

**MINUTES OF THE APRIL 25, 2023  
REGULAR MEETING OF THE  
WASHOE COUNTY SCHOOL DISTRICT  
BOARD OF TRUSTEES**

April 25, 2023

**1. Opening Items**

**1.01 CALL TO ORDER**

The regular meeting of the Board of Trustees was called to order at 2:06 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. Superintendent Susan Enfield and staff were also present. Student Representative Ivy Batmale was not present at the time of roll call.

**1.03 PLEDGE OF ALLEGIANCE**

Trustee Joe Rodriguez led the meeting in the Pledge of Allegiance.

**2. Consent Agenda Items**

Trustee Westlake requested Consent Agenda Items 2.09 through 2.12 be pulled for additional discussion. All items were related to the relocation of mobile classrooms.

It was moved by Trustee Mayberry and seconded by Trustee Rodriguez that **the Board of Trustees approves Consent Agenda Items 2.02 through 2.08 and 2.13 through 2.21.** 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 February 28, 2023 Regular Meeting of the Board of Trustees.
- 2.03 The Board of Trustees approved award of Request for Bid (RFB) #93-B-01-23-LR, Certain Plumbing Repairs, in the estimated amount of \$285,749.97, to OGC Inc. DBA River City Plumbing as the primary supplier, NDI Plumbing as the secondary supplier and Savage and Son, Inc. as the tertiary supplier

for an initial term of 2 years beginning May 1, 2023 and ending April 30, 2025 with three (3) optional additional 1 year renewals.

- 2.04 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 March 1, 2023, through March 31, 2023, and approves the transfers from the District's General Fund Contingency Account to School Police for costs related to the Centegix crisis alert system (\$100,000), to a salary and benefits account for the Special Assistant to the Superintendent (\$65,000), and to the Student Athletics & Activities budget for equipment and official fees (\$48,100) and state playoff athletic travel (\$28,923), in the official Board minutes as required by Nevada Revised Statute 354.598005.
- 2.05 The Board of Trustees approved the grant application to the Nevada Department of Education for funding of the one-fifth (1/5) Public Employees' Retirement System (PERS) service credit for retirement incentives for eligible licensed educational personnel in the amount of \$37,973.64.
- 2.06 The Board of Trustees awarded Bid #23-53-B-02-DA, Flooring Replacement and Locker Removal at Edward L Pine Middle School, to Pellett Construction, LLC. in the amount of \$328,309.
- 2.07 The Board of Trustees awarded Bid #23-58-B-03-AA, Sports Field Irrigation Upgrades at Sparks High School, to Garden Shop Nursery Landscape Division, Inc. in the amount of \$160,800.
- 2.08 The Board of Trustees awarded Bid #23-59-B-03-AA, Emergency Responder Radio Communication System Upgrades at Five (5) WCSD Schools, to PowerComm Solutions, Inc. in the amount of \$849,360.
- 2.13 The Board of Trustees awarded Bid #23-65-B-03-AA, Replacement of Gym Sound System at Reno High School, to Innovative Communications Systems LLC in the amount of \$119,500.
- 2.14 The Board of Trustees approved the 3rd quarter fiscal year 2022-23 average daily attendance and pupil-teacher ratios for grades K-3 report to be filed with the Nevada Department of Education.
- 2.15 The Board of Trustees approved Renewal #3 of Request for Bid (RFB) #054-24-03-20, District-Wide Fire Sprinkler and Emergency Eye Wash/Shower Testing, Maintenance and Repair, to Trophy Peak Fire

Protection and High Sierra Fire Protection, LLC in the estimated amount of \$159,000 for an additional 1-year term beginning May 15, 2023 and ending May 14, 2024.

- 2.16 The Board of Trustees approved the award of Request for Proposal (RFP) of the Construction Manager at Risk (CMAR) for the E. Otis Vaughn Middle School Replacement Project, CMAR #23-41-C-02-AS to Clark/Sullivan Construction and approved of the Washoe County School District Pre-Construction Services Contract with Clark/Sullivan Construction in the amount of \$112,600.
- 2.17 The Board of Trustees awarded Bid #23-64-B-03-AA, Replacement of Victaulic Plumbing Fittings at Double Diamond Elementary School, to S & S Mechanical LLC in the amount of \$237,860.
- 2.18 The Board of Trustees approved Amendment #2 to the Agreement to Provide Professional Architectural Services for Collaborative Design Studio for the Central Transportation Yard Modernization Project in the amount of \$167,000.
- 2.19 The Board of Trustees approved the Agreement between the Board of Regents of the Nevada System of Higher Education on behalf of University of Nevada Reno and the Washoe County School District for quarterly Reno Sparks Residential Activity Report for \$50,000.
- 2.20 The Board of Trustees authorized District staff to accept the Offer of Judgment and thereby settle Sean Marchetti's claim for \$150,000.
- 2.21 The Board of Trustees approved the Distance Education Program Renewal Application for submission to the Nevada Department of Education.
- 2.09 **AWARD OF BID #23-60-B-03-DA, RELOCATION OF MOBILE CLASSROOM BUILDING TO SKY RANCH MIDDLE SCHOOL, TO J SLASH B ENTERPRISES, INC. IN THE AMOUNT OF \$329,000**
- 2.10 **AWARD OF BID #23-61-B-03-DA, RELOCATION OF MOBILE CLASSROOM BUILDING TO NORTH VALLEYS HIGH SCHOOL, TO J SLASH B ENTERPRISES, INC. IN THE AMOUNT OF \$281,000**
- 2.11 **AWARD OF BID #23-62-B-03-DA, RELOCATION OF MOBILE CLASSROOM BUILDINGS TO JOHN C BOHACH ELEMENTARY SCHOOL, TO J SLASH B ENTERPRISES, INC. IN THE AMOUNT OF \$529,000**

**2.12 AWARD OF BID #23-63-B-03-DA, DEMOLITION AND RELOCATION OF MOBILE CLASSROOM BUILDING TO MOUNT ROSE K-8 ACADEMY OF LANGUAGES, TO J SLASH B ENTERPRISES, INC. IN THE AMOUNT OF \$359,000**

President Smith opened Consent Agenda Items 2.09 through 2.12 to be heard together.

