

**MINUTES OF THE FEBRUARY 28, 2023  
REGULAR MEETING OF THE  
WASHOE COUNTY SCHOOL DISTRICT  
BOARD OF TRUSTEES**

February 28, 2023

**1. Opening Items**

**1.01 CALL TO ORDER**

The regular meeting of the Board of Trustees was called to order at 2:22 p.m. in the Board Room of the Central Administration Building, located at 425 East Ninth Street in Reno, Nevada.

**1.02 ROLL CALL**

President Beth Smith and Board Members Jeff Church, Adam Mayberry, Diane Nicolet, Joe Rodriguez, Colleen Westlake, and Alex Woodley were present. Deputy Superintendent Seng-Dao Yang Keo and staff were also present. Superintendent Susan Enfield and Ivy Batmale, Student Representative, were present via video conference.

**1.03 PLEDGE OF ALLEGIANCE**

Michele Anderson, Chief Communications and Community Engagement Officer led the meeting in the Pledge of Allegiance.

President Smith held a moment of silence in honor of the five lives lost after the crash of the Care Flight plane.

**2. Consent Agenda Items**

President Smith mentioned Trustee Church had previously requested Consent Agenda Item 2.03, Approval of Appointment to the Council on Family Resources Centers, be pulled for additional discussion. Additionally, Trustees Church and Westlake requested Consent Agenda Item 2.18, Approval of the creation of two Associate Chief of Teaching, Learning, and Leadership positions, and 2.19, Approval of the creation of one Special Assistant to the Superintendent Position, be pulled for additional discussion.

It was moved by Trustee Mayberry and seconded by Trustee Rodriguez that **the Board of Trustees approves Consent Agenda Items 2.02, 2.04 through 2.17, and 2.20 through 2.22.** The result of the vote was Unanimous: (Yea: Jeff Church, Adam Mayberry, Diane Nicolet, Joe Rodriguez, Beth Smith, Colleen Westlake, and Alex Woodley.) Final Resolution: Motion Carries.

- 2.02 The Board of Trustees approved the minutes of the January 10, 2023 Regular Meeting of the Board of Trustees.
- 2.04 The Board of Trustees directed the Other Post-Employment Benefits (OPEB) Trust Fund Board of Trustees to reimburse the District for retiree health benefits from the Washoe County School District OPEB Trust Fund during Fiscal Year 2022-23.
- 2.05 The Board of Trustees accepted the Budget Transfer Reports and provided authorization to include budget transfers between functions or programs for the General Fund and Medicaid Fund for the period January 1, 2023, through January 31, 2023, and approved the transfers from the District's General Fund Contingency Account to the Superintendent's budget for costs related to the Human Resources department assessment (\$39,000), and to the Purchasing Warehouse budget for increased paper costs (\$262,000), in the official Board minutes as required by Nevada Revised Statute 354.598005.
- 2.06 The Board of Trustees accepted the information collected from a single anonymous donor related to Nevada Revised Statute 386.390.
- 2.07 The Board of Trustees approved the bylaws for Mariposa Language & Learning Academy Charter School.
- 2.08 The Board of Trustees approved the purchase of student devices in the amount of \$441,000 as part of the Annual Information Technology Device Refresh Program.
- 2.09 The Board of Trustees approved the purchase of the Follett Destiny System for the approximate cost of \$138,494.49 for the renewal of the program beginning February 28, 2023 and February 28, 2024.
- 2.10 The Board of Trustees approved the Award of Bid #66-B-10-23-AA Information Technology Networking Equipment, to Dyntek Services, Inc. in the estimated amount of \$5,297,969.68 for a term beginning April 1, 2023, and ending on September 30, 2024.
- 2.11 The Board of Trustees approved the Authorization to Move Forward with Bid #23-43-B-02-DA, Flooring Replacement at Darrel C Swope Middle School, in the estimated amount of \$546,921, with Ratification of the Award of this Project at a Future Board Meeting.

- 2.12 The Board of Trustees awarded Bid #23-31-B-01-DA, Track Replacement at Robert McQueen High School, to Advanced Asphalt in the amount of \$883,518.97.
- 2.13 The Board of Trustees awarded Bid #23-32-B-01-AA, Tennis Court Facility Improvements at Damonte Ranch High School, to West Coast Paving, Inc. in the amount of \$580,300.
- 2.14 The Board of Trustees approved the Authorization to Move Forward with Bid #23-42-B-02-DA, Electric Bus Charging Stations Project at Schultz Transportation Center, in the estimated amount of \$379,500, with Ratification of the Award of this Project at a Future Board Meeting.
- 2.15 The Board of Trustees approved Change Orders #2, #3, and #4 to Bid #21-98-B-04-AA, Pavement Rehabilitation Projects at Alice Smith Elementary School, Alyce Taylor Elementary School, Lena Juniper Elementary School, Sun Valley Elementary School, and Reno High School, to Spanish Springs Construction in the amount of \$63,448.24.
- 2.16 The Board of Trustees approved Amendment #1 to the Agreement to Provide Professional Services with Forensic Analytical Consulting Services (FACS) for the William O'Brien Middle School Replacement Project in the amount of \$25,420.
- 2.17 The Board of Trustees approved the purchase of 465 public safety replacement P25 radios estimated at \$1,016,060 through System Purchase Agreement between Washoe County and Harris Corporation (L3Harris).
- 2.20 The Board of Trustees approved the reorganization of the Student Accounting Department by downgrading the Senior Director to a Director and upgrading the Records Manager and Student Accounting Manager to Protech positions.
- 2.21 The Board of Trustees authorized District staff to settle Washoe County School District v. Washoe County, Case No. Cv21-00683, and related Appeal in Supreme Court Case No. 83592, by executing a settlement agreement pursuant to the terms set forth in the attached Full and Final Settlement Agreement and Release.
- 2.22 The Board of Trustees approved engaging Simon, Hall and Johnston, particularly Anthony Hall, to represent the Washoe County School District as Chief Negotiator for upcoming labor negotiations related to Washoe Education Association, Washoe Education Support Professionals/Nevada

State Employees' Association, Washoe School Principals' Association, and Association of Professional & Technical Administrators.

