



AMERICAN CIVITAS

Board: Douglas County, Nevada School Board

Date: December 18, 2025

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Item	Title	Summary	Outcome
1	Call to Order	Adoption of the agenda, as submitted; Pledge of Allegiance led by Douglas High School JROTC	Passed (unanimous)
3	Public Comment	Comments received on non-agenda items, including budget concerns, school closures, and teacher support	For information only
4	Budget Augmentations and Amendments	Discussion on revisions due to enrollment, contracts, fund balances, and revenue shortfalls; combined with Item 5	For discussion and possible action (informational leading to Item 5)
5	Resolution to Approve an Augmented and Amended Budget for FY 2025-2026	Approval of resolutions No. 25-03 (General Fund), No. 25-04 (Special Revenue Funds), No. 25-05 (Debt Service Fund)	Passed (unanimous for each resolution)
7	Consent Items	Approval of minutes, vouchers (with pulls/abstention), personnel report (minus CFO—deferred to March), budget adjustments, trustee resignation	Passed (unanimous, with abstention on one voucher)
8	Professional Services Contract	Approval of contract with Hessolutions, LLC and Jensen Professional Services, capped at 60 hours maximum	Passed (4-1)
9	Closed Session	Recessed to closed session pursuant to NRS 288.220(4); no action taken	For discussion only
10	Agreement Between Douglas County School District and Chapter 6 Bus Driver's Association for 2025-2027	Denial of tentative agreement; directive to renegotiate in the new year	Passed (5-0)
11	Agreement Between Douglas County School District and Douglas County Professional	Denial of tentative agreement; directive to renegotiate in the new year	Passed (4-1)

Item	Title	Summary	Outcome
	Education Association for 2025-2027		
12	Notice of Potential Layoff Due to Reduction in Force (RIF) in Accordance with NRS 288.151 (Administrator Positions)	Approval of notices to protect financial position	Passed (unanimous)
13	Appointment of Board Clerk Position	Appointment of Renee Bedard as interim clerk	Passed (unanimous)
14	2026-27 School Calendar Review	Direction to keep similar to current; explore ending semester at Christmas; possible follow-up survey	For discussion only
15	Adjusted Cohort Graduation Rate 2025	Report on 85.85% rate with subpopulation gains	For information only
16	Overview of Educational Services and PDC	Staffing history, responsibilities, and mandates presented	For information only
17	Overview of Inclusive Education Services	Compliance, demographics, funding, reductions, and responsibilities presented	For information only
18	Board Policy 905 — School Visitors (1st Reading)	Discussion and recommendations for revisions (combined with Item 19)	For discussion only
19	Board Policy 906 — Volunteers (1st Reading)	Discussion and recommendations for revisions (combined with Item 18)	For discussion only
20	Superintendent Evaluation and Final Rating Approval 2025	Approval of evaluation for 2025-26 school year as presented	Passed (unanimous)
21	Student Representative Report	Updates on sports, clubs, music, and finals	For information only
22	Board Reports	Trustee activities and committee updates reported	For information only
23	Superintendent Report	Monthly activities, advocacy, and events reported	For information only
25	Adjournment	Meeting adjourned	N/A

Executive Summary

The Douglas County School District (DCSD) Board of Trustees held its regular meeting on December 18, 2025, at the Airport Training Center and via Zoom, amid ongoing fiscal challenges. The meeting focused heavily on budget augmentations and amendments revealing a projected \$4.6 million general fund deficit for FY 2025-26, driven by declining enrollment (down 1,071 students since 2017), revenue shortfalls (\$2.8 million less than budgeted), and prior negative fund balances. Key decisions included denying tentative agreements with the Bus Drivers' Association (\$8,060 impact) and Professional Education Association (\$920,312 impact) to demonstrate fiscal restraint to the Department of Taxation, with directives to renegotiate in the new year. The board approved resolutions for budget augmentations/amendments, a professional services contract for fiscal consulting (capped at 60 hours max to prepare for February taxation meeting), and notices of potential administrator layoffs (RIF) under NRS 288.151 to protect financial flexibility. Other actions: Approved consent items (minutes, vouchers, personnel report minus CFO position—deferred to March), with abstention on one voucher; appointed Renee Bedard as interim board clerk. Discussions covered school calendar drafts (direction to keep similar to current, check ending semester at Christmas for scholarship benefits); first readings of policies on school visitors (add time limit, prohibit supervising students) and volunteers (add choir to band chaperones, overnight rules); graduation rates (85.85% overall, gains in subpopulations like low-income +12.6%, IEP +11.3%); and overviews of Educational Services/PDC (high retention, mandates like AB355/SB460 PD) and Inclusive Education (711 IEPs, grants offset costs, Medicaid pilot application for revenue

Highlights

- **Budget Crisis Addressed:** Approved augmentations/amendments showing \$4.6M deficit; denied union agreements (\$928,372 total impact) for renegotiation; approved capped consulting contract (\$135/hour support) for taxation prep; issued RIF notices to administrators by January 1 for FY26-27 flexibility.
- **School Calendar Direction:** Keep similar to current (draft 1) for stability; explore ending semester at Christmas (check minutes for credit/scholarships); monitor January 2026 PD days for absenteeism; possible follow-up survey on options.
- **Graduation Data:** 85.85% 4-year rate (down 2.23%); DHS 91.3%, GHS 91.6% (up 16.6%), Aspire 48.6%; subpopulation gains (low-income +12.6%, IEP +11.3%, homeless +13.2%).
- **Department Overviews:** Ed Services/PDC—high retention, mandates (AB355 EL PD by 2030, SB460 literacy/evals); Inclusive Ed—711 IEPs, grants (\$189K CASE, \$234K special projects, \$40K Pipkin autism training), Medicaid pilot applied (revenue to general fund, statewide August); over budget last year (subs/salaries—reductions made, max caseloads). All departments sought to justify their relevance amidst eminent cuts.

