AMERICAN CIVITAS

Board: Douglas County, Nevada School Board

Date: July 17, 2025

Item	Description	Outcome	Vote Count
1	Call to Order and Adoption of Flexible Agenda	Passed	6-0 (Dickerson technical difficulties)
2	Pledge of Allegiance	Information Only	N/A
3	Public Comment (Non-Agenda Items)	Information Only	N/A
4	Memorandum of Understanding - Douglas County - Partnership Douglas County and DCSD - Prevention Specialist	Passed	6-0 (Dickerson technical difficulties)
5	Consent Items (including Minutes of June 26, 2025 Meeting with Amendment, Accounts Payable Vouchers, Personnel Report No. 25-07, Budget Voucher Adjustments)	Passed	6-0 (Dickerson technical difficulties)
7	Open Meeting Law Violation	Acknowledged	4-2 (Opposed: Jansen, Burns)
8	Designation of Position as Critical Shortage Needs (Visual Impairment Teacher)	Passed	6-0 (Dickerson technical difficulties)
9	Memorandum of Understanding between Each of the High Schools and Western Nevada College for Dual Enrollment Coursework	Passed	7-0
10	Board Policy 437: Political Activities (Second Reading)	Passed	7-0
11	Board Policy 551: Student Political Activities (Second Reading)	Deferred to August	N/A
12	Board Policy 529: Suspension and Expulsion (First Reading)	Discussion Only	N/A
13	Board Policy 809: Transportation (First Reading)	Discussion Only	N/A

Item	Description	Outcome	Vote Count
16	Superintendent Evaluation Instrument	Passed	6-0 (Dickerson technical difficulties)
17	Balanced Governance Handbook Presentation	Discussion Only	N/A
18	Superintendent and Board Goals and Priorities	Discussion Only	N/A
19	Board Reports	Information Only	N/A
20	Superintendent Report	Information Only	N/A
21	Enrollment Counts	Information Only	N/A
22	Closed Session (Union Negotiation Information)	Information Only	N/A
23	Adjournment	Adjourned	N/A

Executive Summary

On July 17, 2025, the Douglas County School District (DCSD) Board of Trustees held a hybrid meeting focused on addressing the district's financial stability, staffing alignment with declining enrollment, governance priorities, superintendent goals, policy alignment, community engagement strategies, student voice initiatives, safety measures, revisions to the superintendent evaluation instrument, board reports, the superintendent's report, enrollment counts, and a closed session on union negotiations.

Key Highlights: The meeting was chaired by DCSD Board President Trustee Wagstaff, with Trustees Jansen, Burns, Gneiting, Dickerson, Miller present, and Trustee Zinke. DCSD Superintendent, Frankie Alvarado, presented draft goals emphasizing phased staff reductions over three to five years, leveraging 41 upcoming teacher retirements to match staffing to enrollment without massive cuts, and restoring a 4% ending fund balance plus a 1% contingency within three years through a December plan presentation.

Enrollment was reported at 4,674 students as of July 17, with kindergarten registrations around 100 in June and expectations of late enrollments; a special meeting was scheduled to forecast five-year declines using three-year averages, discuss per-student education costs, and solicit input.

The District is in receipt of over $100,000 in CASE funding after advocacy with state officials, achievement of 100% compliance in inclusive education as confirmed by a Nevada Department of Education (NDE) letter, and donations such as $5,000 from Burlington Coat Factory to Jacks Valley Elementary School via Adopt-A-Classroom and several thousand dollars from Rich McGuffin to Douglas High School's CTE and athletics programs.

Adoption of the Agenda

The DCSD Board of Trustees adopted the agenda as presented.

Public Comment: No comments were received.

Vote: Unanimous (5-0) in favor of adopting the flexible agenda.

Public Comment (Non-Agenda Items):

Trustee Wagstaff opened public comment.

Public Comment: None received.

Memorandum of Understanding – Douglas County, Partnership Douglas County, and DCSD

Community Services Director Brooke Adie presented the Memorandum of Understanding (MOU) between Douglas County - Partnership Douglas County, Inc. and the Douglas County School District (DCSD) in regard to a Prevention Specialist. The MOU is funded by opioid settlement money that Douglas County will receive over the next 15 years from the litigation against opioid distributors. Partnership Douglas County will oversee the funds and provide administrative support. DCSD would hire and supervise the Prevention Specialist, placing them under the Ed Services department. The role is focused on education and prevention activities, not therapy, and includes data collection such as pre- and post-tests and demographic information, which would be reported to the county and state without sharing any personal student details. The grant fully covers the specialist's salary and benefits, meaning no financial obligation for the district. Adie noted that this partnership aims to address prevention needs related to opioids and other substances, emphasizing collaboration between the county and district to support student well-being through proactive measures.