**2.03 APPROVAL OF THE FOLLOWING APPOINTMENT TO THE COUNCIL ON FAMILY RESOURCE CENTERS FOR 2-YEAR TERMS ENDING JUNE 30, 2024: WYLIE EVANSON, COMMUNITY REPRESENTATIVE**

Trustee Church asked if the vacancy had been opened for members of the community because he did not recall seeing it posted. Dr. Paul LaMarca, Chief Strategies Officer, and Rechelle Murillo, Director of Intervention Department, indicated the position had been posted and open to the public for over 2 months. One applicant was received during that time. The position had been vacant for around 3 months.

President Smith opened the meeting to public comment.

Rene Rezendes suggested the District put postings for committee openings in various locations so the community was aware, including providing flyers at meetings.

It was moved by Trustee Rodriguez and seconded by Trustee Woodley that **the Board of Trustees approves the appointment of Wyle Evanson, Community Representative, to the Council on Family Resource Centers for a term ending June 30, 2024.** The result of the vote was Unanimous: (Yea: Jeff Church, Adam Mayberry, Diane Nicolet, Joe Rodriguez, Beth Smith, Colleen Westlake, and Alex Woodley.) Final Resolution: Motion Carries.

**2.18 APPROVAL OF THE CREATION OF TWO ADDITIONAL ASSOCIATE CHIEF OF TEACHING, LEARNING, AND LEADERSHIP POSITIONS TO PROVIDE DIRECT SUPPORT TO PRINCIPALS, SCHOOL PERSONNEL, AND WASHOE COUNTY SCHOOL DISTRICT FAMILIES BEGINNING IN THE 2023-24 SCHOOL YEAR**

**2.19 APPROVAL OF THE CREATION OF ONE SPECIAL ASSISTANT TO THE SUPERINTENDENT POSITION TO PROVIDE DIRECT SUPPORT TO THE SUPERINTENDENT AND EXECUTIVE LEADERSHIP TEAM PERSONNEL BEGINNING AS SOON AS POSSIBLE, AND APPROVES A TRANSFER FROM THE GENERAL FUND CONTINGENCY ACCOUNT TO A GENERAL FUND SALARIES AND BENEFITS ACCOUNT IN THE AMOUNT OF \$65,000 FOR THE FISCAL YEAR 2022-23 COSTS OF THIS POSITION**

President Smith opened Consent Agenda Items 2.18 and 2.19 together.

Dr. Susan Enfield, Superintendent, remarked that she understood the concerns raised by the Trustees and members of the community regarding providing adequate support

in the schools versus providing adequate support to the schools in the central office. She believed the positions she was requesting were important in providing that support to the schools. The associate chief positions were part of the re-envision of the Office of Academics and the changing role of the area superintendents to provide more direct support and supervision to principals. While the titles were different, the positions were the same. Research related to effective principal supervision and support showed the current structure for the area superintendents was not adequate and even prevented them from providing the target supports principals needed to do their jobs. The two new positions would change the number of principal supervisions per area superintendent from 20 to 15, with best practices being 8-10 principals per area supervisor. A consistent theme she heard from community members, students, Trustees, families, and staff was the inconsistency with which programs and practices were implemented across all schools. The approval of all three positions would help with consistency.

Trustee Church expressed concern over increasing the number of non-teaching positions in the District over teaching and/or teaching assistant positions. He was concerned over the costs of the three positions. He would prefer to wait on adding any administrative positions until he was aware of what the Legislature would be doing and until the department analyses had been completed. Superintendent Enfield reminded the Board that one of her first acts as superintendent was to return 57 Teachers on Special Assignment (TOSAs) back into the classrooms. She added that while the TOSAs were teachers, they were working in the central office providing professional development and other essential services.

Trustee Westlake noted the District was in the middle of developing a new strategic plan and the Legislature was in session. She knew much was being asked of teachers and there were fewer teachers. She understood the needs; however, she did not believe she could support the new positions until the teacher shortages and reasons teachers were leaving the profession had been addressed. Superintendent Enfield agreed the teacher shortages did need to be addressed. She provided information on the various recruitment and retention efforts currently happening to entice employees and the work with the Washoe Education Association to meet teacher needs. She was bringing the positions forward now because she knew they would still be needed after the new strategic plan was approved. Information on the timing of the positions was provided.

President Smith reviewed the organizational structure, which had the principals reporting and reaching out to the area superintendents/associate chiefs when there were concerns or challenges that needed to be addressed. With a ratio of 20:1, it was difficult for the current area superintendent to provide effective and actionable services to schools and families.

Trustee Rodriguez mentioned he continued to hear from staff, especially new principals, that they did not feel they had the support of the District because the area superintendents were so busy. He emphasized that the Superintendent was asking the Board for help to maintain consistency for the schools and it was important to listen to her request.

Trustee Nicolet agreed that the supports to schools needed to increase. She appreciated that Superintendent Enfield had also not immediately hired a chief of staff/special assistant position when she came on board. However, she could not support the requests at the present time because of all the unknowns in terms of sustainability and the budget. She agreed with the need, but not the timing.