Adoption of the Agenda, Minutes, and Vouchers

The DCSD Board adopted a flexible agenda, approved previous minutes, consent Items and regular run vouchers

Public Comment (Non-Agenda Items): Public comments highlighted deep community distress over potential Lake Tahoe school closures, a crisis stemming from the board's years of inaction on declining enrollment, financial mismanagement, and PCFP flaws, now forcing tough choices like consolidations or risking state takeover under NRS. Speakers like Stella Roper (parent/CPA) disputed misleading data (Wittel capacity 494 vs. 345; per-pupil ~\$10K variable, rural funding \$5.5M-\$6.1M or ~\$30K/student benefiting district), emphasizing stable/growing enrollment (142 to 160). Students such as Anita McLean (junior, 4.2 GPA) and Caroline Schilling (senior, 4.5 GPA) praised Wittel's safety, support, and opportunities (APs, sports, belonging for IEP/504), while parents like Bren McLean noted academic turnarounds and regression risks in larger schools. Residents including Danny Lane (grandparent) decried historical neglect since 2000s, and Garth Alling warned of community/economic devastation (family exodus, workforce loss, Barton Hospital impacts, TRPA housing/environmental ripple). Critics like Jeremy Height questioned inaccurate district numbers, urging skepticism of admin failures punishing stakeholders; Todd Poth called for no 26-27 closures, offering schools to community for \$1, and state aid. Overall, commenters blamed board delays for the dilemma, imploring exhaustive alternatives (affordable housing/enrollment growth, audit delay to April 2026) before irreversible cuts deepen "Lake vs. Valley" divides and undermine the mission.

Agreement Between Douglas County School District and Chapter 6 Bus Drivers Association Agreement for the 25/26 School Year

Ms. Dwyer, Assistant Superintendent of Human Resources, presented the negotiated agreement with the Chapter 6 Bus Drivers Association, noting a successful and respectful negotiation cycle with good attendance and productive conversations. Key discussions focused on clarifying route hours versus route maintenance hours, addressing laws requiring payment for driving and transporting students while accounting for bus maintenance, fueling, cleaning, and safety checks, as well as federal laws on work hours and breaks. The agreement cleaned up definitions and language, including clarification on seniority and routing from the central transportation office at the airport facility, with hubs at Pau-Wa-Lu and Aspire. Some irrelevant provisions were removed. The grievance procedure was revised to include the superintendent. Minor adjustments were made to salary schedules due to the PERS increase, with a fiscal impact of \$8,060 annually. No raises were sought given the financial situation, but the district covered the PERS cost increase.

Trustee Comments:

- **Trustee Gneiting:** Discussed the addition of paid days. Believed that with the financial impact the district is in this increase in spending is not sustainable.
- **Trustee Zinke:** Sought clarity on what constituted the \$8,060

Public Comments: Christy Stoddard, a bus driver, expressed her aversion to public speaking but emphasized the importance of considering repercussions of actions like school consolidation, which would strain the already tight transportation department, short on aides, with a supervisor taking furlough days. She noted drivers collaborate to cover field trips and routes under 40 hours weekly for student opportunities and highlighted that transportation has been the only department reduced for years.

Vote: Vote to deny the agreement passed unanimously. The board directed Superintendent Alvarado to reopen negotiations in the new year, expressing gratitude for bus drivers' role as the first daily contact with students.

Item 11: Agreement Between Douglas County School District and Douglas County Professional Education Association for 2025-2027 (For Discussion & Possible Action)

The board discussed the tentative agreement between the Douglas County School District (DCSD) and the Douglas County Professional Education Association (DCPEA) for the 2025-2027 school years. Presenters Jeannie Dwyer, Executive Director of HR, and Christine Ensign presented the details. The agreement included a 3.25% PERS rate increase, step and column increases, continuation of 4.2% SB500 funds (from SB231, not negotiable), and an increase in the health insurance monthly premium from \$825 to \$950 per employee. The parties agreed to reconvene on February 1 to discuss possible compensation enhancements based on the December Amended Budget Review, though expectations shifted due to the budget being in the negative. Language adjustments were made to leave of absence policies, including communication around possible misuse of sick leave to make it less punitive, and incentives for accumulated sick leave were revised from requiring 150 days to 85 days, with a trade-in value reduced from 10 sick days for one personal day to five sick days for one personal day, limited to one additional personal day per year. Bereavement leave was split into sections for immediate family and non-immediate family. Personal leave language was clarified with emphasis on considering exceptions, such as allowing personal leave around holidays or for events like college graduations, and employees were encouraged to appeal to HR. Reduction in force (RIF) processes were clarified to align with NRS. Teaching conditions were updated, including clarifying assigned versus unassigned time for elementary prep, adding "library" as a specialist role, and distinguishing between teachers and specialists. In Article 10, voluntary transfer periods were moved from later dates to March 1 to May 1 to allow placements before filling positions, timelines for responses to involuntary transfers were established, and formal notifications to district staff and administrators were specified. Teacher on Special Assignment (TOSA) language was changed to guarantee return to

original location and assignment for up to three years. Memorandums of Understanding (MOUs) included a flexible workday MOU for the 2025-26 school year only, addressing three flexible workdays due to calendar changes, including usage and documentation. A salary schedule issue was identified where the incorrect schedule was used for the 2024-25 and 2025-26 school years; it was corrected for 2025-26, with legal guidance sought to rectify past discrepancies. The fiscal impact of the agreement was estimated at \$920,312, primarily from the salary schedule correction (resulting in an effective 12.5% increase for 2024-25 and 5.5% for 2025-26, totaling about \$336,000 per year plus benefits), PERS coverage (about \$238,000), and step/column increases. The salary schedule error affected employees variably: roughly equal numbers were overpaid and underpaid in 2024-25, but overall, amounts owed by the district exceeded those owed to it; for 2025-26, underpaid employees received lump sums, while overpaid amounts are being deducted spread over paychecks until June 31. The health insurance increase was described as a savings or wash for the district, as it replaced a \$1 million annual general fund contribution with funding from a different pool, reducing general fund strain. Christine Ensign advocated for approval, noting that DCPEA-represented employees had already offset costs through reductions of 31 certified positions over two years (saving \$3.5 million ongoing), that the district ranks 8th in pay but is the most expensive to live in Nevada, and that denying the agreement could lead to arbitration, loss of teachers, and renegotiation of the entire contract from scratch. The board expressed concerns about the district's \$5 million deficit, recent contradictory budget information, the need to demonstrate fiscal responsibility to the Department of Taxation to avoid state takeover, and consistency with denying a smaller \$8,060 agreement for bus drivers. Legal guidance indicated the agreement must be approved or denied as a whole package, as it was ratified by the union that way, with the option to return to negotiations if denied.