Tami Zimmerman, Chief Facilities Management Officer, reviewed the agenda items. The first three items were related to the relocation of mobile classrooms to relieve overcrowding at those specific schools. The final item was the demolition and replacement of an older mobile classroom to a newer model with restrooms.

Trustee Westlake expressed concerns over the cost of moving all mobiles, which was over \$1.5 million. She would prefer the District look at alternatives to easing overcrowding that would provide a better return on investment, such as rezoning. She felt there were more appropriate improvements the District could make to schools that would actually make a difference for students. She did not believe it was fiscally responsible to use the funds for moving mobile classrooms. Ms. Zimmerman remarked the District planned to work with the Zoning Advisory Committee to alleviate the overcrowding at Spanish Springs middle and elementary schools; however, the earliest any changes would occur would be for the 2024-25 School Year so it was important the District bridge the gap during the 2023-24 School Year and ensure students have seats at the beginning of the year.

Trustee Rodriguez stressed that the Spanish Springs area was growing incredibly quickly, and the schools were built before many of the developments were even approved. He constantly heard from parents that there were not enough seats for all the students. He knew the mobiles would be a band-aid until additional schools could be constructed because the community would continue to grow at a fast pace.

President Smith appreciated the concerns raised by Trustee Westlake; however, she would be supporting the items because the students did need somewhere to sit at the beginning of the next school year.

It was moved by Trustee Rodriguez and seconded by Trustee Woodley that **the Board of Trustees approves Consent Agenda Items 2.09 through 2.12.** The result of the vote was 6-1: (Yea: Jeff Church, Adam Mayberry, Diane Nicolet, Joe Rodriguez, Beth Smith, and Alex Woodley. Nay: Colleen Westlake.) Final Resolution: Motion Carries.

### **3. Legislative Items**

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**3.01 PRESENTATION AND DISCUSSION TO UPDATE THE BOARD OF TRUSTEES ON THE 2023 NEVADA LEGISLATIVE SESSION BASED ON THE APPROVED 2023 WASHOE COUNTY SCHOOL DISTRICT LEGISLATIVE PLATFORM, TO INCLUDE RAISES FOR PERSONNEL, STUDENT SAFETY, CORRECTING FUNDING FLAWS, EDUCATOR CREDENTIALING, AND PROPERTY TAX REFORM, AS WELL AS UPDATES TO THE WASHOE COUNTY SCHOOL DISTRICT'S LEGISLATION, SENATE BILL (SB) 56**

Dylan Shaver, Pinyon Public Affairs, provided an overview of the work occurring during the 2023 Nevada Legislative Session. Pinyon based their work on the four pillars of the District's Legislative Platform: modernizing the education system; creating space and opportunities for students; sustainable and strategic funding; and giving personnel the support they deserved. April 25 was the deadline for non-exempt bills to be passed out of their house of origin. Legislation the District and Pinyon had been tracking, related to the four pillars, was reviewed. In terms of budget, there was still a lot of time left in the Session and there was no indication where the money bills would land. The same held true for the restorative practices and discipline bills.

Superintendent Enfield appreciated the information. She emphasized that even though the District's bill, Senate Bill (SB) 56, would not move forward, it was still important to have conversations with legislators and the Nevada Department of Education on providing meaningful reforms that made sense. She used the example of the District's adoption of iReady to conduct assessments and if the state did not allow individual school districts to decide which test they wanted to use, District students would be tested multiple times to determine the same information.

*Student Representative Ivy Batmale arrived at the meeting at 2:36 p.m.*

Trustee Mayberry requested clarification on what was meant by the pupil centered funding plan (PCFP) was working the way it was supposed to. Mr. Shaver provided information on the difference between the former Nevada Plan and the PCFP. The intent of the PCFP was that the education funding would grow at the same rate as state revenues. The additional revenue proposed in 2023 was commensurate with the growth of state revenues so the plan was working as it was supposed to.

Trustee Mayberry asked for additional information on how Assembly Bill (AB) 285 and AB330 would change how school districts currently handled discipline. Mr. Shaver explained there were provisions in the original bill from 2019 that were not fully considered by the Legislature because the sponsor passed away during the Session and there was no momentum to make additional changes. After that, school districts were dealing with the pandemic so some of the requirements of the bill were not properly implemented. Both AB285 and AB330 were intended to provide additional support to teachers and principals, which they believed they currently did not have. The goal was

to find a balance between the need to discipline a student for poor behavior and the needs of the other students in the classroom.

Trustee Mayberry wondered if there had been any discussions on the additional needs of special education students and possibly providing incentives to teachers interested in working with them. He was disappointed the funding for that population of students remained fairly flat. Mr. Shaver highlighted workforce incentives were included as part of AB400, which was an education pipeline for all educators and not specific to any particular discipline. The bill was funded by sweeping school districts' ending fund balances over 16%, so there were issues to be resolved with the bill sponsor related to sustainability.