Superintendent Enfield explained the Special Assistant to the Superintendent position would be similar to a chief of staff. When she first came to the District, she was interested in learning more about the District prior to bringing back a position that had previously been eliminated. The position would allow her to work to ensure the District was a cohesive system and not a collection of separate schools. Additionally, the Leadership Team needed the support the position would provide to ensure clear and tight communication, consistency in the ability to implement programs with fidelity, and follow through of expectations. She did not believe the position would last indefinitely, but she needed assistance to ensure the systems required to effectively and efficiently run the District were implemented.

President Smith opened the meeting to public comment.

Valerie Fiannaca expressed concern over the positions as a grandmother because her grandson was unable to receive the services he required due to a lack of personnel. She claimed the information from the District was that her grandson could not attend general education classes for any period of time because the schools did not have the staff needed to go with him. She believed what was occurring was wrong and that the District was not meeting their responsibilities to her grandson. She urged the Board not to support the addition of any administrative staff until all teaching positions had been filled.

Calen Evans, President, Washoe Education Association (WEA), appreciated the conversation occurring by the Board because it was important for everyone to understand the different perspectives. The WEA supported Superintendent Enfield and what she was trying to do for the District. He stated if the Superintendent said she needed to positions to get where she wanted the District to go, then the WEA would support her because the Superintendent had not given them any reason not to trust her. The WEA also understood the changes she was trying to make and the supports the positions would provide to the schools.

Rene Rezendes was a former parent in the District. She would like to see the District provide examples of some of the positive changes that had occurred with the recent implementation of different staff positions and programs before the Board approved the addition of new central office administrators. She did not believe the positions were necessary because the parents and community members were telling the Board what needed to be improved already during the meetings.

Trustee Westlake asked if the salaries were consistent with the entry level salaries of similar positions. She requested clarification on the amount of the salaries. Superintendent Enfield remarked the salaries were consistent with other, current Leadership Team positions. Mark Mathers, Chief Financial Officer, provided additional information on the costs of benefits, which were around 40% of the total cost of a position. The salaries for the associate chief positions were not entry level but based on certain assumptions, such as current principals applying for the positions. The total salary for the special assistant position was based on the position being filled prior to the end of the current fiscal year.

Trustee Church expressed frustration that he had asked questions ahead of time and was told additional information would be provided at the meeting. He felt it was unacceptable for him to be provided information at a meeting and then asked to make a decision, without being able to speak to his constituents about it. He provided some instances in which he would be willing to support both items, including if the District was able to use Elementary and Secondary School Emergency Relief (ESSER) funding.

Trustee Mayberry felt he had all the information needed to make a decision. He noted the Washoe County School District, as an organization, was run by the Superintendent and it was the duty of the Board to provide the Superintendent with the support needed to run the organization effectively. He understood the concerns raised by others; however, the Superintendent was the expert in running the organization so if she believed the positions were needed, he could support that request.

It was moved by Trustee Rodriguez and seconded by Trustee Mayberry that **the Board of Trustees approves the creation, posting and hiring of the two new positions of Associate Chief of Teaching, Learning, and Leadership to provide direct support to principals, school personnel, and Washoe County School District families beginning in the 2023-24 School Year.**

President Smith opened the motion for discussion.

Trustee Woodley felt it was important to support the Superintendent's requests because she could only be as good as the support system she had under her. He added that if she did not have the people under her to execute her vision, then the vision the Board hired her to do could not occur.

The result of the vote was 4-3: (Yea: Adam Mayberry, Joe Rodriguez, Beth Smith, and Alex Woodley. Nay: Jeff Church, Diane Nicolet, and Colleen Westlake.) Final Resolution: Motion Carries.

It was moved by Trustee Rodriguez and seconded by Trustee Mayberry that **the Board of Trustees approves the creation, posting, and hiring of the new position of Special Assistant to the Superintendent to provide direct support to the Superintendent, Executive Leadership, departments, and principals beginning upon hire, and approves a transfer from the General Fund Contingency Account to a General Fund Salaries & Benefits account in the amount of \$65,000 for the FY23 costs of this position.**

President Smith opened the motion for discussion.

President Smith asked if the District could use ESSER funding to support the position. Superintendent Enfield indicated staff would look into the possibility.

The result of the vote was 4-3: (Yea: Adam Mayberry, Joe Rodriguez, Beth Smith, and Alex Woodley. Nay: Jeff Church, Diane Nicolet, and Colleen Westlake.) Final Resolution: Motion Carries.

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

#### **3.01 PRESENTATION AND DISCUSSION ON THE PROGRESS AND SCHEDULE FOR THE DISTRICT-WIDE FACILITY MODERNIZATION PLAN**

Paul Mills, Senior Vice President, CannonDesign, provided an update on the progress of the development of the District-wide Facility Modernization Plan (FMP). Information on how the idea of “trade-up consolidations” would occur for families and communities looking at the possibility of a school closure was presented since it was important that students were not sent to a school of equal or worse condition than their current school. There would also be intentional and effective engagement of the communities involved in any possible school closure scenario. Facilities options would also be provided to those communities, which would include community conversations and outreach. The benefits, challenges, and timing of trade-up consolidations were reviewed. Ideas for repurposing any facilities that could be closed were presented. In terms of next steps, additional conversations would occur in areas that could face facility closures in the next 5 – 10 years.

Trustee Church asked if the District could develop their own housing instead of hiring a developer to repurpose a site. Mr. Mills noted the District’s primary responsibility was



to educate children and being a landlord or developer was not core to their purpose. However, a public/private partnership with a developer could be an option.

Trustee Mayberry inquired if the District could look at providing vacant facilities to charter school partners. Mr. Mills indicated that he had seen school districts provide facilities to their charter school partners and, in some areas, it was a requirement that charter schools have the right of first refusals. The recommendations provided by CannonDesign would not include specific outcomes, but scenario options for the Board and District to consider.