Trustee Comments:

- **Trustee Miller:** Commended updates to bereavement leave for extending it to non-immediate family like in-laws or stepfamilies, personal leave exceptions for milestones like graduations, and TOSA protections allowing return to original positions if the role ends. She expressed concern about the fiscal impact amid the budget deficit.
- **Trustee Zinke:** Asked about the salary schedule error direction (mixed over/underpayments, nearly equal in number but district owed more overall), how over/underpayments are being rectified (lump sums for underpaid, spread deductions for overpaid), and the breakdown of the \$920,312 fiscal impact (PERS ~\$238,000, rest from salary corrections/step/column). He emphasized the difficulty of decisions, the district's high living costs without per-pupil funding adjustments, and the need to stop deficit spending to avoid state takeover, noting this contributes to 1/5 of the \$5 million shortfall.

- **Trustee Jansen:** Expressed sadness over the situation given past raises.
- **Trustee Gneiting:** Noted the fiscal impact signals lack of seriousness in cutting to the Department of Taxation, potentially leading to repercussions, and that the district was already contributing significantly to insurance. She highlighted recent changes post a difficult meeting make approval unwise.
- **President Wagstaff:** Questioned if parts could be adopted separately (no, per legal advice). Expressed fear of state takeover if approved, as the state lacks community investment. Noting the package nature and directing the superintendent to renegotiate in the new year if denied.

Public Comment: None received.

Vote: Vote passed to deny agreement. (4-1; Jansen opposed). The superintendent was directed to return to negotiations with DCPEA in the new year.

Budget Augmentations and Amendments (For Discussion and Possible Action)

The board combined discussion of agenda items 4 and 5, with item 4 serving as the informational presentation on budget augmentations and amendments, and item 5 involving action on the related resolutions. Presenter Sue Estes, Director of Business Services, explained that the district starts the year with a negative ending fund balance of over \$900,000 from the prior year, which carries over and reduces total resources. Revenue budgeted in May at about \$6.3 million was based on estimated enrollment that was not met, resulting in a \$2.8 million reduction in actual revenue. An additional \$1.2 million from a special allocation could not be used in the general fund, contributing to the shortfall. Overall, this creates a \$1.8 million loss before the year begins, plus the \$3 million revenue drop, **leading to a projected \$4.6 million deficit in the general fund. Since 2017, the district has lost 1,071 students**, and funding based on per-pupil expenditure does not work for Douglas County, as county taxes go to the state for redistribution. Estes suggested being more proactive with lobbyists and the legislature for a different funding model. Salaries appear to increase by \$1.056 million, but this includes the health insurance premium adjustment from \$825 to \$950 (effective January through July), which is offset by eliminating the transfer to the insurance fund, making it a wash. A new statute allows transferring money from debt service to capital projects for buses, saving \$660,000 (removing buses from the general fund), reducing the deficit from a potential \$5.2 million to \$4.6 million. The special education fund is also in deficit, requiring either increased transfers (not available) or minimized costs. Estes spoke with the Department of Taxation, who suggested removing anticipated cuts from the budget, but she refused, citing past issues where reductions were not made, leading to violations; this budget is transparent, reflecting current books without assumptions. Cash and investments are available but

should not be reduced; options like selling buildings could add to the building insights fund, and staff will explore moving eligible items (e.g., some IT expenditures) from general to capital projects, but must follow strict rules. Denying union agreements (e.g., teachers) would result in underspending, potentially reducing the deficit further, but the budget currently includes those costs. The superintendent clarified that referenced reductions (nine positions) were from fiscal year 2024, not 2025. Discussion included clarification on teacher position numbers: the 387 report (submitted to the state) previously included vacancies, overstating positions; now, after review with HR, vacancies unfilled for years are removed, showing 215 actual classroom teachers in the general fund (down from 222 last year, a net reduction of seven after budgeting to reduce 10 and adding one back). Overall teachers (including special ed, grants, vocational, ESL, Aspire) total around 256 last year, down 32 overall due to attrition, restructuring from declining enrollment, and moving some to categorical funds; savings from actual reductions show in audits, not this amendment, as vacant budgeted positions had no expenditures. The budget process has changed due to constraints, focusing on actual filled positions rather than including all vacancies.

Trustee Comments:

- **Trustee Miller:** Asked about moving bus costs to capital projects, clarifying it applies to new buses (not repairs), similar to fixed assets, and noted potential for some IT expenditures to move similarly. Asked about the fiscal impact of the resolutions (the \$4,663,300 general fund deficit shown, including insurance adjustments and salaries; denying unions could reduce it further upon renegotiation).
- **Trustee Wagstaff:** Asked if the budget accounts for the teachers' union step/column and PERS (yes, but denying it would lead to underspending and a lower deficit).
- **Trustee Zinke:** Sought clarification on teacher numbers, noting discrepancies (e.g., 288 to 256, a 32 decrease), which Estes explained as classification differences: 215 refers to general fund regular program teachers only, while totals include special ed, grants, etc.; overall decrease of 32 accounts for all categories, with some moved to other funds.

Public Comment: Catherine Nielsen, Executive Director of the Nevada Governor's Council on Developmental Disabilities (and Douglas High School graduate), expressed concern about budgetary constraints and school closures/restructuring, particularly in Lake Tahoe. She highlighted an untapped revenue stream: the district is not billing for Medicaid-eligible school-based services (e.g., speech/occupational/physical therapy, nursing), despite federal reimbursement availability; confirmed not billing as of that morning. At least 17 students at one school receive IEP services (not including 504 plans or other schools), which could be billed; offered to discuss implementation and

provided written testimony. Christine Ensign noted confusing budget information; pointed out that certified teacher spending is the same in 2024 and 2025 despite 31 fewer positions, questioning why it's not \$3.5 million less.

Vote: No separate vote on item 4 (informational). For item 5, motions were made separately for each resolution:

- Resolution 25-03 (General Fund): Motion by Ms. Gneiting to approve, seconded by Ms. Jansen. Passed unanimously (ayes: all).
- Resolution 25-04 (Special Revenue Funds): Motion by Ms. Gneiting to approve, seconded by Ms. Jansen. Passed unanimously (ayes: all).
- Resolution 25-05 (Debt Service Fund): Motion by Ms. Gneiting to approve, seconded by Ms. Jansen. Passed unanimously (ayes: all).

