discussions within the equity framework specifically around race

The Guidebook

- Designed to explore a plethora of Cultural Competency tools to address schools or department wide
- The Equity Traps have one in particular that address erasing Race and Culture
- The Conceptual Framework will walk you address barriers, assessing culture, etc.

Speak Up

- The booklet gives direction to Speak Up when encountering racism, sexism, homophobia, xenophobia, etc.
- The Interrupt, Question, Echo, and Educate pieces where outlined by a student from NorthStar in a video extremely well done that will be shared
- The PowerPoint, the pamphlet, and the pocket card are attached

Equity 101 Trainings

- Many of you have attended the trainings. I encourage to you go back through your Reflection Journals; re-read the Breaking the Silence Article; re-read the information on the systems of privilege and entitlement

PLC's

- We provided all our PLC Leadership team with the Culturally Responsive Professional Learning Communities books
- We have shared the outline for the books, and have reattached book outline here

reattached book outline here

Resources on Having Conversations on Race, Racism, and Police Violence

- o From the Minneapolis Public School: The Equity, Social Emotional Learning and Positive School Wide Engagement Teams

Books Focused

- Courageous Conversations about Race
- Work originally bought in by the Pacific Education Group – Glenn Singleton
- Opening Doors
- We walked through chapters to ensure we addressed culturally responsive practices, as well as a focus on culturally responsive family engagement
- Walking the Equity Talk
- We have shared the outline for the books, and have reattached a few here for selection
- Equity Audits
 - This book also provided details on the Equity Traps"



[Equity Guide Book](#)



[Culturally Proficient Learning Communities](#)



[Walking the Equity Talk](#)



[Walking the Equity Talk - Section 2](#)



[Walking the Equity Talk - Section 3](#)



[Speak Up - Handbook](#)



[Speak Up - Train the Trainer](#)



[OSL Reflection Journal](#)



[Equity Framework Poster](#)



I would also encourage you to link, in particular, to the Equity Guide Book, The Speak Up Handbook, the OSL Reflection Journal and although it didn't make it on the screen shot, the last item on the list, Resources for Having Conversations about Race, Racism, and Violence. This last

item is apparently a communication that went out to WCSD educators, undated and the manner in which it was disseminated is not disclosed.

By reading through all of these resources, by examining the currently under review English/Language Arts K-5 materials indicated in the link below, you should be able to come to a conclusion that the WCSD is indeed implementing materials that are derived from Critical Race Theory.

<https://www.washoeschools.net/site/Default.aspx?PageID=16726>

And my final question:

Do We Want Curriculum Materials Derived from Critical Race Theory in the WCSD?

My Notes: I guess this is a decision that the district, the Superintendent and the fully-informed parents need to make, but it needs to be a decision based on truth and to deny that these materials are not rooted in Critical Race Theory is absolutely misinformation.

From: Morabito, Joe
Sent: Friday, May 7, 2021 8:03 AM
To: Public Comments
Subject: [EXTERNAL] 1619 Project and Critical Race Theory

As a former junior, senior and adult school history and government teacher in the LA City schools, I am completely opposed to adding the 1619 Project or Critical Race Theory to Washoe School District curriculum in the name of “social justice” or anything else. This racist ideology that seeks to divide our country is revisionist history full of propaganda and lies plain and simple. When I was a teacher, I taught the great, good, bad and ugly about American history; but it was based on facts and the truth, not some bizarre, twisted theory that is designed to distort the truth. Joe Morabito

Joseph Morabito SCRIP
President/CEO
Paragon Global Resources, Inc.

This email and any files and other information transmitted with it are considered private, may be confidential and proprietary information, and are solely for the use of the intended recipient. If you are not the intended recipient, you may not disclose, distribute, copy, print or otherwise use the information in this transmission. Please destroy it immediately and notify the sender by telephone or email.

From: john sebastian
Sent: Friday, May 7, 2021 2:36 PM
To: Calvert, Jacqueline M; Taylor, Angela; Public Comments
Subject: [EXTERNAL] Item 5.03 and CRT

Washoe County School Board Trustees and office of the Superintendent

5-7-21

I am writing to express two points. First, my strong opposition to item 5.03 - the grant application to engage the Wallace Foundation program called the "Equity Centered Principle Pipeline". After carefully reading the background information for the Equity Centered Pipeline program and studying the Wallace Foundation "School Leadership Report", I was very concerned about the real and actual implications of the "Equity" goals being considered by our WCSD with our tax dollars.

As some Nevadans (certainly not nearly enough) are aware, the Democrat party and our current government leaders are heavily invested in this concept of "Equity" including all the cryptic and confusing implications therein. Some think it sounds like "equality" but they would be sadly mistaken.

I'm thinking that when most parents and grandparents of WCSD students read and truly understand some of the terms being used, like the following, they would also be very concerned.

- Equity Centered Leaders
- Educational Equity
- Equity Centered Pipeline
- "leader standards ...vetted through an equity lens"
- "recruitment programs...hiring selection through an equity-centered lens"

As I read and understand these goals and initiatives it appears to me that they are exactly like many of the deeply flawed and failed programs like Affirmative Action or even worse...outright discrimination. In this case, reverse discrimination. I am positive that there are many highly qualified candidates for teaching and administrative jobs in our diverse country and our district should be actively recruiting and evaluating those individuals...without bias.

I must say that, as a former business person who actively recruited diverse applicants made hundreds of direct hiring, training and promotional decisions, to impose my (or a government or political) vision of where to assign hiring, promotion or training "equity" would be highly illegal, morally wrong and very bad business. In my world, it is called discrimination, Racial Discrimination. I would be sued and rightfully so. The Civil Rights Act of 1964 specifically forbids discrimination on the basis of sex, race in hiring, promoting, and firing.

My second point: I am asking about the planned or current curriculum/instruction plans for our Washoe county schools. Specifically, is the WCSD in the process of teaching our kids about Critical Race Theory (CRT) ideas or precepts or the 1619 Project Curriculum? Are Washoe County teachers or the WCSD leaders planning to integrate any of the CRT or 1619 Project ideas or any similar ideas into the curriculum and/or instruction for any level or segment of our Washoe County schools...now or in the future?

I am asking because I have 6 grandchildren currently attending and 2 more who will soon attend Washoe County schools. In other school districts, I have 6 more grandchildren who attend public schools. My grandchildren are various races including Caucasian, Latino and Black.