Trustee Church wondered if there would be recommendations to close schools and if CannonDesign had the opportunity to look at the needs of the Incline Village community. Mr. Mills remarked that in terms of recommendations, CannonDesign, was told all options were on the table, but he could not provide any firm recommendations related to closures at the present time. They had been up to Incline Village to look at all schools and he understood the challenges. They were looking at Incline Village as its own area. It would be premature to provide any recommendations but all scenarios that would provide the best options for students were being considered. It would be important to talk to the individual school communities about possible recommendations prior to reviewing the process with the Board. The FMP would provide information on the facilities and their use as part of the educational system. The FMP would not provide specific options for the Board to vote on, but rather suggestions of different opportunities for the facilities if they were not being used as a school.

Trustee Woodley asked if future developments were also being considered as part of the FMP, especially if the developer was donating land to the District as a possible school site. Adam Searcy, Chief Operating Officer, stated all capital activity did include the possibility of future residential developments and enrollment. The information had been shared with CannonDesign.

### **3.02 PRESENTATION AND DISCUSSION ON THE PROGRESS AND SCHEDULE OF THE DISTRICT-WIDE STRATEGIC PLANNING PROCESS CONDUCTED BY PERFORMANCE FACT, INC.**

Mutiu Fagbayi and Rose Wagner, Performance Fact, Inc., provided an update on the strategic planning process. As the facilitators of the strategic planning process, Performance Fact would act as a guide and not command or control the District or those participating in the process. The importance of having a strategic plan was to create alignment so the District could best serve the students. Data on who the students were in the District was reviewed so everyone was aware of who would be served by the strategic plan. Performance Fact would work to bring together diverse voices from the community to develop the strategic plan. The process and timeline for engaging with the community, including students, staff, and the community, was

presented. The model to be used to develop a strategic plan would be student-centered, meaning the outcomes of the students was the most important aspect of the strategic plan and everything else would then lead into how improving student outcomes would be achieved, including instruction and then infrastructure. Samples of strategic plans from other school districts were reviewed.

President Smith requested additional virtual forums be planned for those families or community members who would not be able to attend in person meetings.

Trustee Nicolet indicated she would be interested in seeing where gifted and talented students fit into the District data. She requested clarification on when the strategic plan would be considered "done." Mr. Fagbayi noted the strategic plan was considered "done" when it was formally approved by the Board. Additionally, gifted and talented students were included in a larger data report, but the group had not been included as an example in the presentation. He was impressed with the amount of data the District had on the students. The data would be used by those attending any of the forums.

President Smith stated she would like to see the Board of Trustees provided the opportunity to participate in the process. She believed the Board should play a stronger role and provide their thoughts on actionable goals and priorities.

Trustee Church believed the item should be listed for action item to allow the Board to provide their opinion. He wondered how the Board should address the fact that over 40% of the students were Hispanic and if Performance Fact or the strategic plan would provide any recommendations related to providing diversity training. Mr. Fagbayi remarked that Performance Fact did not provide recommendations related to the training or teaching of diversity.

Trustee Church mentioned he would like to see the strategic plan written in plain language so the general public could understand and he asked if that was a possibility. Mr. Fagbayi reviewed strategic plans from other school districts that Performance Fact had collaborated on. He believed it was important to use language and data everyone could relate to and understand so everyone could participate in the strategic plan. Superintendent Enfield added that the language used in the strategic plan would be the District's and community's language, not Performance Fact's language. It was important the language represent the vision and priorities of Washoe County.

**3.03 QUALITY OF EDUCATION – REVIEW OF ENGLISH LANGUAGE PROFICIENCY ASSESSMENTS (ELPA) AND SMARTER BALANCED ASSESSMENT (SBA) MATHEMATICS AND ENGLISH LANGUAGE ARTS (ELA) DATA FOR ENGLISH LANGUAGE LEARNERS AND HOW WASHOE COUNTY SCHOOL DISTRICT USES THE INFORMATION TO IMPROVE**

## **THE STUDENT LEARNING OUTCOMES FOR OUR ENGLISH LANGUAGE LEARNERS**

Megan Waugh, Director of English Language Development, presented data on and strategies used to best support English Language Learner (ELL) students. Information on the English Language Development (ELD) model and how the model was used to address academic disparities was reviewed for both elementary and secondary schools. Additional information was provided on newcomer middle and high schools as a model of instruction. The next steps and considerations to improve academic outcomes for ELL students was provided.

Trustee Nicolet asked if the newcomer schools were available to all newcomer students, even if they were not zoned for one of the schools. Ms. Waugh responded in the affirmative. Transportation was provided to students to the newcomer schools, with middle school students receiving transportation throughout middle school and high school students receiving a year of transportation before going back to their zoned school. Attending one of the newcomer sights was a decision of the family and not required.

Trustee Nicolet wondered where the District was in terms of all teachers being EL teachers. Ms. Waugh mentioned the District continued to work towards the goal of all teachers being EL teachers with the ELD model. The intent was for all teachers to be teachers of language as well as content, because there was language specific to certain content areas that had to be learned.

President Smith inquired as to where the Newcomer Welcome Center would be located and if transportation would be provided. Ms. Waugh explained the District would strategically place the Welcome Center in a central location, near bus lines. Vouchers for buses or taxis were being looked into so all those who were interested in accessing the services at the Center were able to do so.

Trustee Mayberry wondered if there was a specific designation the student or family had to have to receive refugee status. Ms. Waugh commented that refugees did receive a special designation from the government. The District worked closely with the Northern Nevada International Center to identify refugee families relocating to the area and provide them with the supports necessary.