Consent Items

President Wagstaff disclosed a financial conflict and abstained from voting on voucher 2651 in item B. Ms. Miller questioned the CFO position in item C given the financial predicament, suggesting pulling it until after the February Department of Taxation meeting. Voucher 2651, voucher 2654 (both from B), and the entire personnel report (C) were pulled for separate consideration.

Trustee Comments: As provided

Public Comment: Adrian Sawyer parent of three DCSD students questioned voucher 2648's \$1,800 data drive charge (graphs?); noted 11 dry erase marker charges (\$4.99-\$164.40, totaling ~\$184), suggesting a supply drive.

Vote:

- Vote on consent items minus pulled vouchers/personnel (A, D, E, B minus 2651/2654) passed unanimously.
- Vote on Personnel Report No. 25-12 "as is" failed 3-2. (Miller and Gneiting Opposed.)
- Vote to approve Personnel Report No. 25-12, excluding the creation of a CFO position for 2027 school year to be pulled forward to the March meeting, passed 4-1 (Wagstaff Opposed).

Professional Services Contract

- The board discussed a professional services contract with Hessolutions, LLC and Jensen Professional Services for consulting services, presented by Dave Jensen (former superintendent for 13 years and inaugural member of the Finance Commission involved in crafting the Pupil-Centered Funding Plan language) and involving Todd Hess (former superintendent of Storey County School District, retired in 2024). The contract term is from December 19, 2025, to June 30, 2026, covering the essential scope of work. The superintendent recommended it based on a to-do list from the Department of Taxation's Committee on Local Government Finance, to bring in veteran Nevada superintendents experienced in fiscal processes to support putting the district in a sound fiscal position amid a daunting workload, including the 387 report, February taxation preparation, and long-term strategic planning. The consultants would review documentation, engage with staff, analyze a community survey (754 responses as of noon that day), and develop recommendations without deciding for the board. They proposed a strategic concentric budget reduction strategy: starting furthest from students (central/regional administration—positions, expenditures, redundancies, consolidations), then direct services/operational efficiencies (bus routes, food service, health insurance, labor contracts), and last, direct classroom impacts. The executive overview addressed dual challenges: immediate mitigation of a \$4+ million shortfall for February taxation presentation (specific recommendations and figures required), and long-term structural correction for a projected \$5.2 million deficit in FY26-27. Legal frameworks include NRS 288.150 (declaring fiscal emergency if ending fund balance <4%, triggering 21-day negotiations on compensation, health insurance—self-funded supplementing ~\$1M/year, potentially adjust co-pays/deductibles or switch to fully funded—and PERS 3.25% increase split unless opted otherwise, with timing for changes); NRS 288.151 (RIF tied to performance, not just seniority); and NRS 393 (property sales to building insights fund, offsetting general fund transfers). Phase 1 (post-approval to ~April 1): Emergency negotiations, cash flow preservation (hiring freezes, capital swaps like buses, discretionary freezes on textbooks/technology/supplies, maximize grant offsets); prepare short/long-term answers for taxation, with ongoing monitoring to avoid state takeover. Phase 2: Structural realignment for FY26-27, focusing 60-75% savings from personnel (RIF with exemptions for hard-to-fill like special ed/science/math, recall lists); 20-40% from consolidation (evaluate schools <60% capacity, ~50% in district, potential \$1M savings per elementary closure); asset liquidation (non-instructional land/properties). Supporting work: Community feedback via survey/board meetings, strong communication to mitigate damage from reductions; financial management (recommend CFO/CPA for 1-3% efficiencies, improve audit—current no findings but revenue/expenditure adjustments needed). Cost: Approximately 200 hours total—\$135/hour for 100 hours support services (\$13,500), \$100/hour for HR policies (\$10,000), totaling ~\$23,500; funded by reallocating ~\$22,000 savings from prior \$50K+

Fogore/Ellsbury contract. Estimated maximum 60 hours for February prep (total man-hours, support services). Remote work possible to minimize travel/mileage/per diem/lodging, unless needed for community forums. Work can be done internally but consultants expedite due to short window (14 student days in January before potential February 3 consolidation decision, town halls required), expertise in PCFP flaws/advocacy (e.g., via A.J. Feuling), legislative processes, and neutral lens. Department of Taxation views as necessary expense like CFO. Affiliation with Keith Lewis (Modern Educator) clarified as limited to superintendent searches, no conflict. Motion amended to 60-hour maximum. Superintendent Alvarado noted the recommendation from Dept of Taxation to-do list; emphasized daunting workload, short window for consolidations (town halls, 14 January student days before potential Feb 3 decision); work doable internally but consultants expedite with state experience, legislative intricacies; can reallocate from prior contract savings; Dept of Taxation sees as necessary to avoid takeover (board decides reductions or state does); relies on third-party expertise in PCFP flaws.

Trustee Comments:

- **Trustee Zinke:** Questioned cost (~\$23,500) vs. denying \$8K bus driver agreement; asked hours for February (max 60 total man-hours, support services); proposed minimal contract (60 hours max), then reassess; torn on expenditure but needs experts/experience to correct mistakes, focus on students, avoid takeover; questioned man-hours vs. billing, travel (minimal, remote possible).
- **Trustee Gneiting:** Questioned funding source (reallocate prior savings); benefit of third-party (yes, PCFP expertise/flaws analysis).
- **Trustee Jansen:** Asked if superintendent wants them (yes, for expediting short timeframe); benefit to students/staff (yes, third-party state/legislative experience); likened to house on fire needing water (necessary to maintain control, get accurate numbers); ultimately no due to PCFP involvement (hurts rurals), distrust from Keith Lewis affiliation (didn't inform on budget as prior president).