Public Comment: None received

Vote: Vote unanimous in favor of MOU.

Memorandum of Understanding - Douglas County, Partnership Douglas County, and DCSD.

Community Services Director Brooke Adie presented the Memorandum of Understanding (MOU) between Douglas County - Partnership Douglas County, Inc. and the Douglas County School District (DCSD) concerning the establishment of a Prevention Specialist position. Director Adie articulated that the MOU facilitates a collaborative framework funded by opioid settlement proceeds allocated to Douglas County over an approximate 15-year period, derived from statewide litigation against opioid manufacturers and distributors in which all participating Nevada counties, including Douglas County, secured settlement awards. In accordance with a 2023 needs assessment involving community stakeholders, providers, and the public, prevention services were identified as a priority area for allocation of these funds. Partnership Douglas County, Inc., a longstanding entity engaged in prevention initiatives within schools and the community, will administer the funds and furnish administrative oversight. Under the terms of the MOU, DCSD shall hire and supervise the Prevention Specialist, integrating the role within the Education Services department. The specialist's duties are confined to educational and preventive measures, expressly excluding therapeutic interventions, and encompass the delivery of evidence-based programs with flexibility to address emergent trends such as spikes in alcohol, marijuana, or vaping usage. Activities may extend to high-risk, moderate-risk, or school-wide cohorts, with an emphasis on expanding reach from high schools into middle schools. Data collection obligations include pre- and post-assessments and anonymized demographic metrics, reported to Partnership Douglas County, Inc., for verification of program efficacy and compliance, with subsequent aggregation and submission to county and state authorities absent any personally identifiable information. Recent legislative enactments delineate certification criteria for prevention specialists, mandating oversight by a qualified prevention organization such as Partnership Douglas County, Inc. The grant allocation fully reimburses the specialist's salary and benefits, imposing no fiscal liability upon DCSD and ensuring alignment with budgetary constraints under applicable state funding formulas.

Trustee Comments:

- **Trustee Wagstaff:** Inquired as to the nature of data collection, seeking specificity on metrics such as pre- and post-tests and demographic information; further queried parental consent protocols, confirming an opt-in mechanism; requested affirmation that the role is limited to educational functions without therapeutic components.
- **Trustee Jansen:** Sought clarification on data access and dissemination, including whether third-party entities could acquire such information, and confirmed that reporting is restricted to numerical aggregates devoid of personal identifiers.
- **Trustee Zinke:** Confirmed that grant funding encompasses both salary and benefits, resulting in zero net cost to DCSD; inquired regarding analogous implementations in other Nevada counties, noting variances in emphasis between prevention and treatment services, as well as the prevalence of county-specific prevention coalitions.

- **Trustee Dickerson**: Verified the absence of financial obligations for DCSD, referencing MOU provisions on one-year renewable contracts and benefits reimbursement.
- **Trustee Gneiting:** Further inquired as to internal DCSD oversight, including potential placement under the Education Services department.

Public Comment: No public comments were received

Vote: Vote was unanimous in favor of the MOU

Consent Items SG-G (For Possible Action)

President Wagstaff presented the consent items for approval, including the minutes of the regular board meeting of June 26, 2025 with an amendment noting Trustee Zinke's absence.

Trustee Comments:

- **Trustee Zinke:** Inquired about accounts payable details on page 102, specifically a $90,842 purchase for 105 Lenovo computers and $20,000 for 25 ThinkCenters, seeking clarification on their purpose; upon explanation, confirmed they were replacements as part of DHS's tech refresh cycle. Further questioned page 69 regarding annual hood cleaning for 11 hoods at approximately $400 each, asking if it was specialized or could be done in-house to save costs amid budget constraints. Additionally, asked about page 138's $8,068 expenditure for Pocket Talk translators, confirming it was funded by Title III-A for English learners to address newcomer needs, with selection based on piloting and efficacy.

Public Comment: No public comments were received.

Vote: Vote was unanimous in favor of approving the Consent Items

Open Meeting Law Violation - SG-G

Legal Counsel presented the findings of an Open Meeting Law (OML) violation stemming from a prior meeting, noting that the cure period had elapsed and that board acknowledgment of the Attorney General's (AG) report constituted the required remedial action under applicable Nevada statutes. The violation pertained to a lack of transparency in the decision-making process, including the withholding of pertinent materials from the public, which nearly resulted in an additional violation as indicated in Finding C of the AG's report. Counsel emphasized that formal adoption or acknowledgment by the board satisfies current obligations, without further curative measures mandated at this juncture.

Trustee Comments:

- Trustee Wagstaff: Emphasized the board's efforts to enhance transparency.