Student Representative Batmale expressed concern over the number of Hispanic students in the District who were placed in EL classes because someone believed they needed the supports provided in the classes, even when they had never spoken Spanish. She felt a lot of unnecessary divisions had been created and academic opportunities missed because the students were labeled as "lesser than." Ms. Waugh noted students were placed in EL classes based on a home language survey that was

completed by the parents. If a language other than English was either the first language spoken or the language spoken at home, the student was assessed on their English language proficiency. One of the reasons the ELD model was being implemented was to ensure all students were receiving the Tier 1 instruction in classes and the students able to build relationships with other students..

Trustee Nicolet asked if students were assessed in their home language. Ms. Waugh stated they were not and that was something she was working on. The District was looking at an appropriate assessment that could be offered in a student's primary language so a comprehensive support plan could be built upon where the student was in their learning.

Superintendent Enfield inquired if the state assessments had to be taken in English. Ms. Waugh confirmed the state-wide assessments had to be taken in English.

President Smith highlighted the District's adult learner program, RiSE, provided EL services. Ms. Waugh provided additional information on other EL programming available in the community that was provided to families.

## **4. Reports**

### **4.01 STUDENT REPRESENTATIVE REPORT**

Student Representative Ivy Batmale reported on activities related to the Superintendent's Student Advisory Council.

### **4.02 BOARD REPORTS**

Members of the Board of Trustees reported on their activities, meetings, and events.

### **4.03 SUPERINTENDENT'S REPORT**

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

## **5. Closing Items**

### **5.01 PUBLIC COMMENT**

Renee Rezendes wondered what the District was doing regarding the violence problem in the schools. She hoped the District was providing resources to the schools to keep students and staff members safe. She was concerned that her grandson was failing math

and that the family had to spend money to hire a tutor because the District was not providing the instruction and support necessary.

Valerie Fiannaca mentioned she had a student from Spanish Springs High School perform the Gettysburg Address at an event recently and was surprised to learn the student had never read the speech before. She expressed concern over the restorative discipline theory supported by most members of the Board because she believed it was a failure. She was frustrated that members of the District felt it was appropriate to not take action if an incident occurred off campus and that the attendance zone for the new Procter R. Hug High School now included two rival gangs.

Sandee Tibbett believed Superintendent Enfield and certain members of the Board were colluding to censure Trustee Church. She felt Trustee Church's ability to conduct oversight of the District was hampered because Superintendent Enfield limited his ability to contact staff, without explaining why she had done so. She claimed the Superintendent and some Trustees were violating their own policies and procedures. She believed Trustee Church was allowed a public hearing on the accusations and those who were not supporting Trustee Church should be recalled.

Lani remarked that students should be at the forefront of what was occurring in the District. She stated students should not be learning about critical race theory before they even understood the basics of reading and math. She claimed the District was making kids soft and not disciplining them when they made poor choices. She provided articles to the Trustees regarding why transgender teachings should not occur in schools.

Siavosh believed the recent killing of a 14-year old girl was due to the lack of action by the District. He heard the District ignored the pleas of law enforcement when they changed the zoning boundaries for Procter R. Hug High School and now had rival gangs attending school there. He believed the District was not providing the public with information and destroying the country.

Calen Evans, President, Washoe Education Association, believed the Superintendent and Board understood the concerns of student behavior raised by teachers in the District based on the conversations he had with them. He knew of the work occurring behind the scenes and felt if others knew what was happening then they would have a similar view. He urged everyone to be as open and transparent as possible, so others understood what was happening. He noted it was important for everyone to continue to pressure legislators on funding education appropriately since even with the proposed \$2 billion investment, Nevada's per pupil funding would still be 30% less than the national average.

Jeff Church urged the Trustees to second a request for an agenda item related to the District providing any information collected on gangs in the schools. He recently discovered the District had an officer assigned to the Regional Gang Unit and that there

were around 95 gang members in the District, ages 12 to 18. He wondered if the District's IT Department monitored the data collection of third-party vendors. He claimed the District had violated policy related to a political rally conducted at Reno High School and the District should issue a public apology.

Janet Butcher expressed concern with the information provided by Ms. Fiannaca regarding the student who had not previously read the Gettysburg Address and reminded the Board she had asked what the District did in the schools related to Constitution Day in September. She felt the District should be doing something in every classroom on Constitution Day because it was part of our history and our heritage.

The Board received emails from the following:

- Bruce Foster
- Mon Bertolucci
- Brian Erbis
- E. Gerscovich
- Dana Hardt
- Matthew Herz

#### 5.02 **NEXT MEETING ANNOUNCEMENT**

The next Regular Meeting would take place on Tuesday, March 14, 2023.

#### 7.03 **ADJOURN MEETING**

There being no further business to come before the members of the Board, President Smith declared the meeting adjourned at 5:15 p.m.

---

**Elizabeth Smith, President**

---

**Joseph Rodriguez, Clerk**

---

**From:** BRUCE FOSTER  
**Sent:** Friday, February 17, 2023 10:28 AM  
**To:** Enfield, Susan  
**Cc:** Public Comments  
**Subject:** [EXTERNAL] Teen Girls Experiencing Record Levels of Sadness & Suicide Risk, CDC Says; why do you think CDC? you moronic idiot...

You don't often get email from grtdad53@sbcglobal.net. [Learn why this is important](#)

Supervisor Enfield:

Could both articles shed some light on the issues facing WCSD as documented by the Education Crusade organization. Because of the draconian shutdown by our governmental authoritarians we, the taxpayers, are now faced with spending big dollars in picking up the broken pieces. Have teens, generally speaking, lost their moral compass? Thoughts?

"Schools are a crystal ball into what our country will look like in twenty years."  
-Pastor Rob McCoy.