We all have heard reports that the ideas and instruction based upon the Critical Race Theory concepts and the 1619 Curriculum are being taught and implemented throughout many American schools, corporations and our military training. As a result, I have studied the concepts extensively including the teachings and writings of Ibram X. Kendi and the concept of Intersectionality and, I must say, I find these ideas misguided and potentially damaging to children and/or anyone who is not exposed to appropriate context and a comprehensive overview of historic perspective.

I would be very opposed to this type of curriculum in our Washoe County schools.

I appreciate your time and attention and I look forward to learning more about the WCSD curriculum. Thank you in advance for your attention to this important question.

John Sebastian

Sparks, NV

From:
Sent: Saturday, May 8, 2021 12:12 AM
To: Public Comments
Subject: [EXTERNAL] New curriculum/ Social Justice

No, please don't make this apart of our kids curriculum... this is indoctrination and will teach our kids to be racist. It teaches kids that are not white to think they can't succeed and for any white male child to think they have to be ashamed of being white.

My son does not see color. He has many friends that have different levels of melanin then him, our own family is made up of different levels of melanin, so please don't teach him about race.

This is not your place. We are already looking into private schools if this is passed.

Thank you for your time and consideration.

A concerned parent.

Sent from my iPhone

From: David Stieg
Sent: Saturday, May 8, 2021 10:36 AM
To: Public Comments
Subject: [EXTERNAL] Proposed curriculum: Benchmark Education's Social Justice for K-5 Language A

I was just on the washoeschools.net web page with the intent of reading the proposed material that is being considered by the board to teach our youngest and most impressionable children in the k-5 age group. Amazingly this material is not available for review. Could that be the case because the board knows it is a terrible curriculum to present to this age group?

The movement by left wing educators to rewrite the history of our country is appalling in itself but to use this with an age group that does not have the cognitive ability to question the truth of what would be taught is reprehensible. Yes we have many racial and social issues in our country and that should be recognized, debated and solved by educators and parents but to perpetrate such an abomination on our youngest and most fragile members of society should not be done.

As a senior citizen that has lived long enough to see the racial discord in our country languish far too long, but exploiting our youngest with inaccurate material is not the solution. How about the schools in cooperation create curriculum that can be used by both parents and teachers to address the core issues. Biased brainwashing of children will merely result in more societal polarization, not healing, which is what we need. Involve parents in the process with material that can be used at home to augment what is presented in the classroom. Don't stand in opposition to parents by hiding what is taught in the classroom. Present the history as it was and address the mistakes that we all have made and how we can help change our future. Admitting the truth, even though it may not be pretty is a much better solution. Working with a wide spectrum of parents that have a varying perspective is a much better process than to selectively address one groups agenda.

Please do not support this curriculum that will expand and continue the polarization that is plaguing our country at this time. minds of reason and compromise must prevail.

--

David E. Stieg

From: Baron Wolt
Sent: Sunday, May 9, 2021 4:16 PM
To: Public Comments
Subject: [EXTERNAL] Against the ELA curriculum proposal from the school district

I received the notice the County School District was going to propose an adoption of "supplementary materials" to K-5" to "support learning to deepen cultural understanding" .

I went through these materials and I am flat out against it. First off we are talking about K-5 kids. Their school priority should be academic **only** and leave anything else to the parents. This is not the school's job to promote an agenda or some views because of the cultural climate outside.

Thanks,

Baron Wolt

From: Steven Kraft
Sent: Sunday, May 9, 2021 5:27 PM
To: Public Comments
Subject: [EXTERNAL] Concerns about proposed new social justice curriculum

Basically, I am concerned that such a curriculum will tend to divide local students into two groups--perpetual "victims" and perpetual "oppressors". This kind of thinking is very destructive to people and communities. For example, I have family in Portland, Oregon, where this kind of divide has been internalized to the point where the city has defunded and downgraded public safety to avoid continued oppression of perceived victim groups. Now the city has ongoing rioting that is driving business owners that are overwhelmingly sympathetic to better race relations and their tax revenues away from the city. Even worse, after years of stability, shootings in the city have skyrocketed nearly 300% vs. the first 4 months of last year!! And all these new people being shot? They are mostly from the minority communities that these new measures were supposed to protect!

(See 7th paragraph of linked newstory from Oregon Public Broadcasting for citation. <https://www.opb.org/article/2021/04/13/departement-of-justice-federally-deputize-portland-police/>)

So in Portland, community is being replaced by death, injury, fear and reduced opportunities, which will take years or decades of greater law enforcement to MAYBE put back in the genie's bottle. I don't want that for Washoe County, and I don't think our school district should be educating people down that road.

Some things that I personally can agree to:

- 1) Curriculum that cites the many examples of historical figures and peoples from minority communities who have helped build Nevada and the U.S.
- 2) Educate students about assuming that one or a small number of members of a racial or ethnic community can speak for those communities or that all members of those communities share the same experience.
- 3) Concrete comparisons on metrics like minority access to voting, officeholding at various levels of government, business and home ownership and income levels now, versus the pre-civil rights era, around the 1950s or early 1960s.
- 4) A commitment to helping communities that are suffering from lower levels of opportunity to move up the economic ladder and looking at district and school-level policies that impede that goal.

I hope the school board will think carefully before embarking on a path that spreads the idea that some racial groups are perpetually privileged and others are not, before that idea sows ongoing dissatisfaction and division within the community that the board is responsible too.

Steven Kraft
Reno

From: Hanna, Collin
Sent: Monday, May 10, 2021 1:28 PM
To: Public Comments
Subject: Start times for middle school

Dear Board,

I am a 7th grader at Swope Middle School, and my peers and I believe that middle and high schools should start later. The American Academy of Pediatrics has said that Schools should not start before 8:30, and the CDC agrees. Furthermore, teenagers need the most sleep because they are still developing. They also go through a time switch while going through puberty where if they can normally go to sleep at 9:00, then will now not be able to until 10 PM. We also have a lot of homework, and most of us have to wake up at 6:00 AM to get ready, to get the recommended 9.25 hours of sleep, we must be asleep at 8:45, and because it can take a long time to fall asleep, we will have to go to bed around 8:30 PM. I know that this is the way it is because of the amount of school buses, but I wanted to see if there was any other way for Middle and high schools to start later.

From: Lien Luong
Sent: Monday, May 10, 2021 2:32 PM
To: Public Comments
Subject: [EXTERNAL] Orchestra

Hi please keep the Orchestra program my daughter is doing very well. She plays violin and cello at the billinghurst. It's been a very difficult year for her with kids at home school, on different schedules. All she has is music to comfort her.