Trustee Nicolet requested additional information on SB158, which required cameras in special education classrooms, since the language included an unfunded mandate. She indicated the State Charter School Authority had submitted a fiscal note and wondered if any of the school districts would also be doing the same. Mr. Shaver mentioned the bill had been re-referred to the Finance Committee, where there would be challenges in getting the bill approved with such a large fiscal note coming from the minority party. He believed if the bill were to pass, there would be additional legal challenges that would need to be addressed before the concept of the bill could come to fruition.

President Smith asked if AB222 and AB323 were being tracked. Mr. Shaver remarked they were. He indicated AB222 would be similar to SB158 in terms of the sponsor needing to identify a funding source. For AB323, he and District staff had worked with the bill sponsor on concerns and had been able to get to a place where the District could support the bill.

Trustee Church stated he was interested in seeing reforms to restorative discipline and would like to see both sides compromise. He believed Governor Lombardo would veto other bills if concessions were not made. He wondered if bills related to school board membership had died and if there were any bills related to reigning in the costs of the Public Employees Retirement System (PERS). Mr. Shaver commented that AB285 and AB330 had both passed out of the Assembly and there was a bipartisan consensus that something had to be done to fix the challenges related to restorative discipline. He could not comment on potential vetoes, but there were always trades at the end of any session. In terms of changes to school board membership, one bill died with the election of a new lieutenant governor and the second, AB175, now only applied to the Clark County School District. While the Governor had made PERS reform a priority, no bills had been introduced related to the topic at the time.

Trustee Church asked if there were any bills related to changes to Nevada's Open Meeting Law and school districts. Mr. Shaver indicated there were, but nothing troubling.

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

**4.01 PRESENTATION, DISCUSSION, AND POSSIBLE ACTION TO APPROVE THE 2022/23 'C' MAJOR PROJECTS PROGRAM THAT INCLUDES PROJECTS THROUGHOUT THE WASHOE COUNTY SCHOOL DISTRICT PURSUANT TO THE ATTACHED LIST OF PROGRAM PROJECTS AND ASSOCIATED COSTS FOR EACH PROJECT IN THE AMOUNT OF \$500,000 AS RECOMMENDED BY THE CAPITAL FUNDING PROTECTION COMMITTEE**

Adam Searcy, Chief Operating Officer, explained the 2022/23 'C' Major Projects Program consisted of an increase to the current contract with CannonDesign related to the creation of the Facility Modernization Plan. The reason for the increase was due to the additional community outreach being conducted by CannonDesign which would lengthen the timeline for completion to the end of the 2023 calendar year. The request was approved by the Capital Funding Protection Committee.

President Smith appreciated the responsiveness to the community from staff related to the Facility Modernization Plan. She felt that showed the Board and District were willing to address the concerns raised by members of the community who thought the process was rushed.

Trustee Nicolet provided her thoughts on the community forums she had attended. She requested for future forums, that either the District or CannonDesign, provide research on why the options presented were the best choices for the community.

Student Representative Batmale agreed with Trustee Nicolet that additional information as to why certain decisions and conclusions were made and the process that was used to reach those conclusions.

Trustee Church asked if the cost listed for the new Procter R. Hug High School was final. Mr. Searcy mentioned there continued to be open purchase orders related to Procter R. Hug High School, but the District did not believe the cost would exceed \$200 million.

Trustee Church indicated he would like to see additional considerations in terms of the schools in Incline Village because of their uniqueness. He would be reluctant to consider closing Incline Middle School because he had not seen a "Plan B" if enrollment were to suddenly increase. He was also interested in the Board reviewing the make-up of the Capital Funding Protection Committee and Oversight Panel for School Facilities Committee.

It was moved by Trustee Woodley and seconded by Trustee Rodriguez that **the Board of Trustees approves the Washoe County School District Capital Improvement Program, to include the 2022/23 'C' Major Projects Program in the amount of \$500,000 to provide for projects throughout the District, as recommended by the Capital Funding Protection Committee.** The result of the vote was Unanimous: 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.

#### **4.02 PRESENTATION, DISCUSSION, AND POSSIBLE ACTION TO APPROVE THE WASHOE COUNTY SCHOOL DISTRICT FISCAL YEAR 2024-2028, FIVE-YEAR CAPITAL IMPROVEMENT PLAN, AS RECOMMENDED BY THE CAPITAL FUNDING PROTECTION COMMITTEE**

Mark Mathers, Chief Financial Officer, and Adam Searcy, Chief Operating Officer, presented the 5-Year Capital Improvement Program (CIP), which was required to be included as part of the District's budget submission to the state. The CIP was a short-term plan that provided a timeline for forecasted capital projects and identified options for financing projects. The CIP was not an authorization of individual projects. The major financing sources for the CIP were WC1 revenue and funds from property taxes. Items included in the CIP were major projects, capital renewal programs, and the facility modernization plan. Projects included in the CIP were reviewed, including the Debbie Smith Career and Technical Education Academy, Central Transportation Yard Improvements, a new elementary school in the Stonebrook Development, and a new Central Administration Building. Even though the CIP was a 5-year plan, the District updated the CIP annually as part of the budget process.

Trustee Rodriguez mentioned the Spanish Springs area was growing rapidly and the schools in the area some of the most overcrowded. He wanted to ensure everyone was aware of the importance of the proposed new elementary school in the area.