Public Comment: Stella Roper supported for outside expertise/efficiency/accuracy (public trust, no emotions); suggested per diem for meals/lodging; disclosed Modern Educator affiliation with Keith Lewis (potential conflict, transparency); urged detailed analysis in facilities/operations (utilization study, cost per pupil, revenue/variable/fixed/additional costs). Adrian Sawyer questioned need for fiscal emergency (Dept of Taxation didn't declare); concerns about staff bearing 75% savings (reduce salary, suspend differentials, change insurance, increase premiums/deductibles/PERS); unclear target percentages (75% of what—\$4M or long-term?); legal counsel involvement/costs; consultants using same potentially incorrect district numbers; two rates plus travel; can do in-house vs.

denying teacher/bus contracts. Bill Devine called catch-22 from denying contracts; recommended for expertise (like plumber/legal), start with Phase 1, assess; penny-wise/pound-foolish to deny, risk poor report/takeover; budgeted for contracted services. Beth Bunch supported for neutral/emotion-free perspective (in-house emotional); questioned Keith Lewis affiliation (incestuous?). Others noted irony of \$100+/hr for consultants proposing cuts to lower-paid staff; ideas not new (e.g., RIF clarification in denied contract); can do internally per superintendent. Christine Ensign preferred CFO (long-term commitment) over short-term consultants; nothing new in presentation (already brainstormed); denied contract covered some (e.g., RIF). Jeremy Hite questioned outsourcing jobs in cabinet/superintendent descriptions (budgeting); suggest furlough involved staff to recoup costs (budget neutral) vs. denying contracts. Tara Lynn Marino supported as step but need long-term; question if set percentages (20-40% consolidation) or flexible/recoup elsewhere (harmful to community); how selected (Keith Lewis affiliation/conflict?); cost-effective?; Dept of Taxation require or suggest?; if internal capable, address failures vs. fund consultants. Joshua Lang questioned paying for outsiders to repackage known info (surveys/meetings done); stop wasting, don't outsource job. James Jackson criticized low-hanging fruit/rehashed ideas (75% staff reductions basic); missing mid-year salary reductions/stipend freezes (misrepresents minimizing student impact); board abdicating responsibility (easier if outsiders recommend); state takeover does it free. Others questioned set reduction percentages (schools 20-40%); no income increase focus; evaluate/fix inaccurate numbers first (budget overstates expenses); furlough responsible staff (budget neutral). Chris Larson noted slide discrepancy (20% vs. 20-40% consolidation); no faith in district numbers (don't decide on inaccurate data); step back for two forward; support phased (Zinke's idea), PCFP expertise critical. Henry Chase questioned hiring PCFP writer (caused issues); prefer CFO; silly to hire mess-creator.

Vote: Vote passed to approve the contract at a 60-hour maximum 4-1 (Jansen opposed).

Item 12: Notice of Potential Layoff Due to Reduction in Force (RIF) in Accordance with NRS 288.151 (Administrator Positions) (For Discussion and Possible Action)

Presenter Superintendent Frankie Alvarado explained the item as a notice of potential layoff due to reduction in force for administrators, in accordance with NRS 288.151 and district policy. The purpose is to protect the district's financial position: per policy, if administrators are not noticed by January 1 and their position is later changed to a lower one, the district must maintain their current pay rate. This notice covers all certified licensed administrators in the district, including site administration and cabinet-level positions. The RIF process follows four criteria in NRS 288.151: starting with evaluations, then personnel file review, background check, and finally seniority (qualifications trump longevity). No formal declaration of financial crisis is needed at this time (implied but not

required; if Dept of Taxation declares, a resolution and timeline follow). Reductions would apply to the 2026-27 school year, with board action still required; this is preliminary to allow flexibility. Final RIF notices must be issued by May 1. All administrators will receive notices via certified mail and email before January 1, despite the upcoming two-week break (no personal service required). Implementation is not for the current school year.

Trustee Comments:

- **Trustee Wagstaff:** Asked if it covers all administrators.
- **Trustee Miller:** Asked for definition of administrators (certified licensed, site and cabinet).
- **Trustee Zinke:** Asked about qualifications over longevity (yes, RIF criteria start with evaluations/personnel file/background check, then seniority); if need to declare financial crisis (no, implied; formal later if needed); timeline for reductions (preliminary now, final notices by May 1, for 26-27 year).
- **Trustee Jansen:** Asked if implemented this year (no, for 26-27; board action still needed).

Public Comment: None Received.

Vote: Vote unanimous to approve the notice.

2026-27 School Calendar Review (For Discussion and Possible Action)

Presenter Ashley Mitchell, AGPM Administrator, reviewed four draft calendars for the 2026-27 school year, all currently at 182 student days (teacher contracts are 185, so +3 days needed via MOU/process/adding days; contingent on that). Drafts based on prior board requests and survey results (majority: 43% staff/39% community keep breaks as is; keep PD/start date/PLC as is—75 minutes, situational). Draft 1 mirrors current calendar (aligns most with survey: minimize disruptions amid unknowns). Draft 2: Earlier start, end semester at winter break, no February break (shortens summer first year; requires policy changes—February break required, spring midpoint between February/summer; aligns with 21% staff/15% families preferring eliminate February if one must go). Draft 3: Slightly earlier start, Thanksgiving week off, no breaks (only 4% staff/12% families to eliminate both; least balanced semesters—semester 1: 83 days, 2: 92; impacts high schools needing 7,200 minutes/semester for credit—shortens flexibility for drops/changes/late enrollments/alternatives). Draft 4: Latest start possible, no breaks, minimal PD, slimmed down (16% staff/17% families for late start; gets out mid-January; can't end at Christmas while maintaining secondary contact minutes—DHS had 6 periods previously, now 7 requiring more time). No PLC changes (majority vote to keep). Earlier August start risks heat/fires/air quality/tourism/snow. Ending semester at Christmas benefits secondary

transcripts/scholarships (deadlines early Jan; national norm), late enrollments, less break test prep/anxiety/forgetting (per student rep); possible despite imbalance (run minutes—7,200/semester minimum, preference not necessity). Approval timeline: Draft now for community planning (vacations), but remains draft until NDE regs (Feb), finalize Mar/Apr. Potential changes (e.g., cost cuts) could affect; no formal action yet. Direction: Keep similar to current (draft 1) for stability; check if end semester Dec possible (run minutes); monitor Jan 2026 absenteeism for PD days (Jan 21-22, potential move to Thanksgiving/other first semester spot); possible follow-up survey on 2 options with actual dates; consider option like draft 2 but add February break (out June 7 vs. May 31; better semester balance, athletics alignment). No vote; direction given to proceed accordingly.