Public Comment: Adrian Sawyer highlighted the violation's roots in a lack of transparency, stressing the public's need for access to thoughtful discussions, individual trustee reasonings, and all pertinent information to foster trust and informed decision-making, while noting recent staffing challenges but urging timely attachment of supporting materials to agendas. Mae Hyatt, the complainant, underscored frustration with the slow resolution process and the minimal remedial requirement, advocating for learning from the violation to prioritize public service, transparency, and responsiveness to community concerns, while criticizing past vilification of complainants and noting this as the second OML violation in under six months. Cheryl Blomstrom celebrated the violation as a learning opportunity for the board, commending Hyatt's courage and fortitude in pursuing the matter over a year and a half, and expressing appreciation for the resolution aligning with expected outcomes.

Vote: Vote to acknowledge the findings of the OML violation passed 4-2 (opposed: Jansen, Burns).

Designation of Position as Critical Shortage Need

Frankie Alvarado presented the designation of the Visual Impairment Teacher position within the Inclusive Education department as a critical shortage need pursuant to district recruitment challenges and Nevada statutory provisions allowing for such designations to facilitate hiring, including from retired personnel. The representative explained that despite advertising and recruitment efforts, no qualified applicants had been secured with school commencement approaching, necessitating board approval of the critical shortage status effective July 17, 2025. The position has been advertised since January 2020 without success, though ongoing recruitment continues, and the designation would be rescinded upon hiring a qualified candidate. The role supports fewer than 20 students district-wide across multiple schools, with current fulfillment by retired and qualified teacher Melissa Raines, who is willing to continue until a permanent replacement is found. This marks the second such designation, initially approved in 2023, aligning with state requirements that critical shortage roles may be filled by retirees without impacting standard hiring protocols.

Trustee Comments:

- Trustee Wagstaff: Inquired as to the number of students impacted by the position, sought clarification on the duration of the critical shortage status, questioned the current fulfillment of the role, confirming Melissa Raines as the qualified retired teacher serving in the capacity.

- Trustee Gneiting: Inquired regarding the absence of qualified applicants since January 2020 and the position's open status since 2023, and sought details on the district-wide scope,

Public Comment: No public comments received.

Vote: Vote was unanimous to approve the designation of the position as a critical shortage need.

Balanced Governance Handbook Presentation

Dr. Thomas Alsbury presented an introductory overview of the draft Board Handbook developed under the Balanced Governance model, derived from his 25 years of research on effective school boards as a former high school teacher, principal, superintendent, and professor at North Carolina State University and Iowa State University, now in phased retirement. Dr. Alsbury explained that the model compiles evidence from national studies identifying standards and practices of high-performing boards, emphasizing balance to avoid both micromanagement and disengagement, contrasting with traditional models that prioritize non-interference with superintendents; instead, it promotes informed decision-making through public sharing of information. The handbook incorporates these evidence-based procedures, cross-referenced with Douglas County School District's existing bylaws, state statutes (e.g., NRS requirements for clerks to maintain minutes, audio recordings, transcripts, and draw payment orders), and additional recommended practices not currently in policy, such as calendarizing strategic goal discussions to ensure regular, non-surprise oversight of student performance metrics, reorganizing items like the code of conduct topically for accessibility, and including appendices comprising over half the document for calendars, strategic goals, and other non-policy elements. He noted the handbook serves as a distinct reference from policy, functioning as a procedural guide for current and prospective board members (e.g., detailing roles versus the superintendent's, meeting conduct, communication with personnel), with verbatim policy excerpts where applicable and indications of "no policy" for potential future inclusion. Dr. Alsbury recommended a full-day work session (6-8 hours) in August to collaboratively review and revise the draft for local adaptation, followed by implementation trials through December for further refinements before potential first reading and adoption, aligning with the approved three-year proposal at no additional cost; he deferred to legal counsel on statutory interpretations and stressed the iterative process to ensure the handbook reflects effective national practices tailored to Douglas County's context, culture, and community. Examples included reassigning clerk duties to staff per state allowance to enable board focus, and decisions on whether to embed detailed procedures in policies or maintain a single policy referencing the handbook for substantive changes requiring full board approval. Alsbury underscored the handbook's utility in fostering transparency, community support, and student performance oversight, with revisions anticipated based on board input and practical application.

Trustee Comments:

- **Trustee Wagstaff:** Inquired whether the public could attend the proposed work session and provide input, agreeing it should be publicly noticed as a special board meeting with allowance for public comment.
- **Trustee Burns:** Thanked Dr. Alsbury for emphasizing the importance of board preparation prior to meetings, noting that members should arrive informed to facilitate discussion rather than learning on-site.