Trustee Nicolet asked if there was an overlap between the CIP and the Facility Modernization Plan currently in development. Mr. Searcy noted the Facility Modernization Plan was a pillar/sub-category of the overall CIP.

Trustee Westlake wondered if the District conducted any research in terms of new housing developments and the number of children. Mr. Searcy highlighted the District did have a demographer on staff who worked with various government agencies on population studies. The District had a "student generation" calculation that was based on regional data so they were aware of the number of students that came out of multi-family and single-family units depending on where the development was located.



President Smith believed the Central Administration Building project should be moved up in the timeline. She knew the District was spending a lot of money on renting office space and would like to see everyone centrally located.

Trustee Westlake asked if the District would then be able to rent out office space to other businesses in the current building if a new central office building was constructed. Neil Rombardo, Chief General Counsel, noted the District already had a right-of-first refusal agreement with the University of Nevada, Reno for the property.

Trustee Rodriguez inquired as to where the District was in terms of completing single-point entry in all schools. He expressed his desire to see single-point entry at all K-12 schools in the District. Mr. Searcy stated all existing elementary schools and middle schools had single-point entry. There were various configurations of high schools and the District was working on plans to improve facilities to meet current safety standards.

President Smith wondered where school safety improvements were in the CIP. Mr. Searcy remarked school safety was included as part of the capital renewal programs. The funding for Fiscal Year (FY) 24 would be presented to the Capital Funding Protection Committee, and then the Board, in June.

Trustee Mayberry agreed with the need for single-point access at the high schools and additional hardening of the schools for security reasons to reduce risk. He requested additional information on the parameters used to determine the list of projects included in the CIP or renewal plans, especially in terms of athletic fields and more specially the football field at Edward C. Reed High School. Mr. Searcy explained some projects were determined quantitatively because it was easier to determine the replacement age, while other projects, such as turf, were largely qualitative and driven by user feedback. In terms of Edward C. Reed High School, Capital Projects would be meeting with the school soon regarding their concerns. He highlighted over \$10 million had been invested in Edward C. Reed High School over the past 5 years and another \$5 million was anticipated for FY24. Even with such a high investment, there were additional needs the school had that had not been addressed.

Trustee Mayberry wondered if the District was planning on an economic downturn with the revenues from WC1 dropping. Mr. Mathers noted there were a number of people anticipating a recession and a drop in taxable sales was generally a good indication. The District did model a mild recession as part of the development of the CIP and would continue to monitor the economy. The District was not being too aggressive and had a buffer for potential volatility.

Trustee Westlake agreed with Trustee Mayberry regarding the football field at Edward C. Reed High School.

Trustee Woodley asked if there was the possibility of future funding delays at Debbie Smith Career and Technical Education Academy. Mr. Searcy mentioned the District was committed to the August 2025 opening and had learned a lot since the contract was initially put out to bid.

President Smith opened the meeting to public comment.

The Board received an email from Pablo Nava Duran related to this item.

Mr. Rombardo provided information on the background of Board Policy 9045 and the Capital Funding Protection Committee. The Board could amend the CIP and those changes would go back to the Capital Funding Protection Committee for reconsideration. If the Committee approved the revisions, the document would be amended. If the Committee did not agree with the revisions, the CIP would return to the Board for final consideration. He explained the reasoning behind the Policy and why there were specific steps.

President Smith reiterated why she was interested in moving up the timeline for a new Central Administration Office building, detailing the inefficiencies caused by having teams in multiple locations throughout Washoe County, amount of funds spent on renting office space, and allowing for a true centralized District office. She clarified that any amendment would not authorize the specific project, only change the proposed timeline for such a project.

It was moved by President Smith and seconded by Trustee Rodriguez that **the Board of Trustees amends the 5-Year Capital Improvement Plan to reflect a change in the timeline for the Central Administration Building project, with the design funding changed to Fiscal Year 2025 and construction for Fiscal Year 2026, for reconsideration by the Capital Funding Protection Committee.**

President Smith opened the motion for discussion.

Trustee Nicolet wondered if District staff would be able to take on such a project with the current capital program schedule and if the District would be able to fund such a project. She was hesitant to support the amendment at the present time because she believed in the work of the Capital Funding Protection Committee and felt they had already done their due diligence in terms of vetting proposed projects; however, she also believed the District needed a new Central Administration Building. Mr. Searcy indicated the Capital Funding Protection Committee had discussed the CIP in great detail, including the administration building project. He noted the District would be able to handle the project. Like with any major capital project, there would be certain services that would be outsourced, such as architectural services. Mr. Mathers mentioned that if the amendment were approved, the financial aspect of the project in

the CIP would also be moved up a year. The District did have the ability to accelerate the bond financing required for the project.

President Smith remarked that if the Capital Funding Protection Committee did not agree with the proposed amendment, she would honor their decision. She mentioned when she was a member of the Zoning Advisory Committee, the Board would sometimes send recommendations back to be reviewed a final time. Since there were not many times the Zoning Advisory Committee changed their recommendation, it provided assurances to the Board that the Committee was confident in their recommendation.

Trustee Westlake requested information on the number of facilities the District rented and the total costs.

Trustee Church expressed his support for the proposed amendment. He noted he had attended numerous meetings of the Capital Funding Protection Committee and he did not agree with Trustee Nicolet that they spent a lot of time really looking into the projects brought forward by the District because they were all busy individuals outside of the Committee. He expressed concern over the make-up of the Committee because many members were very busy with outside jobs and there were some who were members of the trades that were bidding on the projects.