Thx,
Lien

[Sent from Yahoo Mail on Android](#)

From: Jarrid Green
Sent: Monday, May 10, 2021 2:33 PM
To: Public Comments; JeffreyChurch@washoeschools.net
Subject: [EXTERNAL] Agenda 5.05

Hello all,

We are proud parents of a child that is currently in the PAC program at Damonte High School. We are completely aware of the dilemma that the WCSD is facing with budget constraints but cutting these talented kids out of their passions is UNEXCUSEABLE not to mention unnecessary!! We as parents have encountered several unnecessary positions within the Administration Building and school site positions that would benefit from consolidating positions to their responsible departments. Trimming the excess positions should be priority over taking away programs that children are passionate about engaging in at their schools. We as a district are already ranking next to dead to last in education. We can do better and start thinking outside the box . An executive assistant is not necessary if we have the technology to forward communication through emails, voicemails, and texts. As a district our focus should be supporting our kids' futures not cutting out or dumbing down their programs. Its about the children. Its time that everyone who is involved with the education of our future to put on our thinking caps and gloves and dig into formulating a more efficient way of organizing the operation of the school district. We all need to step up to the plate and accomplish what is best for our children, and excuses DON'T get anything done for our children.

We are very proud of our child who is currently in music and PAC program and it has brought our child out of a really dark place. You have mentioned in previous board meeting that mental health is a concern of the boards and the district. Give this food for thought that some of these children that are in music may have a similiar situation as our child has went through already in such a young life. Lets use our minds to come up with more options before just using knee jerk reactions .

Think options through.

thanks for everyone's attention

involved and proactive parents of music student

From: Trisha Nugent
Sent: Monday, May 10, 2021 2:40 PM
To: Public Comments
Subject: [EXTERNAL] Agenda item 5.05

Dear school board,

I want to take a moment to express how important music programs are in school. They are a wonderful creative outlet for students to use to express themselves. Many studies have shown how music engages and helps develop a different part of the brain. And the music programs in schools are different than individual instrument lessons in that they teach the students to work together and listen to one another. Students learn teamwork just as they would on a sports team. A well-rounded curriculum needs music instruction as part of it.

Trisha

From: Mikala Tranter
Sent: Monday, May 10, 2021 2:57 PM
To: Public Comments
Subject: [EXTERNAL] Agenda item 5.05

I would rather my kids get quality classroom instruction and physical education. Music (orchestra and band) is not useful in the real world.

Sent from my iPhone

From: Susan Stieg
Sent: Saturday, May 8, 2021 12:06 PM
To: Public Comments
Subject: [EXTERNAL] Curriculum

To Public Comments for reading -

Our schools were established to teach reading, writing and arithmetic. Family values are to be in the home and family where each household may nurture their selective perspectives and opinions. Also to determine when a child is able to discern these ideas and be able to ask clarifying questions. The proposed material that is being considered by the board to teach our youngest and most impressionable children in the k-5 age group is not age appropriate. They do not have the cognitive skills to digest it or to ask the needed questions for dialog. This curriculum will be indoctrinating innocent individuals to a very select point of view from certain groups. This is very disturbing and what I would classify as prejudiced/racist/biased.

The movement to rewrite our country's history is appalling. Is our country and forefathers flawed? Yes, but so is our current society, if not more than our founding fathers. There is no one able to claim themselves perfect. If you claim to be perfect, then there is another flaw in that person's repertoire of flaws. We need to recognize and address the mistakes of racial and social issues; to be able to debate and solve them (age appropriate) by jointly participating educators and parents together. The current proposed curriculum divides, polarizes and adds more racism as it presents positions where not all agree. Schools need to maintain and teach truth that is good for all; again back to reading, writing, arithmetic, science and accurate history.

Let's create a curriculum that can be used by teachers in the classroom and augmented by parents (at home) to address "core" issues that are agreed upon. This will heal our society, which is what we need. Standing in opposition to parents by hiding what is taught in the classroom is the ultimate destruction of our next generation. We need to work together to change our future for the good, not to push certain/select agendas. We need to encourage open communication, reason and compromise.

Please do not support this curriculum, causing more polarization that is plaguing our country at this time.

*Thank you,
Susan Stieg*

Reno, NV 89521

From: Dimick, Julie
Sent: Monday, May 10, 2021 3:32 PM
To: Public Comments
Subject: Music Education

To Washoe County School Board,

In reference to item 5.05, please continue to support music education in our district. I am thankful to be an elementary music teacher in the WCSD. It's such a great joy to see students learn to sing, dance, play instruments, and express themselves through music. This year has seen less joy for students who were not able to perform in music programs. Hopefully they will be able to do that again soon when safe to do so. Thank you for your support.

Julie Dimick
General Music PK-5
Veterans STEM Academy
General Music 4th
Nancy Gomes Elementary

From: Manda Ayers
Sent: Monday, May 10, 2021 3:44 PM
To: Public Comments
Subject: [EXTERNAL] Support Music Program

Hello,

I know the school system has suffered with COVID and you are left with difficult challenge of deciding what to continue funding. I would beg that music programs be saved, as though it may not be a core subject, it does have many benefits. There have been many studies conducted that demonstrate how beneficial music is to children from motor skills to helping with emotions and behavior as well as help with reading and language. I could cite them, however as individuals working in education I am sure you have reviewed many of these studies further than I have.

My daughter has loved playing viola the past two years and it gives her an opportunity to relax and express herself. Music is a great outlet for children during chaotic time to focus on something besides books. It is an invaluable coping skill for them.

I know you have to focus on preparing our children for college and to help them be successful, but core subjects are not the only answer as arts and music programs are just as important. Hence if you look at private schools in which our wealthy parts of society can afford, they include arts and music program. We need to also save these departments.

From: Fiona Vong
Sent: Monday, May 10, 2021 4:05 PM
To: Public Comments
Subject: [EXTERNAL] Music budget

Hi! I like to express the experience my child had during this school year in music. She had a great opportunities to learn the note, sing in group and give concert show. She's very excited to give her first formal concert and enjoyed the family support for watching her singing. Music class is a great way for kids to take a break and rest theirs mind from stress. I hope that the Washoe school district will continuing to support the music department.

Many thanks!

Sent from my iPhone

From: james ryan
Sent: Monday, May 10, 2021 4:24 PM
To: Public Comments
Subject: [EXTERNAL] Agenda item 5.05

The Billingshurst Orchestra is very important to me as a proud parent of a student in the program. It has provided my child an excellent source of achievement and understanding in music. The music program is absolutely a value to the curriculum and Billingshurst's program is excellent. I very much value music classes in school and wish to see them continue in our school district.