Trustee Comments:

- **Trustee Miller:** Favored draft 1 (keep constant amid unknowns); noted early August risks (tourism, snow, heat, fires/air quality). Noted Jan 2026 absenteeism for PD days (Jan 21-22; consider moving to Thanksgiving/other first semester); suggested option like draft 2 but add February break (out June 7 vs. May 31; better balance, athletics alignment).
- **Trustee Jansen:** Asked if draft 1 aligns most with survey (yes, keep breaks/PD/start/PLC); concerned about students missing scholarships (transcripts not ready until after break; deadlines early Jan); supported ending semester at Christmas if possible (check minutes); agreed minimal changes best now.
- **Trustee Zinke:** Asked about approval timeline (state late spring, but community wants draft soon for planning; remains draft until NDE regs Feb, finalize Mar/Apr); how changes/cuts affect (trump calendar as draft); suggested follow-up survey on 2 narrowed options with dates.
- **Trustee Wagstaff:** Noted ending at Christmas doesn't affect GWHS (no finals), but impacts DHS (half-day exams lessens); asked why one school finals/one not (accommodate exams/calendar).

Public Comment: Andrew Frommdahl provided historical perspective (current calendar since 2016-17; past variations considered August temp/air quality/systems). Scott Chandler emphasized keeping fall/spring breaks crucial for maintenance/grounds/custodial work orders/projects (no kids; busy/slammed otherwise, especially short summer). Jeremy Hite supported keeping current (majority survey: breaks, end Dec); possible unbalanced (7,200 minutes minimum—16 weeks x 60 min/day x 5 = 4,800 > requirement); transfers sit idle pre-finals; start new semester Jan, keep February (6-7 weeks in). Joshua Lang opposed changes amid crisis (upends lives); survey majority keep same—listen to them, not personal anecdotes. Tara Lynn noted breaks habitual (drastic change increases absenteeism); personally, prefers late August start (aligns South Tahoe); survey options limited (chose same as default); more options (e.g., Carson's 2-week spring

+ October); consensus: more feedback, delay amid changes. Tim Hayes preferred February break (skiing/community; outside other districts' breaks—better travel/environment).

Vote: No vote taken; direction given to keep similar to current (draft 1), check ending semester at Christmas (run minutes), monitor Jan 2026 absenteeism for PD days, possible follow-up survey on options.

Adjusted Cohort Graduation Rate 2025 (Administrative Report)

Presenter Ashley Mitchell, AGPM Administrator, provided an annual update on 2025 graduation data from NDE (November release). Adjusted 4-year cohort rate: 85.85% (down 2.23% from prior). Measures 9th-12th graders, accounting for transfers in/out; reflected in NSPF star ratings (DHS 4-star, 30/30 grad indicator; GWHS 5-star, 30/30). Formula: Graduates (standard/advanced/CTE diplomas) / cohort entering 9th grade graduating on time. Breakdown: DHS 91.3% (down 1.1% from 92.4%), GWHS 91.6% (up 16.6% from 75%), Aspire 48.6% (down 6.4% from 55%). Diplomas: 367 standard/advanced/CCR/CTE, 12 completers (adjusted for IEP students), 10 fifth-year seniors (5-year data pending), 38 dropouts. Gains in subpopulations: low-income (free/reduced lunch/Title I) +12.6%, IEP +11.3%, transitional (homeless) +13.2%; ELL -4.5%. GHS fluctuation due to small classes (2024: 6/15 graduated; 2025: 22/31—more than double, swings dramatically).

Trustee Comments:

- **Trustee Miller:** Asked about GWHS drop (yes, small prior class; bounces—mid-20s next year, similar incoming 6th).

Public Comment: None Taken.

Vote: None Taken.

Overview of Educational Services and PDC (Administrative Report)

Presenters Shannon Brown, Executive Director of Educational Services, and Leslie Peters, Assistant Director of Educational Services, provided an overview of the department's staffing history, responsibilities, and the Professional Development Center (PDC). Historically, the office started with an assistant superintendent, three directors, two administrative assistants, and program specialists in the AGPM office. Under Dr. Noonan, it reorganized to directors when the assistant superintendent retired, with AGPM becoming somewhat separate but collaborative. Currently: one executive director, one assistant director, one administrative assistant (down from two, managing tightly). Highlights include high teacher/principal retention (support keeps them); hosting Modern Learning Conference (showcase district); stage 6/7 in Modern Teacher Framework (2025); 10+

awards/nominations for personalized/innovative classrooms; leading state learner work (DCSD's influenced state—empowering/connecting elements adopted); directors recognized as district-level admins of year for student achievement impact; oversee/support PDC (amazing in-house capacity, envied by others); collaborate with AGPM on academic reporting/assessment/program monitoring/Title budgets/grants. Mandates: NRS requires PD; AB355 (EL PD for all teachers by 2030—language acquisition embedded in practices, HR evidence for licenses); SB460 (literacy/science of reading PD for K-3 teachers/paras/admins—tiered by hire date; supervisors review 3% teacher evals/conference with principal/teacher/docs, all if issues; eval principals on teacher evals). Responsibilities: Supervise schools (needs/parent complaints/principal evals); support Epic Learning/DCSD model; course approval/development; curriculum adoption/implementation (paused K-5 piloting, returned \$200K to general fund); supervise distance learning/counselors; summer school planning (Feb start, coordinate with inclusive ed); bullying reviews/logs/reports; progressive discipline/behavioral threat assessment; policies/AR revisions (curriculum/instruction/discipline); PLC implementation; MTSS (3 schools last year, rest this—teams trained); strategic planning (high quality instruction top priority); goal 1 (rigorous/personalized/inclusive/blended learning); goal 2 (qualified personnel—induction via level 1/2 academies, PD tied to school/district plans); MOU for 3 flexible days; support implementation (common assessments/standards unpacking/grading criteria); platforms (Reflex Math/Lexia/Zearn—codes/meetings); homeschool; Northwest RPDP governing board (decide support for DCSD); curriculum (family life/sex ed); leads all planning; leadership forum planning; board committees (grading/attendance); instructional walks (feedback/learning); expulsion hearings. PDC: Founded 1982 by Greg Betts; funding—3 positions (Title II/III/General Fund), 1 fully RPDP (almost lost, funded). Responsibilities: Teacher Academy (2-year support/coaching for all new hires, even veterans); licensure renewal/salary advancement classes; educator assistance plans; support struggling teachers/principals' requests. Over 5 years: Supported 203 new hires; 2025-26: 28 Academy 1, 18 Academy 2; teacher leader support (at each site); 20 credits/year in-service; NEPF training; learning forum planning. Annual needs assessment-based PD; platform backend/tech/meetings; alternative route to licensure support (career changers—manage 25-30 students). Results: Pre/post surveys show gains; positive teacher comments. Grants: Almost all have PD component—PDC handles. Curriculum development/resources (e.g., social studies/financial literacy).