[Xhmtt&wzxyjx%fuuw{j&rjsyf&njfo&xzuutw%](#)

[ktw&xyzijsy%](#)

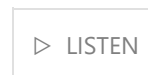
Washoe County School District's Board of Trustees on Tuesday approved an agreement to increase access to mental health treatment providers for students.  
[Read on »](#)

# Teen Girls Experiencing Record Levels of Sadness & Suicide Risk, CDC Says; why do you think CDC? you moronic idiots what you did with the lockdowns & school closures! You isolated teens & cut them

off from peers & normal social life & civilizing effect; disruption of closures devastated teens; robbed teens of a moral center & clarity about life's meaning, stripped the predictable life rituals

DR. PAUL ALEXANDER

FEB 16



We forced the 'id' (primitive self) to rule over the ego (executive socially adapted self). Ransacked the lives of teens (especially already troubled teens) and removed the predictable 'normalized' routine rituals of life. The result and IMO, teens reported increasing experiences of violence and suicidal thoughts, but girls fared worse than boys based on this CDC report in the WSJ. I have written that the recent mass shootings by teens in America can be traced to lockdowns and school closures, and even the prolonged use of COVID face masks that severed the human connection that helps govern maladaptive behavior. These COVID lockdown lunatic polices shattered social bonds, stripping us of the ability to feel empathy or social 'good' to another, of seeing and feeling that 'community', and indeed, may have created irreparable damage. Hope has dwindled and is now gone in many a teen, in many a young person.





SOURCE:

<https://www.wsj.com/articles/teen-girls-experiencing-record-levels-of-sadness-and-suicide-risk-cdc-says-b30b7e8e>

As per Tucker, we are seeing troubling signs, markers, bubbling and even extreme examples of the loss of moral center. It can go beyond depression and suicidal thought. 'It is also a warning. Millions more have been so affected, as we lost two years, not only of education, but also of socialization opportunities. Networks have been shattered. Expectations that life can be stable and good, and always will be, are gone for many among a whole generation' ...lost is the ability to see 'our own well-being as bound up with the fate of others.'

WSJ:

'Nearly three out of five high-school girls in the U.S. who were surveyed reported feelings of persistent sadness or hopelessness in 2021, a roughly 60% increase over the past decade, new research from the Centers for Disease Control and Prevention found. In 2021, 57% of high-school girls reported experiencing persistent feelings of sadness or hopelessness in the past year, compared with 36% in 2011. Thirty percent reported they seriously considered attempting suicide in 2021, up from 19% in 2011.'

'The CDC found that 29% of high-school boys reported experiences of persistent feelings of sadness or hopelessness in 2021 compared with 21% in 2011. Meanwhile, 14% of high-school boys reported to have seriously considered attempting suicide, up from 13% in 2011.

'These data show that the mental-health crisis among young people continues.'

I again say that yes, this is complex and there are a multitude of factors at play yet I place the COVID lockdowns and school closures at the core. The COVID lockdown

lunacy have taken teens with malleable, impressionable, developing and unsettled minds, and ripped their worlds apart and have left them spinning, unable to trust given what they have witnessed their governments do to them. Critically, stripping them of all their power and decision-making. Under threat of law and societal ostracization and removal from normal day to day activities if they did not comply. Government bureaucrats and technocrats stepping into the life of a teen and taking away everything, with no decision-making left to them for 2-3 years.

We are now left to take up the pieces with the broken minds of our teens.



Reposted by,

B. Foster

Sparks



---

**From:** Mon Bertolucci  
**Sent:** Tuesday, February 21, 2023 3:06 PM  
**To:** Mon Bertolucci  
**Subject:** [EXTERNAL] 14 year old student murdered two days ago after 1 1/2 years of threats and bullying  
Why didn't School Supt. Enfeld report this to the media? Why is law enforcement silent about the murder?  
**Attachments:** image007.emz; image009.emz

INTERESTING INFORMATION ABOUT WCSD (SEE BELOW)

WCSO IS CLEARLY A DISASTER

CLEARLY YOU DO NOT KNOW WHAT YOU ARE DOING AS TRUSTEE

CLEARLY YOU ARE UNQUALIFIED

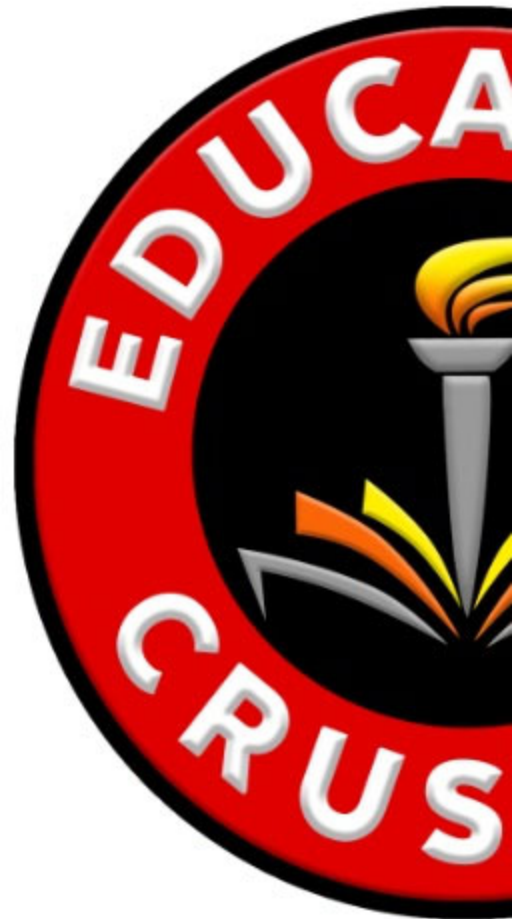
WHY DON'T YOU JUST RESIGN YOUR WCSO TRUSTEE POSITION TODAY?