From:
Sent: Monday, May 10, 2021 4:31 PM
To: Public Comments
Subject: [EXTERNAL] Support the music programs!

Please make sure there is funding to support our vital music programs at Marce Herz and Galena High! Throughout this terrible pandemic, my students' music courses were literally the only 'light' in there day! These are the only classes where students can self express and feel joy. Please don't let these go away! They are the best part of going to school right now for both my students.

[Sent from Yahoo Mail for iPhone](#)

From: max gibson
Sent: Monday, May 10, 2021 5:10 PM
To: Public Comments
Subject: [EXTERNAL] agenda item 5.05

Dear Board members,

I am writing you to voice my concern for any funding being cut to the music programs of Washoe County. As a parent all of my students have taken music through all of their school years and they have been vital to keeping them interested in school. As an educator for Washoe county school district that teaches special ed. I have also seen the importance of music programs at our schools. These music programs are a powerful tool for our most vulnerable students and give many an opportunity to be with their peers in a fun environment. With the emphasis that the board has made on the emotional well being of our students at this time cutting any funding to our music programs could be detrimental to their mental well being. I hope you choose to do the right thing for our children in Washoe county and keep our music programs running with at very least the same funding they are receiving. If not more.

Sincerely,
Maxell Gibson
Parent and Educator

From:
Sent: Monday, May 10, 2021 5:24 PM
To: Public Comments
Subject: [EXTERNAL] Agenda 5.05

Hello all
More food for thought :

Students in high-quality school music programs score higher on standardized tests compared to students in schools with deficient music education programs, regardless of the socioeconomic level of the school or school district.
Johnson, C. M. & Memmott, J. E. (2007). Examination of relationships between participation in school music programs of differing quality and standardized test results.

Sent from my iPhone

From: p patton
Sent: Monday, May 10, 2021 9:19 PM
To: Public Comments
Subject: [EXTERNAL] Agenda Item 5.05

Members of the Board of Trustees:

Numerous studies have shown that music programs help students develop in math and science as well as music. My boys are currently in orchestra at Billinghamurst and McQueen the self-confidence each has derived from their participation is immeasurable. Last year when both were at Billinghamurst Mrs. Neidhold kept her students engaged until well past the end of the school year.

Please maintain these important programs.

Respectfully,
Patricia A. Patton

--

"What does a thesaurus eat for breakfast? A synonym bun" #petrolpump wisdom

From: Summer Kaufman
Sent: Monday, May 10, 2021 9:32 PM
To: Public Comments
Subject: [EXTERNAL] Oppose Supplemental Curriculum

As a parent and former teacher for WCSD, I strongly oppose the entire supplemental curriculum. I believe it causes more division, segregation and bias. I believe it will lead to racial guilt and confusion. Lastly, it will undoubtedly be uncomfortable for teachers to teach at the elementary level causing push back from parents and our community.

We need to focus on the basics at this age. WCSD still struggles to perform in basic areas such as math and reading. Please direct your attention and our funds so our students can read and compute to serve them in their future. Hate will never serve our students in any stage of life.

Thank you!

Summer S. Kaufman- M.A.T.

From: Gwen and Bob Jensen
Sent: Monday, May 10, 2021 9:37 PM
To: Public Comments
Subject: [EXTERNAL] Civics Curriculum

Dear Washoe School Board;

As citizen of Washoe County, a taxpayer and registered voter I am not in favor of the K-5 Civics Curriculum for our public schools. I feel this curriculum is not based on facts but an invalid philosophy.

Retired Teacher,
Gwendolyn Jensen

From: Greg B
Sent: Tuesday, May 11, 2021 8:10 AM
To: Public Comments
Subject: [EXTERNAL] The foundational importance of FINE Arts

To whom it may concern,

I cannot overstate the importance of having FINE arts offered in our schools.

To me it makes no difference if it's ceramics, painting, orchestra, dance or band, they all are of utmost importance, especially the instrument subjects!

These are critically important to providing our children a well-rounded education and every possible measure must be taken to ensure their presence in our schools at all grade levels.

That being said, if there is truly a need to cut budgets, then it would ONLY make sense to cut out fine arts, if the entire basketball program were cut too.

Think of the savings in paying coaches, referees, bus trips, janitors, uniforms, electricity, etc if the entire basketball program were cut.

Not to mention it would be gender equitable and would affect all 4 grades of high school.

True budget savings would be recognized.

Now, my child does play on the high school basketball team; they also play in orchestra, and I am NOT in favor of cutting either program.

I bring up this example to point out the disparity in our thinking, that athletics is somehow except from cost savings while the fine arts are often "on the chopping block".

We must offer and encourage our children to be more than simply athletes, that being cultured and refined in the audio and visual arts is a foundational part of our society.

If you do anything, please expand the fine arts and do not remove these programs from our children's lives.

Thank you,

Greg Burst

From: Lourdes McDowell
Sent: Tuesday, May 11, 2021 9:12 AM
To: Public Comments
Subject: [EXTERNAL] Agenda Item 5.05

As a parent of a Billingham student I'd like to express my gratitude to Mrs. Neidhold and the Billingham staff. My son's participation in orchestra this last school year helped keep him active and connected with his classmates. Mrs. Neidhold found a way to make it work for her full distance learning students. Along with the multitude of benefits of learning to play an instrument, orchestra brought my son a bit of normalcy during a most unusual year. My 2 eldest McQueen students were also introduced to music through Billingham's music program and continue playing to this day. Orchestra has opened my sons to new experiences to include RPYO and has had a positive impact on my family as a whole. Personally it brings me tremendous joy to hear my sons play and I look forward to every concert. Please continue to support the Fine Arts in our schools. Thank you!

From: Grimm, Rachel
Sent: Tuesday, May 11, 2021 9:15 AM
To: Public Comments
Subject: [EXTERNAL] Agenda 5.05

Hello,

I am reaching out as I understand that the arts/music programs may be discussed in the upcoming budget meeting. While I understand the budgeting concerns that our schools face, I would hate to see any more of our arts/music programs be cut. Despite music not being part of the “core” subjects, there are years and years of research and data that supports music and arts for both emotional and creative development, but they have also shown that exposure to the arts actually improves the core subjects. In addition, given the current environment of the world, and the challenges to mental health for our kids, these programs are even more important.