Trustee Comments:

- **Trustee Gneiting:** Asked about years with 4 coaches (last year 5, reduced by 1; always coaches—professional learning facilitators, former teachers, housed in Heritage Building with classroom)
- **Trustee Miller:** Questioned the PDC funding (Lindsay 100% RPDP—not general fund; Title II 25% of remaining 3; Lauren ~50% general fund + Title III for EL

endorsement); new hire transfers impact (high—learn DCSD culture/model/eval system, even veterans/out-of-state).

- **Trustee Zinke:** Questioned presentation tone (self-preservation amid cuts); value perception (some teachers find no value yoga/podcasts/cornhole/knitting/crocheting; break or credit-worthy?); 4 PD days necessity (SB460 requires 4; value vs. law); shift from principals' duties (amid declining students, luxuries like PDC/vice principals?); Title II funding (stable \$163,773 allocation—pass-through federal via NDE; flat, not fluctuating by PDC amount/usage; earmarked for induction/retention/PD—could increase salary % if registrations reduced).
- **Trustee Gneiting:** Asked about science of reading training source (NDE shares; presenters train/trainers/sites; Title II funds evidence-based conferences).

Vote: None taken.

Student Representative Report

Fall sports ended; basketball going great (2 freshmen games tomorrow—girls/boys); club/community holiday involvement; music dept performing at elementaries (neat introduction to music/program continuation); finals early Jan prep.

Overview of Inclusive Education Services (Administrative Report)

Presenters Cheryl Mayfield, Executive Director of Inclusive Education, and Amy Haranzi, Compliance Specialist, gave an overview of the department's services. They focused on compliance with the Individuals with Disabilities Education Act (IDEA) and state requirements, student demographics, current and anticipated programs, CASE funding, Medicaid billing, and grant awards. As of December 15, 2025, the district serves 711 students with Individualized Education Programs (IEPs). This number changes daily due to new enrollments, withdrawals, and eligibility decisions. The department supervises positions required by federal law to ensure students receive a free and appropriate public education (FAPE).

Funding and Grants: The department secures funding through various sources to support students:

- **Vocational Rehabilitation Partnerships:** Funds half a transition specialist position, a Pays Lab (vocational lab at both Valley middle schools), a full teacher assistant salary, and the Project Discovery/I Achieve curriculum. This curriculum provides job training in areas like retail, small engine repair, and beauty salons for students in

autism Comprehensive Life Skills (CLS) programs at Douglas High School (DHS) and the Post-Adult Community (PAC) classroom. Training begins in January.

- **CASE Grant:** Provided \$189,000 last year for students with intense needs exceeding typical IEP costs.
- **Special Projects Grant:** \$234,000 this year for a teacher of students with visual impairments, Braille support, and a paraprofessional.
- **Other Grants:** Nevada TRIP grant; early childhood materials and curriculum funding; PIP grants totaling \$225,000 over two years.
- **Pipkin Family Foundation:** Donated \$40,000 for autism training, allowing teachers to complete a year-long program.
- **PAC Program:** Community partners offer job training support.
- These resources help offset costs without relying solely on the general fund.

Reductions and Efficiencies

- To manage budgets, the department made several cuts:
- Froze two psychologist positions (now down to four: three employees, one contractor).
- Absorbed the compliance specialist role (previously split with the Professional Development Center—PDC) into Amy and Cheryl's duties.
- Froze one Board Certified Behavior Analyst (BCBA) position.
- Reduced one social worker position.
- Cut paraprofessional hours and positions.
- Reassigned the chief nurse to Pinon Hills site after a nurse resignation, creating a dual role.

Key Responsibilities

- The department's work is heavily compliance-driven, adapting to changes like circuit court decisions. Major duties include:
- Grant applications and oversight.
- SPEED resolution.
- Managing contractors for vision, deaf/hard of hearing, and psychology services (seeking a speech-language pathologist—challenging in a rural area, as virtual services aren't always effective).

- Evaluations for 32 staff members.
- Child Find: Free evaluations for suspected disabilities (ages 3-5, including private and homeschool students).
- Federal and state reports, including the critical October 1 count day for funding (takes about two weeks).
- Extended School Year (ESY): Prevents skill regression; involves data collection over breaks (e.g., winter), team meetings, and plans. Planning takes 2-3 months and runs alongside summer school in June.
- Assistive technology: Provides devices/services, troubleshooting, and IT collaboration.
- Department budgeting and state/federal reporting.
- Attending expulsion hearings to ensure FAPE post-decision.
- Being responsive to district staff, case managers, admins, and parents—guiding through complex, "gray" areas.
- TPI/CPI Training (Crisis Prevention Institute): De-escalation and holds; four trainers cover up to 80 people per day; open to all, required for special ed; shifted to PD days to reduce substitute costs.
- Back-to-school IE training day: Extra negotiated day for special ed teachers, psychologists, OTs, SLPs, PTs, and adaptive PE—covers case law, compliance, collaboration, and supports new teachers amid high turnover.
- New teacher PD: Focuses on Infinite Campus, IEPs, compliance, and dates to avoid legal issues.
- AB56 investigations/reports: Restraint use (24-hour response; determine permissible or require training; up to a year to resolve).
- Records requests: Time-consuming (confidential folders, up to 20,000 emails with redactions—can take a year).
- Dispute resolution: Due process, state complaints, or mediation (broken relationships; 4 last year, 1 this; costs \$30,000 min, \$50,000+ for hearings plus lawyer fees; prefer mediation to rebuild; unpredictable 0-5/year, major budget impact).
- Pre-K decisions: Based on IEP eligibility (2 standard deviations below norm in one area or 1 in two; speech-only may not attend); includes general ed students.