Trustee Nicolet countered that the Trustees were not present at every meeting of any committee and were not aware of how committee members educated themselves outside of the meetings. She had watched many of the meetings of the Capital Funding Protection Committee and believed their exchanges to be thoughtful and appropriate. She expressed her appreciation for their work and dedication to serving the District and stated she trusted their work and judgement.

The result of the vote was Unanimous: The result of the vote was 6-1: (Yea: Jeff Church, Diane Nicolet, Joe Rodriguez, Beth Smith, Colleen Westlake, and Alex Woodley. Nay: Adam Mayberry.) Final Resolution: Motion Carries.

It was moved by Trustee Nicolet and seconded by Trustee Mayberry that **the Board of Trustees accepts the recommendation of the Capital Funding Protection Committee and approves the Washoe County School District's Fiscal Year 2024-2028, Five-Year Capital Improvement Plan, as amended.** The result of the vote was Unanimous: 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.

*President Smith recessed the meeting for 15 minutes. Trustee Nicolet was not present when the meeting reconvened.*

**4.03 QUALITY OF EDUCATION – REVIEW OF SMARTER BALANCED ASSESSMENT (SBA) MATHEMATICS AND ENGLISH LANGUAGE ARTS (ELA) DATA FOR STUDENTS RECEIVING SPECIAL EDUCATION SERVICES AND HOW WASHOE COUNTY SCHOOL DISTRICT USES THE INFORMATION TO IMPROVE THE STUDENT LEARNING OUTCOMES FOR OUR SPECIAL EDUCATION STUDENTS**

Jennifer Van Tress, Associate Chief of Specialized Instruction, and Angela Flora, Special Education Director of Programming, presented the strategies used to best support students receiving special education services in the Washoe County School District. Approximately 75% of students with disabilities spend around 80% of their instructional time in general education classrooms, so it was critical for the District to provide supports to all staff so they understood the needs of students with disabilities. The different programming options and models of instruction for students with disabilities were explained. Programming was dependent on a student's Individualized Education Plan (IEP). The next steps and considerations to improve academic outcomes for students with disabilities were reviewed.

Superintendent Enfield provided additional information on the Superintendent's Special Education Family Action Committee. She had a similar group in her prior school district because she believed it was critical to partner with the families of special needs students since there were always challenges to be addressed. She found the group to be helpful in providing insight and guidance as to what the priorities and focus of the District should be to improve education.

President Smith requested additional information on where the funding for special education programming, including preK and Child Find, came from and how the District could better support services for the community. Ms. Van Tress noted specific special education funding came from the federal and state governments; however, neither government provided an appropriate amount to cover the services the students required. School districts were required to provide services for special education students, once they were identified, between the ages of 3 to 22. The District received a little more than half of the current per pupil amount for each preK student. The District was always looking for better ways to provide services to students, including the use of an itinerant preK teacher to provide services to students in the least restrictive environment.

President Smith asked if the preK programs in the District were full day or half day programs. Ms. Van Tress indicated all preK programs were moved to full day after COVID. However, they had learned that 4 full days were difficult for some 3-year-olds, so they were moving some programming to half days for those students, depending on the requirements of the IEP.

President Smith wondered how the District supported the teachers who had two half day programs. Ms. Flora provided information on the different supports teachers were provided throughout the day for both full day and half day programs. She explained how the teachers were able to drive a lot of the programming and how the Department would work with the teachers on which model they were interested in working. All programs had an aide associated with them.

Trustee Church remarked that he was confused by the data provided that showed almost 20% of the male students in the District had an IEP, while only 11% of the female students had one. Ms. Van Tress indicate the numbers for the District were similar to national numbers.

Student Representative Batmale asked what the difference was between a student with a 504 and a student with an IEP. Ms. Van Tress explained that both a 504 and an IEP were used for students with special needs. The difference was that an IEP required specialized instruction for a student that could not necessarily be met in a general education classroom and a 504 required an accommodation for a student in a general education classroom.

Trustee Mayberry wondered if the District had looked into providing incentives to recruit more special education teachers and what supports were available to special education teachers. Ms. Van Tress noted incentives would need to be negotiated with the Washoe Education Association. Some of the other supports available included access to special education facilitators and mentor teachers who were housed in the schools to provide instructional support to teachers. Additionally, there were special education administrators and directors to support programming and operations.

## **5. Reports**

### **5.01 STUDENT REPRESENTATIVE REPORT**

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

### **5.02 BOARD REPORTS**

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

### **5.03 SUPERINTENDENT'S REPORT**

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

## **6. Closing Items**

### **6.01 PUBLIC COMMENT**

Joshua Cole was a parent of a kindergartener. He expressed serious concerns over the safety of his child due to the behavior of another student in the classroom, which had caused the classroom to be evacuated numerous times. He did not believe the child had been offered additional services nor did he believe the school was willing to move the child to another area to protect other students. He was frustrated that parents were not told when or how often the classroom had been evacuated and that there were apparently no records of the incidents. He requested the Board develop a policy that parents had to be notified if a classroom were evacuated.

Sandee Tibbett believed the Board had acted cowardly and as hypocrites when they left the room during the last meeting when she had gone over her 3 minutes for comments. She mentioned Trustee Nicolet had exceeded her time during her report and nothing was done. She claimed the Board was not willing to have a zero-tolerance policy towards school violence because the Superintendent was following a "woke agenda" and if the Board would only look to what was occurring in Lyon County, they would be able to solve the violence problems in the schools.