Thank you
Rachel Grimm
Mt Rose Elementary parent

The contents of this e-mail message and any attachments are intended solely for the addressee(s) and may contain confidential and/or legally privileged information. If you are not the intended recipient of this message or if this message has been addressed to you in error, please immediately alert the sender by reply e-mail and then delete this message and any attachments. If you are not the intended recipient, you are notified that any use, dissemination, distribution, copying, or storage of this message or any attachment is strictly prohibited.

From: Crystal Shaw
Sent: Tuesday, May 11, 2021 10:09 AM
To: Public Comments
Subject: [EXTERNAL] Agenda 5.05

Getting rid of music and fine arts is a terrible idea. The world the way it is now is royally messed up and to take away music and fine arts is a travesty.

Do donations or have parents pay for the classes if they want their kids to have the arts. Do not punish the whole for the few.

Sent from my iPhone

From: Jennifer Wilhelm
Sent: Tuesday, May 11, 2021 10:15 AM
To: Public Comments
Subject: [EXTERNAL] Agenda Item 5.05

To the Washoe County School Board Trustees:

My children are band students and I would like to say that band is the reason they both love school. Music classes have been a lifeline for them over the last year and they wouldn't have done as well as they have without these classes.

The academic and social emotional benefits of music classes have been crucial for both of my children throughout their education in Washoe County School District. I know that we are not the only family who feels this way. Please take this into consideration when you think about funding.

Thank you,

Mike and Jennifer Wilhelm

From: Staats, Alicia
Sent: Tuesday, May 11, 2021 10:25 AM
To: Public Comments
Subject: Support for music programs....

Good morning,

My son is a Freshmen at Reed HS in the Orchestra class. He has been playing the violin since he was in 6th grade. I feel as though music is a huge part of students' learning. It has especially impacted my son and this is one of his favorite classes in school. Not having usual performances due to the Covid-19 pandemic has definitely be difficult. I hope that music programs in school continue as it is another way for students to show their talents and express themselves in a positive way.

Thank you,

Ms. Staats.

From: Johnson, Sarah
Sent: Tuesday, May 11, 2021 10:44 AM
To: Public Comments
Subject: Orchestra at Billinghamurst

The orchestra program at Billinghamurst is an important part of my student's educational experience. I am very thankful and impressed with how much the program has positively impacted my student!

From: Lindhorst, Jeffrey
Sent: Tuesday, May 11, 2021 11:02 AM
To: Public Comments
Subject: 5.05 agenda comment

Hello,

I would like to compliment the Washoe County Fine Arts Department at Damonte Ranch High School. They have provided my child with an excellent Music Education. My child's strength is in Music, not Math. They may pursue Music as a career because of the outstanding music instruction by Mr. Mittendorf and Ms. Karl.

We moved from 2000 miles away for our child to attend the Damonte Ranch High School PAC program. Please make sure that the Arts are always vital for students in our School District.

Thank you,

Concerned and Passionate Orchestra Parent

From: Johnson, Leslie A
Sent: Tuesday, May 11, 2021 11:09 AM
To: Public Comments
Subject: regarding agenda item 5.05

Im emailing regarding the upcoming discussion regarding music programs in school. Music programs are an essential part of education. Coming from a parent that played a musical instrument and sang in choir all throughout grade school, middle school and high school. I can say that I had better grades and scored better on tests and exams. It is proven that playing a musical instrument / singing uses another part of the brain that helps academically. Music is an important outlet for our kids.

From: Courtney Smith
Sent: Tuesday, May 11, 2021 11:33 AM
To: Public Comments
Subject: [EXTERNAL] Public comment for 5-11-21

To whom it may concern,

I am writing to oppose mandatory covid vaccines for Washoe County students. Per the CDC, the survival rate of children ages 0-17 is 99.9%. Also, the vaccine insert from Pfizer and Moderna states there are many risks associated with the vaccine some of which include fever, joint pain, nausea, vomiting, a life threatening adverse event, hospitalization, and even death. Both inserts also state (page 7 for Pfizer and page 4 for Moderna) that these vaccines may not protect all vaccine recipients. Given this information, each family should be able to make the choice on whether or not they want their child to receive the covid vaccine. Where there is a risk there MUST be a choice.

From: Suzanne Forbush
Sent: Tuesday, May 11, 2021 12:19 PM
To: Public Comments
Subject: [EXTERNAL] Agenda item 5.05

I have had students at Mendive and Reed in orchestra and band. Their classes have been the key to their success in school! The teachers have been beyond amazing, always encouraging and allowing room for growth. Without these amazing classes, middle school and transitioning to high school would have been much worse. Learning to read music is like learning a foreign language. Critical for life in this world and best when introduced in positive, uplifting ways while children are young, yet beneficial at any age and ability level.

From: Shelley Buchanan
Sent: Tuesday, May 11, 2021 12:30 PM
To: Public Comments
Subject: [EXTERNAL] May 11th Board meeting public comment

Agenda Item: 5.02 Teacher shortages

Regarding Goal 2.3: Continuously increase retention and engagement of highly-effective and engaged personnel.

It is imperative that the district recruit and retain highly qualified educators.

Time and time again, research has shown that the level of expertise a teacher possesses is directly related to the level of academic gains in students. This is especially true at the secondary level where specific content area knowledge is necessary in addition to teaching abilities.

But there are several reasons why WCSD (and other districts) are not attracting and retaining highly qualified teachers in the classroom:

1.) Many experienced teachers with post-graduate degrees move out of the classroom and into administration or teacher training (specialist positions.) Not only can you make more money, but you are also afforded more respect. In the last two decades, *the percentage of Nevada teachers in the classroom versus in administration or specialist positions has decreased by 5%*. (Nevada Department of Education: Nevada Class Sizes, A Comprehensive Review - 2021). **The district needs to create incentives to keep great educators working directly with kids instead of leaving the classroom for other school positions.**

2.) A first-year teacher with a Master's degree or even a PhD is treated the same as a first-year teacher with a 4-year diploma. In other workplaces, an advanced degree equals a position with more responsibility and authority. *Even teachers with 10 plus years of experience and more than one graduate degree are treated the same as a teacher without these advanced qualifications.* **Build levels where highly qualified educators are given recognition that goes beyond a small pay bump.**

3.) Experienced highly qualified teachers know what they need help with. **Allow them the autonomy to design their own professional development, instead of a one-size-fits-all approach to PD.** Not only it is the financially wasteful, inappropriate and redundant PD destroys employee motivation.