- Last year, the department went over budget mainly due to substitutes (reduced by using PD days and training general ed/admins) and salaries/benefits (positions—plan to maximize caseloads to minimum allowances). The cost per pupil gap starts federally (IDEA 1975 promised 40% funding, but max delivered 18%, usually 13-15%).

Medicaid Billing

- The department has never billed Medicaid historically. The process is lengthy: Apply as provider, acquire HIPAA-compliant electronic health record (EHR—current Infinite Campus isn't), obtain parental consent, train staff, hire a biller. Applied December 15 for a UNR/Medicaid pilot (provides EHR, biller, training; includes feedback adaptations; targets non-billing districts; decision January 6). Statewide rollout in August. Revenue would go to the general fund; billed on calendar year (January-December).
- No action; informational to highlight scope, challenges, and efficiencies.

Trustee Comments:

- **Trustee Miller:** Asked about Medicaid revenue (to general fund; not active); IEP students by site (available/disaggregated; projections with Jeannie—site/program/scenarios; class sizes spreadsheet).
- **Trustee Zinke:** Asked about cost per pupil gap (federal underfunding—promised 40% since 1975, max 18%, usually 13-15%).
- **Trustee Gneiting:** Asked about over budget last year (substitutes—reduced via PD days, trained gen ed/admins; salaries/benefits—people/positions; maximize caseloads to min funding gap).
- **Trustee Jansen:** Asked about pre-K (IEP eligibility—2 SD 1 area/1 SD 2 areas; speech only may not attend; gen ed in programs).

Vote: No vote taken.

Board Policy 905 — School Visitors and Item 19: Board Policy 906 — Volunteers

The board combined discussion of Board Policy 905 (School Visitors) and Board Policy 906 (Volunteers) for the first reading, as no action is taken—only review of text, provisions, clarity, practical implications, and recommendations for changes/deletions/additions before a final vote at a future meeting. Presenter Jeannie Dwyer, Executive Director of Human Resources, explained the policies are important to the county, unrevised for several

years (905 established in 2017). Recent MASB notification changed tuberculin test guidelines for child-care facilities, potentially requiring visitors/volunteers to have tests; research indicates at least a risk assessment/questionnaire when registering. Visitor policy covers essentials but lacks time limit (suggest hour max; longer requires volunteer status—avoids privacy issues, teacher morale impacts from observers). Recommendations: Prohibit visitors from supervising students; add time limit. Volunteer policy examples include band chaperones—suggest adding choir (or combine as chaperones); distinguish field trips (whole class) from band/choir events (events, overnight—add never alone, hotel rules); display volunteer identification (site-based—badges/stickers; consistent volunteers get personalized; generic passes for access; visitors accompanied by admin). Policies address checking in (main office, but closed during events—check with advisor); overnight trips (review chaperone policy alignment).

Trustee Comments:

- **Ms. Miller:** Liked time limit (visitor vs. volunteer).
- **Mr. Zinke:** Recommended prohibit visitors supervising students.
- **Trustee Wagstaff:** Noted band chaperones—add choir/slash (combine field trip/band/choir); overnight trips (add never alone/hotel rules—past experiences); displaying identification (district-wide or site-based?).
- **Trustee Gneiting:** Asked about checking in when office closed (events—check with advisor).

Public Comment: None taken.

Vote: None Taken.

Superintendent Evaluation and Final Rating Approval 2025

Presenter President Yvonne Wagstaff reviewed the superintendent's evaluation and final rating for Frankie Alvarado for the 2025-26 school year only. Board assumed all reviewed it (detailed in July; not repeated).

Trustee Comments: None Received.

Public Comment: None Received.

Vote: Evaluation passed unanimously.

Board Reports

Trustee Miller: Pullback training (Dec 3); special meeting; NASB training (Dec 4-6); watched cheer perform nationally; state superintendent at DHS (Dec 17).

Trustee Zinke: Parks and Rec budget—\$100K for DHS tennis; no Warrior Way restroom (tax scope/cost).

Trustee Gneiting: No Health Advisory; Jacobson graduation (Dec 3); NASB (Dec 4-6); Taxation (Dec 10); state superintendent (Dec 17).

Trustee Jansen: Board meetings; Turning Point USA at DHS (every other week); no State Board.

Trustee Wagstaff: Matrix subcommittee (survey next month); needs sensing with Canavero (Education Services Center); NASB (Dec 4—lobbyist approval); NASB training/awards (Brown/Peters admins of year; Alvarado superintendent of year); Taxation; CVMS concert; CCMES candy dance; transportation meeting; Lake town hall; state superintendent at DHS (Dec 17).

Superintendent's Report

Superintendent Frankie Alvarado reported on activities of the past month and upcoming events. He thanked the generous Douglas County community for donations. Summary of donations: Carson Valley Inn and Casino \$5,000; Dick Campagni's Carson City Toyota \$2,500; Cook'd Restaurant 10 \$30 gift cards; community contributions (1 \$25 MasterCard gift card, 1 \$25 Smith's gift card, 4 \$25 Target gift cards, 1 \$200 personal check). Pau-Wa-Lu Middle School Fall Festival fundraiser earned \$15,490.02. Monthly enrollment up 105 students from first day to present, but down from December last year. Budget transparency webpage available (everything budget-related).

Cabinet attended communication meetings at four schools (Aspire, Jacks Valley, Lake schools, Pau-Wa-Lu Middle School) to speak with staff. Met with Assemblyman Blaine Osborne (Douglas/Lyon Counties) advocating PCFP changes, highlighting declining enrollment harms; Osborne contacting governor's office for meeting. Spoke with Rick Harris (NASB), coordinating via lobbyist Tom Clark for district/governor's rep meeting (unsuccessful so far). As NAS Academy committee chair (with AJ Feuling, Joe Gent), sent survey, discussed priorities with state superintendents, planning June academy (keynote, breakouts). Met with Jocelyn Crow (new student board rep)—attends January 15 meeting with Prairie Jackson (her first, Prairie's last); discussed responsibilities.

Met with the Department of Taxation, takeover is eminent.

Meeting Adjourned