Darla Lee provided an article to the Board about a Virginia school district removing 14 books from the school libraries that contained sexually explicit content and themes. She wondered if any of the books were in any of the District's school libraries and urged the Board to remove them if they were because the books were highly inappropriate for young people. As a resident near Procter R. Hug High School, she felt the Board needed to do more to ensure students were in class during the school day instead of wondering around the neighborhoods. She claimed the residents had been promised the school would be a closed campus prior to opening.

John Eppolito expressed frustration over the length of time parents and others had to wait to provide comments and that the Legal Department always provided the same response when someone sought records, that there were none. He mentioned he had previously sent emails regarding the total cost the District spent on software and no one had gotten back to him. He believed the Board and District had "given up" on educating students and wanted to just put them in front of screens.

Calen Evans, Washoe Education Association, provided the Board with an update of what the Washoe Education Association (WEA) was doing in the Legislature. He indicated the WEA would have brought over 100 different educators to Carson City before the end of the Session to meet with lawmakers, provide testimony, and give public comment. He

felt the Board and District leaders would be proud of what the teachers were doing and representing the District. He invited the Trustees to attend a rally for education in May.

The Board received emails from the following:

Paul Sumbly  
Rachel Stepina  
Abigail Beagen

#### **6.02 NEXT MEETING ANNOUNCEMENT**

The next Regular Meeting would take place on Tuesday, May 9, 2023.

#### **6.03 ADJOURN MEETING**

There being no further business to come before the members of the Board, President Smith declared the meeting adjourned at 6:01 p.m.

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**Elizabeth Smith, President**

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**Joseph Rodriguez, Clerk**

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**From:** Paul Sumbly  
**Sent:** Friday, April 14, 2023 2:15 PM  
**To:** Public Comments  
**Subject:** [EXTERNAL] Dual Language Programs

Dear WCSD Board of Trustees,

Happy Spring! I'm writing today to support Dual Language (DL) or Immersion programs throughout the WCSD. Study after study highlight the benefit of DL programs in the learning of all students within a school, i.e., not just those students in the DL program. Exposing students to other cultures, whether in the classroom or the playground, promotes diversity and inclusion which benefits the students and the community at large.

Currently, there are two great DL programs operating in the WCSD – Jessie Beck and Mount Rose. At Jessie Beck, DL classrooms offer the opportunity for students from diverse backgrounds to learn in an equitable environment as 50% of the students are native English speakers and 50% are native Spanish speakers. By expanding the DL language option to families throughout the district we would likely increase graduation rates by offering a fair playing field for more students. When my family learned that we had the opportunity to enroll our child in a DL program we gladly took the option, not only would our son learn a second language starting in kindergarten, but he would also pick up critical thinking skills at an early age, skills that he may not have learned until much later in life. Talking to other families outside of our zoned school, we know that others would gladly pick the DL option if it were available.

While I champion the two DL programs that there are, one major issue with the current setup is that there is not an option to continue the DL learning model once in middle school. Please work on addressing this learning gap within the WCSD. This is a major disappointment to the students, and a major waste of talent that could ultimately be of added value to the Nevada economy.

Thank you for your time,

Paul Sumbly



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**From:** Pablo Nava Duran  
**Sent:** Friday, April 21, 2023 1:17 PM  
**To:** Public Comments  
**Subject:** [EXTERNAL] Building a new administration building

Dear Board Members,

In agenda 4.02, I saw the packet that could build a new central administration building before the many schools are older than 1962. I know the administration building is getting outdated but we should prioritize many older schools first, this is not equality for the students and the community who have schools older than the current administration building. We know Vaughn Middle School is getting a brand new building in 2026 but Traner and Dilworth Middle School was built a year (1961) before the administration building was built. Reno (1951), Sparks (1909), and Wooster (1962) High schools were built before the current administration building with the exception of Wooster High School was built the same year as the current administration building. Many elementary schools (mostly inside the McCarran loop) are older than the current administration building.

I urge you to oppose the planning of the new administration building until many schools are renovated, expanded, or rebuilt.

Sincerely,

Pablo Nava Duran

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**From:** Rachel Stepina  
**Sent:** Monday, April 24, 2023 10:44 PM  
**To:** Public Comments  
**Subject:** [EXTERNAL] Un plan para la educación bilingüe: Dual Language Education in WCSD

## Public Comment April 25, WCSD Board of Trustees

*This public comment was originally written (and submitted) in Spanish and has been human-translated to English by the author. For the record, please include both versions of this comment. **I encourage the Board to try to read as much of the message as they can in Spanish prior to reading the English.** Then, imagine how opportunities for bilingual education could have changed your experience reading this or try putting the Spanish text through machine-translation and see what is different. Does it still make sense? Dual Language Education may not be every parent or student's choice, but currently only two classrooms per grade K-5 (10 total) of our entire district have the opportunity during elementary school to learn in such an environment. We must do better for our children.*

Estimados miembros de la junta directiva:

Soy Rachel Stepina y soy mamá de tres hijos; dos están en nuestro distrito escolar (grado 1º y 3º) y tengo un hijo de cuatro años. Tengo la maestría de educación (M.Ed) en la educación bilingüe de niños 0-8 años (nacimiento hasta 3er grado) y otra maestría (M.A) en español. Aunque tengo muchas cosas que quiero compartir con ustedes, voy a centrarme en el tema principal de la educación bilingüe desde joven y la falta actual de acceso para nuestros hijos bilingües. Hay mucha evidencia e investigación que nos dirige al éxito que un programa bilingüe bien organizado e implementado puede proveer para *todos estudiantes*. Con aproximadamente 9,000 estudiantes multilingües (según la información presentado por la superintendente Enfield y la presidente Smith al comité Ways and Means el 31 de marzo <https://www.youtube.com/watch?v=EbLGcgjclQ>) ya no podemos perder más tiempo en implementar estrategias bilingües de inmersión. Sólo aproximadamente 250 estudiantes de la primaria (K-5) están matriculados en un programa de educación bilingüe en Jessie Beck y Mt. Rose. Sin embargo, como dice la superintendente, hay mucho deseo para estos programas en el distrito.