4.) Give teachers time to be great teachers. If the district is paying for highly qualified teachers, and yet they fill up their prep time with paperwork, irrelevant trainings, sub

duties, etc., the district is not getting their money's worth. **For every mandate or new initiative, there needs to be one taken away. Teachers can't do it all.**

4.) Include employee feedback surveys into decision making metrics. Survey and focus groups can be just as useful and valid as quantitative measurements. Teachers have been telling the district what they need, and it is not being taken seriously enough. Act upon this information. Data from the WCSD 2018-2019 Listen to Learn Conversation Survey reports that most of the things that negatively impact teacher morale are things the district can control: lack of prep time, lack of respect, lack of autonomy, lack of trust. **In other words, if the district wants to attract and retain highly qualified teachers, treat them as professionals.**

I encourage the Board and the district take these words seriously. Our students and families deserve great educators.

- Shelley Buchanan (former educator and WCSD parent)

From: Reyes, Kendragrace
Sent: Tuesday, May 11, 2021 12:31 PM
To: Public Comments
Subject: Agenda Item 5.05

My name is Kendra Reyes and I am a counselor at Desert Skies Middle School. I just wanted to write-in in support of the fine arts programs in our schools. I know you have some hard decisions ahead regarding the budget and I just hope that these programs are not heavily impacted. I see the impact that these programs and their amazing instructors have on children's lives. I would like to highly advocate for our Title I schools where our population of students may otherwise never be exposed to things classes like band and orchestra and losing them would only further widen already existing equity gaps in our school systems. I hope you can keep these comments in mind as tough decisions arise in the future. Thank you for your time and consideration.

Respectfully,

Kendra Reyes, M.A., NCC
Lead School Counselor
(Last names Loq-Ramirez)
Desert Skies Middle School

Do you need information, resources, or help during this COVID-19 crisis?

Your School Counselors, Safe School Professionals and School Social Workers are still here for you and your family

¿Necesita información, recursos, o ayuda durante la crisis del coronavirus?

Sus consejeros escolares, profesionales de la escuela segura, y trabajadores sociales de la escuela todavía están aquí para usted y su familia



From: Langer, Ari
Sent: Tuesday, May 11, 2021 1:01 PM
To: Public Comments
Subject: Agenda Item 5.05

Dear School Board,

When some hard times came down on the Band Class of Depoali Middle School, the family of the Band Teacher provided us with good support. The band came together and stuck together.

From: Wilhelm, Samuel
Sent: Tuesday, May 11, 2021 1:05 PM
To: Public Comments
Subject: Agenda Item 5.05

Dear Washoe County School Board,

If band wasn't an option at school, I wouldn't want to go. Band is what makes me want to be me. Instruments are fun to play, and they give something to do. When our friend took his own life, the band family provided good support for me and my friends. Band (and other music classes) are the best things to do at any school, and I think that music is important. Music, and the fine arts, are awesome.

-Sam Wilhelm

From: Joe Hansen
Sent: Tuesday, May 11, 2021 1:23 PM
To: Public Comments
Subject: [EXTERNAL] Comment on WCSD considering Critical Race Theory

Importance: High

Dear Washoe County School District Board Members,

I can't make the WCSD board meeting to comment publicly, so I'm writing to share a quick note with the board via email regarding Critical Race Theory, which I understand is being incorporated into WCSD curricula. :

Efforts to address racism in school curricula sound laudable, but they focus on the very thing Martin Luther King, Jr. hoped we would NOT be focusing on — the color of someone's skin vs. their character.

Groups like BLM and instruction like Critical Race Theory make overblown assumptions about how pervasive racism is in today's America. They project victimization and "white privilege" in ways that are very divisive, and not backed by actual data.

The solution is VERY SIMPLE: Preach the Golden Rule. Preach kindness. Those things transcend race...they apply to all human beings and promote equality in a harmonious way. Once we start seeing each other not as whites, browns and blacks, but as brothers and sisters from the same human race, the objectives we're all hoping to achieve will be realized in a spirit of unity.

Stop with the racial emphasis, racial profiling (and racial division) in the classroom. Keep Critical Race Theory instruction out of the classroom. Start treating all kids and teachers as equals rather than hostages to dubious biases and "race theories". It's really that simple to life people up without dividing them by race.

Sincerely,
Joe Hansen
Reno, NV

From: Tammy Soong
Sent: Tuesday, May 11, 2021 1:26 PM
To: Public Comments
Subject: [EXTERNAL] Public comment -- May 11

To The Washoe County School Board Trustees,

As a parent of WCSD students, a business owner, and a member of the medical community, I would like to reassure the board that many of us in the community support you -- we are unfortunately unable to take time out of our busy schedules to be there. Please know, however, that we appreciate the efforts you've made regarding masking, school closure, decreased class size, social distancing, proms, and sports. We applaud your decision to have conversations about race and history, with the hope of changing the way we educate our children for the better. And we recognize the incredible challenges you've faced this year, knowing that any choices you made would be met with disappointment no matter what.

Apologies for not being there so that you would have at least one masked, grateful person staring back at you today.

Sincerely,
Tammy Soong

From: Gloria Shirk
Sent: Tuesday, May 11, 2021 1:28 PM
To: Public Comments
Subject: [EXTERNAL] Agenda 5.05

Good afternoon,

I am writing in to express our support for Desert Skies middle school band. I have 3 children that attend this school, all of which are in band. All of my kids absolutely love band and their teacher Mr. Wood.

It is so important to have an outlet for kids not just in sports but in band and art as well. Sometime this is the only way for these kids to stay in school, it may be the only class they love and look forward to going to.

2 of my children do not play sports, so in order for them to have an outlet they NEED band. It is the only class they can express themselves in.

Please think of how many kids depend on band and how much it truly helps get them through school and maybe even get them a scholarship to college.

Thank you so much,

Gloria Shirk

From: LARRY KATES
Sent: Tuesday, May 11, 2021 1:59 PM
To: Public Comments; BoardMembers
Subject: [EXTERNAL] SCHOOL DISTRICT WEBPAGE & COVID DATA

5-11-2021

Trustees, Superintendent McNeill and district staff.

Why are you intentionally choosing to keep information from the public and/or allowing your website operators to provide less and/or misleading information to the public via the districts webpage?

Over the course of the year, the information published by the district has slowed and become less reliable. I have made submitted comments to the board, and staff about my observations, and - though I have received acknowledgement of my comments -the district has opted to lower their standards in reporting rather than uphold the ones they set for themselves.

The District home page has removed the link to the digital agenda for today's Meeting of the Board of Trustees.