Education Crusade - **14 year-old North Valleys High School Student Murdered - Family Blames Her School** Yahoo/Inbox

- From: Paul D. White <[whitepauld@gmail.com](mailto:whitepauld@gmail.com)>  
To: news@mynews4.com, producers@ktvn.com, news@kolotv.com, news@kunr.org, Nevada Liberty, Eddie Floyd, Samantha Stone, Church, Jeffrey, joseph.rodriguez@washoeschools.net, elizabeth.smith@washoeschools.net, Nicolet, Diane M, adam.mayberry@washoeschools.net, alex.woodley@washoeschools.net, colleen.westlake@washoeschools.net Hide

Tue, Feb 21 at 10:15 AM

# **EXPOSING T PROVIDING PROV DEMANDING COURAG**



**What's going on at YOUR school?  
Confidential Hotline - (775) 685.8200**

**Contact: Paul White (775) 685.8200**

Date: 2/21/23

# **14 Year-old WCSD High School Student Murdered 2 Days Ago on a Sunday**

## **Superintendent's Office**

notifies the School Board that it was just a "tragic death."

## **Victim's Family**

states on North Valley Community Facebook that the "tragic" part is the school's leadership denied the family's pleas for a year-and-a-half to stop their child's killer(s) from bullying and threatening their daughter.

**Why didn't the Superintendent report this to the media?**

Why has law enforcement said NOTHING about the murder?

**Where is the Superintendent's response to the family's charge, denying or acknowledging their claim that school leadership was criminally negligent?**

Education Crusade has heard from dozens of families at many WCSD schools whose children have been beaten and/or robbed because WCSD Principals did NOTHING when the parents repeatedly asked them to prevent and punish individuals, groups, and gangs who were preying on their children.

**Why did the Superintendent NOT report to the School Board last week**

that a Spanish Springs HS teacher WAS **knocked out**

trying to break up a large student fight (captured on video)?

**Superintendent Susan Enfield is demonstrating on a weekly basis that she has NO idea how to address our schools' most serious problems, and her recent hire was a dangerous mistake.** The evidence is overwhelming and mounting, that our students and staff are not safe and are being assaulted and abused on a daily basis.

The learning environment is in daily, dysfunctional chaos.

**The superintendent will not even ACKNOWLEDGE that a drug-use epidemic is consuming our schools.**

**Aside from Jeff Church, the School Board created this situation and is allowing it to continue.**

NOT ONE of the other six Board members has spoken out against the unacceptably dangerous condition of our schools.

The other 6 Board members need to either join Church (and the community) in demanding the Superintendent's resignation, OR ... they should resign themselves.

- For more stories from Education Crusade and Washoe County schools: <https://nevadaliberty.org/student-violence-dilworth-washoe-county/>
- 
- 
- [EDUCATION CRUSADE REBUTTAL & INTERVIEW: Paul White KOH 780 >Truthful< State of Education Washoe County School District - Nevada Liberty](#)



[Save Our Children – Nevada Liberty](#)



## **Save Our Children – Nevada Liberty**

Posts about Save Our Children written by Caelia Shortface



---

**From:** Brian Erbis  
**Sent:** Thursday, February 23, 2023 11:09 AM  
**To:** BoardMembers; Public Comments; Enfield, Susan  
**Subject:** [EXTERNAL] FW: The Student Walk Zone

Resending this as this should have been reflected in Public Comments in the February 14, 2023 regular meeting.

Additionally, today was a late start in the WCSD, and the Arrowcreek Parkway sidewalk from Wedge Parkway to Thomas Creek was not cleared. Since the board previously declared an exorbitant walk zone diameter, this stretch should be a shared responsibility by the WCSD and Washoe County. This corridor is the only feasible way for most walkers to access the Marce Herz Middle School.

Please add this to the public comments record.

Brian Erbis,

Reno, Nevada

---

**From:** Brian Erbis  
**Sent:** Wednesday, February 1, 2023 7:07 AM  
**To:** Public Comments <PublicComments@WashoeSchools.net>; BoardMembers <BoardMembers@WashoeSchools.net>; Washoe311 <Washoe311@washoecounty.us>  
**Subject:** The Student Walk Zone

Attn: WCSD, WCSD Board, and Washoe County

Some time ago, the WCSD Board extended the middle school student walk zone from 2 to 2.25 miles, significantly affecting a student's commute to and from school. As such, a representative of the WCSD Police subjectively declared the Arrowcreek Parkway corridor safe for adolescents to walk. As previously brought to the board's attention, there are several known factors, among them speed and lack of street lighting-which profoundly affect winter mornings travel. In addition, I wanted to inform the board and district of the conditions of the sidewalks on the roadway. During snowstorms, the sidewalks spanning Arrowcreek Parkway from Wedge Parkway to Thomas Creek are not cleared. The snow can lie for weeks, effectively obstructing the walkway. I have observed students with no choice but to walk on the shoulders of the roadway (in the street), which is cause for great concern.

In light of the declarations by the board and the county regarding the Arrowcreek corridor, it is only prudent that both entities bear the responsibility of clearing the sidewalks so that walking students can safely traverse them.