El lenguaje es el centro de nuestra identidad y nos afecta nuestro pensamiento, como aprendemos, leemos, escribimos, soñamos, comunicamos, y creamos relaciones sociales con el uno al otro. Nuestros estudiantes multilingües merecen la oportunidad de desarrollar sus habilidades académicas en ambos idiomas suyas y tener la oportunidad de graduarse con el Sello de la biliteracia. Hay también beneficios culturales y sociales, que resultan en estudiantes con perspectiva global. Es verdad que los estudiantes pueden conseguir el sello durante la prepa pero la investigación nos dice que es mejor aprender dos idiomas en la juventud. Además, la investigación también nos dice que la inmersión apoya el aprendizaje en dos idiomas a la vez y no causa confusión ni problemas del desarrollo académico en niños. Para lograr todos estos beneficios (y más) es de suma importancia que el distrito cree un plan para ampliar los programas bilingües para que sean accesibles a cualquier escuela primaria (empezando en PK) hasta la transición a la escuela intermedia y también durante la secundaria. También es importante que el distrito fortalezca los programas existentes con desarrollo profesional de maestros (incluso el estudio explícito del alfabetismo en dos idiomas), intervenciones y exámenes diseñados con perspectivas bilingües (cuales no son lo mismo que una traducción simple entre inglés y español) y disponibles en ambos idiomas, apoyo para familias y niños, oportunidades auténticas para experimentar el idioma en la comunidad, fondos específicos, y más. Los líderes bien informados en la educación bilingüe y un plan específico desde el nivel del distrito son necesarios para guiar a todos durante la implementación de tal plan. Ya me siento muy afortunada por participar en el proceso del plan estratégico y en el Comité de acción de educación bilingüe de Beck. También participo el nivel de trabajo actual en el estado. No es una cuestión de sí yo participo; yo solo soy una voz—es una cuestión de que haremos juntos como comunidad para unir todas las voces a beneficio de nuestros hijos y sus idiomas y culturas. Escribo hoy porque no puedo participar en vivo; con mi familia joven también es importante que paso el tiempo con ellos después de la escuela—espero vernos en persona muy pronto. Hasta entonces, Rachel Stepina.

*This public comment was originally written (and provided) in Spanish and has been translated by the autor.*

Dear School Board Trustees:

My name is Rachel Stepina and I am a mother of three young children; two who attend our school district in grades 1 and 3, and a four-year-old son in child care. I have an M.Ed in Bilingual Early Childhood Education ages 0-8, or birth to 3<sup>rd</sup> grade, and an M.A. in Spanish Literature. Although I have many things I'd like to share with you today, I would like to spotlight the theme of bilingual education opportunities from the early grades and the current lack of access for young multilingual learners and children. There is extensive research and evidence that guides us to the clear success that well-implemented bilingual programs (dual language education) can provide for *all learners*. With approximately 9,000 multilingual children in our district (according to the information presented by Superintendent Enfield and President Beth Smith at the Assembly Ways and Means presentation on March 31, 2023), we cannot lose more time in enacting and implementing bilingual immersion strategies. There are less than 250 students in elementary school (K-5) who are enrolled in a dual language education program, either at Jessie Beck or Mt. Rose. Nevertheless, as Superintendent Enfield stated, there is a large appetite for these programs in our district.

Language is the core of our identities, impacting how we think, learn, read, write, dream, communicate, and build relationships with one another. Our multilingual students deserve the opportunity to develop their academic abilities in both of their languages and graduate with the Seal of Biliteracy. There are also many cultural and social benefits that result in students with global perspectives. Students can only obtain the Seal of Biliteracy during high school, but research shows that language acquisition is best at a young age over the long-term. Further, research demonstrates that immersion experiences support learning two languages at once without causing confusion nor academic delay in either language. To achieve these benefits (and more), it is of utmost importance that the district creates a plan to expand bilingual programs that are accessible to all elementary schools, beginning in PK, and include plans for the transition to and continued learning during middle school and high school. It is important to strengthen the two existing programs with professional development for teachers (including the explicit study of biliteracy development), interventions and assessments designed with a bilingual perspective and available in both languages (which is not the same as a simple translation from English to Spanish), support for families and children, authentic opportunities to experience language in the community, specific funding, and more. Knowledgeable leaders in dual language education and a district-level plan is needed to guide the implementation of such a plan. I already have the fortunate opportunity to participate in the Core Planning Team for the Strategic Plan and the Dual Language Action Committee at Beck. I also participate at a state level.

This is not an issue of if I participate; I am only one voice. It is the question of what we will do together as a community to unite our voices on behalf of our children. I write today because I cannot participate in-person; with my young children at home, it is also important that I spend time with them after school. I hope to see each other soon (with the little ones, too).