What expectation is there for anyone to actively participate in the board meeting without this information? Unlike the majority of the community, I have the link to the agenda site in my personal browser history and am able to indirectly access the agenda.

The District is constantly misleading the public about the accuracy of COVID-19 Data in the schools they provide?

On multiple occasions this year, Dr. Paul M. LaMarca's COVID-19 slide presentation showing the District's Data Dashboard says it is accurate on a specific date, but then days later the districts website will use the exact same data and state it is from new date. The most current example is from today's Agenda item 5.07, slide #4, "WCSD COVID Data Dashboard" (see Image 2). The slide states the data reflected is from 6 May; meanwhile the district homepage's Data

Dashboard" (see Image 3) says the data is updated 10 May. They are the same data; they are not from different dates.

The District does not update the School-By-School data?

I am at a loss at why the district does not publish/update data they have about their own schools?

If you can update a dashboard with increased student cases, do you not know what school they are from? Why are you keeping the information from the public? Is someone afraid the information will affect the public option of opening schools?

The district has acknowledged through its own School Board presentations that there have been 4 newly active schools, 44 new student cases, 1 new staff cases, and over 600 exclusions since April 23 (see slide 5) last board meeting. Don't you think the public would like this information accurately reported? Isn't this vital data needed in making an informed decision on further opening schools?

Please repair your webpage, and please start reporting accurately, and in a more timely manner.

Sincerely

Larry Kates

Image 1

PARTICIPATING IN WCSD BOARD OF TRUSTEES MEETINGS

If you would like to email the Board of Trustees or an individual trustee, please visit their [website](#) for contact information.

UPCOMING MEETING:

WCSD Board of Trustees Meeting on Tuesday, May 11, 2021

Washoe County School District, Admin Board Room

425 E Ninth Street, Reno at 2 p.m.

The next meeting of the Board of Trustees will be held on **Tuesday, May 11, 2021 at 2 p.m.** Please note that due to the current state of emergency declared by the Governor because of COVID-19 virus, we will follow current emergency directives and health restriction on the size of gatherings. The Board meeting will be held in person with set up to allow for physical distancing. Seating will be limited. All attendees will be required to wear face coverings. While the trustees will attend the meeting in person, the community is invited to attend the meeting in person or view the meeting on our YouTube site: <https://www.youtube.com/channel/UChHIK-aa3yh6Z4EHo1Zntwg>

If you wish to attend the meeting, one public comment may be made in person on any agenda item, to include the general public comment periods. If you are unable to attend the meeting, one public comment may be made on any agenda item, to include the general public comment periods, before or during the meeting to publiccomments@washoeschools.net. All comments via email will be forwarded to the Board and included as part of the meeting materials and minutes. **Emailed comments will not be read aloud during the meeting.** Also, the purpose of public comment, either in person or via email, is to allow people to express their opinions on a topic. Public comments may not receive a response or have questions answered. If you submit both a Public Comment email and an email to the Board of Trustees at the same time, your email will be treated as a Public Comment and be included as part of the meeting materials and minutes.

[PUBLIC COMMENT](#)

Image 2

WCSD COVID Data Dashboard

WCSD COVID Data Dashboard					
Community Wide Measures					
<i>Risk Meter</i> https://tmrpa.org/covid-wc/	<i>Average Daily Cases Per</i>				
5.0 Moderate	6.63				
Community Wide – School Age Children					
0 to Age 4		5 to Age 10			
4	New Cases**	8	New Cases		
22	Active Cases**	34	Active Cases		
811	Recovered Cases**	1136	Recovered Cases		
833	Total Cases**	1170	Total Cases		
School District (WCSD) Specific					
<i>Schools Impacted</i>		<i>Student Cases</i>		<i>Staff Cases</i>	
0	New Schools	16	New Cases	1	
29	Active Schools	32	Active Cases	3	Active Staff
98	Total Schools	475	Total Cases	259	Total Staff

Image 3

PARTICIPATING IN WCSD BOARD OF TRUSTEES MEETINGS

If you would like to email the Board of Trustees or an individual trustee, please visit their [website](#) for contact information.

UPCOMING MEETING:

WCSD Board of Trustees Meeting on Tuesday, May 11, 2021

Washoe County School District, Admin Board Room

425 E Ninth Street, Reno at 2 p.m.

The next meeting of the Board of Trustees will be held on **Tuesday, May 11, 2021 at 2 p.m.** Please note that due to the current state of emergency declared by the Governor because of COVID-19 virus, we will follow current emergency directives and health restriction on the size of gatherings. The Board meeting will be held in person with set up to allow for physical distancing. Seating will be limited. All attendees will be required to wear face coverings. While the trustees will attend the meeting in person, the community is invited to attend the meeting in person or view the meeting on our YouTube site:

<https://www.youtube.com/channel/UChHIK-aa3yh6Z4EHo1Zntwg>

If you wish to attend the meeting, one public comment may be made in person on any agenda item, to include the general public comment periods. If you are unable to attend the meeting, one public comment may be made on any agenda item, to include the general public comment periods, before or during the meeting to publiccomments@washoeschools.net. All comments via email will be forwarded to the Board and included as part of the meeting materials and minutes. **Emailed comments will not be read aloud during the meeting.** Also, the purpose of public comment, either in person or via email, is to allow people to express their opinions on a topic. Public comments may not receive a response or have questions answered. If you submit both a Public Comment email and an email to the Board of Trustees at the same time, your email will be treated as a Public Comment and be included as part of the meeting materials and minutes.

PUBLIC COMMENT

Image 4

From: Yvette Dix
Sent: Tuesday, May 11, 2021 2:09 PM
To: Public Comments
Subject: [EXTERNAL] Mandatory Vaccines for Washoe County Students

To all members on this board,
These vaccines are not Mandatory! It was created for for emergency use only! You are supposed to have some intelligence and actually see that SCIENCE does not prove that these vaccines even work! There are so many studies now proving that these can harm the next generation bodies because we do not have enough data for the latter. Your okay with "My Body My Choice" to kill an unborn child and it is no longer "we as parents chose what we want in our children's bodies?" Oh I see you want to kill our "Born Children" too.

So now when you see the statistics in years to come for what you are making mandatory that is not, we will sue you, the county. We can not sue the pharmaceutical, you smart bastards made sure of that but we can come after you. Lets give all YOUR children and relatives and grandchildren the "shot" wait a year and come back to the table.

We strongly oppose, when you have no children in your schools because of your cancel culture curriculum and violate our bodies, there won't be a Washoe County School District. These are our Children and you cannot have them.