Brian Erbis

Reno, NV

---

**From:**  
**Sent:** Monday, February 27, 2023 12:35 PM  
**To:** Public Comments  
**Subject:** [EXTERNAL] Opposition to Drag Queen activities

Dear Board members,  
Our growing young children have more important priorities regarding their education and entertainment than the transexual activities exposed in the Drag Queen activities. As a grandparent and taxpayer, I request complete cancellation of the Drag Queen activities.  
Thank you.  
E. Gerscovich  
Reno, NV 89523

February 28, 2023

To the WCSD Board of Trustees,

I am so glad to know that your discussion today includes current performance and future plans for English Learners (ELs) of WCSD. According to the posted presentation, one current program being utilized for EL instruction in the district was not included: The district's Dual Language Programs. There are currently Dual Language Programs at Jessie Beck Elementary and Mount Rose K-8, and it is important that you know about the potential for a well-implemented Dual Language program to impact the performance of our ELs, as well as **all** the students who have the opportunity to be part of such programs. As you continue to make plans to address the needs of our English Learners, I encourage you to check the research on what types of programming works.

Please take a moment to examine the enclosed graph. Researchers Virginia Collier and Wayne Thomas (2002, 2010) performed longitudinal studies of EL student performance in a variety of programs, described at the top of the graph. The graph shows how well the students performed on standardized English literacy assessments as compared to their native English-speaking peers over time (grade level is the x-axis, performance percentile is the y-axis). This research followed thousands of students over 3-7 years and has been revalidated several times, each time producing similar results. Several other researchers (Lindholm-Leary, 2012; Genesee et al, 2006, etc.) have also found the results of Dual Language Education to far exceed any other type of programming for EL performance.

In my experience as a former WCSD classroom teacher, and from what I can tell described in the data included in today's meeting documents, a majority of the programs being utilized in WCSD align with Programs 5 & 6 of the Thomas and Collier graph (below): ESL taught through academic content and ESL pullout. If you follow the trajectory of those program models, you can see that ESL instruction through academic content and ESL pullout **never** close the achievement gap between ELs and their native English-speaking peers, which is what our current WCSD data is, indeed, showing. Slavin and Cheung (2005) found that for ELs, ***in no case** did positive results from an English-only literacy program exceed those from a bilingual program.*

Analyzing the data, if we truly want to close that gap, only two types of programs will do that: one-way dual language or two-way dual language. Continuing to do what we have always done *will not achieve different results*. As we are granted the opportunity to make longstanding changes that improve student performance, I encourage you to instate Dual Language Education as an effective solution for our students.

In fact, research by Thomas & Collier and others proves that Dual Language Education is not just great for our ELs, but ALL students in Dual Language programs outperform their similar peers in general education programs. This includes students of all racial groups, students from economically-disadvantaged households, and students of ALL learning exceptionalities! This is an amazing opportunity for WCSD to improve the performance of ALL students who enroll in a

Dual Language Program. I encourage you to expand the opportunities for dual language at all levels: elementary, middle school, and high school, so that more students can achieve the performance that we teachers and parents know the children have within them. They just need the right learning environment!

With only two schools with Dual Language Programs, nowhere near enough of our WCSD students are being serviced by the program that has, time and again, proven to work when well-implemented. Dual Language school sites need support through allocations, teacher training, and principal understanding of the necessary systems and structures for sustainable implementation. Yes, it takes time. Yes, it means a shift in how we do things. However, it is time to establish the programming in WCSD that research has proven WORKS for students: Dual Language Education. Our students are worth it!

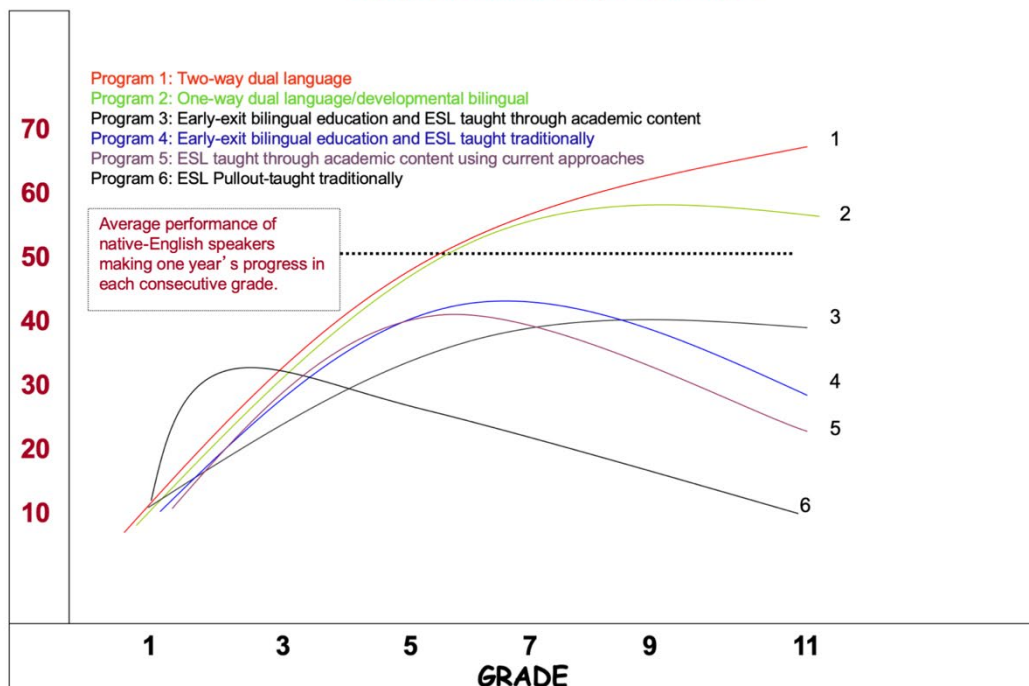
Respectfully,

Dana Hardt

Dana Hardt

WCSD Parent, former teacher, and Dual Language Action Committee Member

Data aggregated from a series of 3-7 year longitudinal studies from well-implemented, mature programs in five school districts  
© Wayne P. Thomas and Virginia P. Collier, 2010



<https://www.thomasandcollier.com/>