Until then,  
Rachel Stepina

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**From:** Abigail B  
**Sent:** Tuesday, April 25, 2023 5:21 PM  
**To:** Public Comments  
**Subject:** [EXTERNAL] Safety Concerns

Dear WCSD Board of Trustees,

On April 14, 2023, 18 kindergarten students were absent from school. The parents of these students made the difficult decision to keep their children home due to safety concerns in the kindergarten classroom. There are several safety issues, all of which are specifically addressed in the WCSD Student Behavior Administrative Procedures Manual that contributed to the action taken. The behaviors, some of which have been occurring for 8 months are listed below:

1. BATTERY TO DISTRICT EMPLOYEE CAUSING INJURY – bite breaking skin
2. THREATS TO STAFF/STUDENTS – threat to safety resulting in at least two evacuations to a neighboring classroom
3. BATTERY TO STUDENT – Students have been physically assaulted, unsure of injury
4. FIGHTING/PHYSICAL AGGRESSION – multiple incidents
5. VIOLENCE OR HARM TO STUDENT – children being physically attacked
6. VIOLENCE OR HARM TO STAFF – bite breaking skin
7. DAMAGE TO SCHOOL PROPERTY-DESTRUCTION OF SCHOOL PROPERTY – multiple incidents
8. DISREGARD FOR SCHOOL RULES – multiple incidents
9. DISTURBANCE OF SCHOOL ACTIVITIES /DISTURBING THE PEACE
10. INTERFERENCE WITH INSTRUCTION - multiple incidents

As a parent-volunteer I have witnessed several of these incidents. I know these behavioral disruptions have been occurring since the beginning of the year and have continued to escalate. My child has reported being hit and feeling fearful for the teacher's safety. I learned from another parent that the kindergarten class has been evacuated to neighboring classrooms where close to 40 students were being held while the child needing individualized support damaged the classroom and assaulted the teacher. I learned through communication with other parents that their children have also been hit and that their attempts to meet with school administration has been mostly ignored.

After reviewing the WCSD Student Behavior Administrative Procedures Manual I am confused as to how we arrived at this point where kindergarten classrooms are being evacuated, teachers are being assaulted on multiple occasions, children are being assaulted and parents aren't being contacted, and a child with specialized needs doesn't appear to be receiving the interventions described in the manual. Instead, the child who needs specialized intervention and support was abruptly moved to a dual-language classroom. This intervention is not "culturally responsive or trauma sensitive." It was clear to the child's foster family that this intervention was not a place where this child could be successful and they withdrew the child from school.

The Tier approach to behavioral management relies heavily on Tier 1 interventions to "guarantee student access to rigorous and relevant instruction in an optimal learning environment." Tier 1 relies on the teacher to develop meaningful, supportive relationships with each student. This poses the first challenge in managing the disruptive behavior that has been reported and that I have observed in my child's classroom. Overcrowded classrooms with one teacher negatively impacts the teachers ability to develop meaningful relationships. As a volunteer I am often faced with prioritizing which kindergartner to help with reading, which to support with writing, or who to sit with to listen to their creative stories. It is challenging to attend to the educational, emotional, and social needs of 23-25 kindergartners, it is

impossible to attend to anyone other than the child or children who have behavioral outbursts and specialized needs in a classroom with one teacher.

The one teacher in this classroom has demonstrated compassion, empathy, and professionalism throughout this school year. She has been available for conferences to address our concerns and despite the challenges she has found a way to nurture our child's love and excitement for school. I am concerned we will lose highly qualified, passionate teachers if they don't receive the support needed to meet the expectations of the WCSD Behavioral Management approach. It is easy to place the blame on the teachers, but the right course of action is for WCSD to evaluate whether it is even possible to utilize Tier 1 approaches in overcrowded classrooms. Is the Multi-Tiered System of Supports (MTSS) framework utilizing Trauma Sensitive Environments or is it creating trauma inducing environments? Are we providing the right resources? Are we following the written procedures for managing recurring or habitual behaviors?

It seems like the people our schools are created to serve are the ones negatively impacted by this situation. The teacher is being subjected to an environment that is not conducive to teaching, the students are missing valuable learning opportunities, the students are being exposed to a chaotic, unsafe environment, the students with special needs are not receiving the individualized resources needed to support them in "the least restrictive environment", and parents are afraid to send their kindergartners to school.

I am also concerned about the lack of communication. When my child is being evacuated from a classroom due to safety concerns I would like to be contacted so I can decide whether or not my child should remain at school. I do not think my child benefits from being in a classroom with 40 students without desks or adequate teaching support. When my child has a head injury and is sent to the nursing station I would like to be contacted or at a minimum a notification of injury should be sent home. When there are safety concerns and children are being kept at home, school administration should be accessible sooner than 5 weeks. This situation presents an ideal opportunity for administrators to practice "restorative conversations" with parents who have valid safety concerns for their children. I am grateful for the time my child's teacher has devoted to connecting with us and addressing our concerns. If not for the teacher providing excellent education and demonstrating the ability to navigate challenges with grace and professionalism this situation would have been much worse.

I hope bring awareness to this situation provides opportunities to:

- 1) Improve communication
- 2) Review barriers in implementing behavioral management strategies outlined in the WCSD Student Behavior Administrative Procedures Manual
- 3) Evaluate if the proper strategies are being utilized to support students with special needs while maintaining "a safe and healthy learning environment for all district students"
- 4) Consider challenges related to overcrowded classrooms

Respectfully,

Abigail Beagen