Yvette Dix

From: Scot Krause
Sent: Tuesday, May 11, 2021 3:59 PM
To: Public Comments
Subject: [EXTERNAL] public comment

School Board Members,

I would like to add my support for the supplementary curriculum. Frankly, I am disappointed at how many letters I read and speakers I have heard today that are misrepresenting what those lessons attempt to teach. A lot of people said or wrote that they read the lessons, and that they disagree with them, but mum's the word when it comes to actually describing specific instances of what is wrong with the lessons. That level of argument wouldn't fly in my 6th grade classroom, and it shouldn't be taken seriously when made by adults.

The lessons are perfectly suited to our standards, as they involve reading, writing, speaking, and listening, so the argument that we need to spend more time on those literacy skills falls short. These are important and interesting topics that will engage students with literacy in meaningful ways. Students talk and think about race, class, and many other topics that some members of our community would like to shield their children from. I would prefer that students are provided opportunities to reflect on these serious topics in the classroom.

Also, opponents of these lessons are claiming that the focus is to make white students feel guilty and responsibility for historic and present injustices. I did not pick up on that when I read the lessons. Perhaps somebody could quote the lessons and show me what I missed. What I did notice was that the lessons asked students to reflect on how different elements of a person's or group's identity shape their experiences. A little reflection never hurt anybody.

Maybe I am just irritated, but I wish just once somebody would quote the text they have a problem with, instead of speaking in vague generalities.

Thanks,
Scot Krause- WCSD teacher

From: Issabelle Kirby
Sent: Tuesday, May 11, 2021 2:00 PM
To: Public Comments
Subject: [EXTERNAL]

Dear School Board,

The band program at schools is very important because it gives people a very close family and some of the best friends I've ever made. And when our friend who was in band took his life, the band family and friends created an amazing support system for the kids who were struggling. Even though this was something many people were having a hard time with it made it so much easier knowing that the entire band had your back and would walk with you every step of the way through it. Band and the fine arts programs are also important because for they kids who don't particularly like school the music programs can give them a bright spot in their day, a place to express themselves and feel like they are a part of something much bigger than themselves.

Sincerely,
Izzy Kirby

Sent from [Mail](#) for Windows 10

From: Jackie Jensen
Sent: Tuesday, May 11, 2021 6:00 PM
To: Public Comments
Subject: [EXTERNAL] Fw: No talking at lunchtime public comment reference

Originally sent this to McNeil and the Board, but thought this may be an appropriate avenue as well to support those who made it in person to the meeting today.

Please see below

[Sent from Yahoo Mail on Android](#)

Hi all,

I was listening to the board meeting and was very moved by the lady's comment regarding her heartache with her girls, specifically about her elementary school-aged daughter who cannot talk at lunch time.

I couldn't believe that this could be the case and decided to ask my 2nd grader, who attends Diedrichsen Elementary school. She expressed to me as well that they are not allowed to talk during lunch as "they can do all their talking at recess". I asked if this was the rule last year and she said no, just this year. She stated that they receive dojo points for being quiet and lose them and/or have to stay during recess to clean up the lunchroom if they talk.

I agree with that mom's comments about this being inappropriate and abusive. It may be a problem across the county and not just her school (unless, coincidentally, we have daughters at the same school).

Can we please have this addressed or some explanation as to why this expected in the elementary schools? I also wonder if it is also just time to allow the public in the schools again. We have truly been in the dark all year and if we parents could witness what our schools and classrooms actually looked like then we could make better, informed decisions regarding our children's education.

Thanks for any information!
Jacklyn Jensen

[Sent from Yahoo Mail on Android](#)

From: Wayne Kerr
Sent: Tuesday, May 11, 2021 7:01 PM
To: Public Comments
Subject: [EXTERNAL] Agenda Item 5.05 Orchestra Programs

Greetings WCSD Board Members,

Orchestra programs have been vital to our son and daughter's educational careers over the past several years. Mrs. Caryn Neidhold at Billinghamurst Middle School, has given our children an incredible music foundation, and they both have excelled because of her dedication to them as young cello and viola performers. Our son has now moved on to McQueen, and is having an equally inspiring experience with Mr. Kenny Baker.

These Middle and High School programs have helped our kids grow socially, emotionally and academically. Their minds are well organized after learning the fundamentals; like learning how to read and play music. My wife and I are both firm believers that orchestra has made an impact in other subject areas as well, and correlates directly to better a understanding of mathematics and the sciences. My son tells me walking into orchestra class each day (4 years in) instantly "calms him" which is just the right medicine students need in this fast-paced and often stressful world we live in.

Orchestra and fine arts need to remain within the overall WCSD budget, as these programs provide a creative outlet for students, and in many cases keep kids in school, who may struggle in other academic areas. If anything, these programs should receive increased funding and we would be happy to help fundraise to further grow these programs.

The orchestra programs provide unique differentiation for your academic institutions and are one of the main reasons we have not put our kids in private school, as many of those schools offer weak fine arts offerings, if any at all. Playing these string instruments will remain with our son and daughter for life and pay dividends to their future schooling and careers. We are incredibly thankful for the Billinghamurst and McQueen orchestra programs and their fearless leaders, who bring music into so many students and families lives year after year.

Sent from my iPhone



WCSD COVID-19 Case Status Report

SCHOOLS ON FULL DISTANCE LEARNING

Schools on full distance learning:

- None

Updated 4/23/2021

	Active Cases	Exclusions	Total Since 8/7/2020
Allen	0	NA	4
Anderson	0	NA	0
Beasley	0	NA	6
Beck	0	NA	2
Bennett	0	NA	4
Bohannon	0	NA	0

Image 5

WCSD COVID Data Dashboard

WCSD COVID Data Dashboard					
Community Wide Measures					
<i>Risk Meter</i> https://tmrpa.org/covid-wc/		<i>Average Daily Cases Per</i>			
7.0 High		9.53			
Community Wide – School Age Children					
<i>0 to Age 4</i>		<i>5 to Age 10</i>			
4	New Cases**	10	New Cases		
20	Active Cases**	30	Active Cases		
809	Recovered Cases**	1117	Recovered Cases		
829	Total Cases**	1147	Total Cases		
School District (WCSD) Specific					
<i>Schools Impacted</i>		<i>Student Cases</i>		<i>Staff Cases</i>	
0	New Schools	19	New Cases	3	
25	Active Schools	20	Active Cases	4	
98	Total Schools	431	Total Cases	258	