Public Comment: Residents appreciated the presentation, expressing initial concern over the draft's detail but valuing the review time and hoping to attend the workshop, while welcoming the governance shift as timely amid district challenges with enrollment, demographics, state and federal issues. Adrian Sawyer supported the handbook as a reference for board members, raised concerns about advisory committee selection processes in Appendices C and D granting disproportionate power to a single community member, and criticized prior bylaw amendments by three sitting trustees as wasteful and non-compliant with NRS, suggesting the handbook shifts power toward the superintendent.

Vote: No vote taken.

MOU between Each of the High Schools and Western Nevada College for Dual Enrollment

Coursework Director of Secondary Education Brandon Swain presented the Memorandum of Understanding (MOU) between each of the high schools and Western Nevada College (WNC) for dual enrollment coursework, noting that the agreements are substantially similar to those approved in the prior year with minor addendums tailored to the Jump Start program and school-specific requirements. Swain clarified that Jump Start participants pay tuition to WNC, though scholarships are available for high school students, and emphasized that dual credit opportunities allow students to earn both high school and college credits, potentially leading to an associate degree upon completion; he distinguished concurrent enrollment (e.g., auto shop or welding classes taught by WNC instructors at DCSD sites for high school credit and certificates, but not necessarily college credit without additional tuition) from dual credit, where students can opt for courses counting toward high school requirements like math or languages. Swain confirmed no changes from the previous year and highlighted the program's value for college readiness, while addressing inquiries on expansion potential for concurrent classes taught by DCSD teachers meeting WNC qualifications, subject to renegotiation of the MOU and no additional district cost.

Trustee Comments:

- Trustee Wagstaff: Inquired whether there were any changes from the prior year's agreements, confirming none; sought clarification on concurrent enrollment distinctions and potential expansion for DCSD teachers to offer such classes with college credit, noting renegotiation requirements. Further, Wagstaff requested research into Carson's general fund allocation and the number of DCSD students migrating there due to cost differences; asked if grant funding could be pursued to reinstate free tuition, directing staff to investigate historical grants and current options.
- Trustee Miller: Questioned whether dual credit courses are available to all students beyond Jump Start (e.g., Wittell students taking French for language credit on off-days), confirming approval if on the dual credit list or workable with WNC.
- Trustee Burns: Inquired about funding sources for Jump Start tuition in Carson City versus Douglas County's charge.

Public Comment: Residents inquired whether Jump Start is free in Carson City and why Douglas County charges, noting it as a potential factor in student migration. Another echoed the concern, highlighting that parents are sending children to Carson for free access and suggesting investigation into funding models.

Vote: Vote unanimous to approve the MOU as presented.

Board Policy 437: Political Activities and Board Policy 551: Student Political Activities

President Wagstaff presented Board Policy 437 (Political Activities) and Board Policy 551 (Student Political Activities) as second readings, noting no changes from the first reading and confirming a thorough prior review, with individual votes required. Superintendent Alvarado clarified that board policies govern employees and students, not trustees who are subject to district bylaws; for BP

551, student political meetings are designed for voting-age (18-year-old) participants but minors cannot be legally barred from attendance, though events require an adult supervisor if on campus before school, during lunch, or after school. Legal counsel affirmed that student activities may be restricted if substantially disrupting the academic process, applicable to both minors and adults, and indicated a parental permission requirement for under-18 students could likely constitute a reasonable restriction pending further case review to avoid legal challenges. The board directed staff to amend BP 551 to mandate parental consent for minors participating in political activities, deferring approval to the August meeting for legal vetting and revised language; BP 437 was approved without amendment. Discussion emphasized applying the permission requirement solely to political activities under BP 551, not all clubs, with caution to define terms precisely to prevent overlap with religious or other groups and mitigate potential repercussions.

Trustee Comments:

- Trustee Wagstaff: Inquired whether BP 437 applies to trustees, deferring to Alvarado; sought legal counsel on amending BP 551 for parental permission for minors, agreeing to defer approval for revisions.
- Trustee Gneiting: Supported amending BP 551 for parental permission limited to political activities.
- Trustee Burns: Cautioned on precise definitions to avoid overlap with religious clubs.
- Trustee Zinke: Proposed directing staff to amend BP 551 requiring parental consent for under-18 students in political clubs.

Public Comment: May Hyatt expressed concerns about minors accessing far-right affiliated groups like Turning Point USA at DHS, questioning if meetings are limited to voting-age students and opposing indoctrination of non-voters, while inquiring if BP 437 applies to trustees and suggesting it should restrict political displays. No further comments were received.

Vote: Vote unanimous to approve BP 437.

Board Policy 529: Suspension and Expulsion

Director of Secondary Education Brown presented the revisions to Board Policy 529 and its accompanying Administrative Regulation (AR) on suspension and expulsion, noting legislative changes over the last two sessions necessitating updates for compliance. Brown explained that the BP was shortened from four pages to three general paragraphs, with detailed procedures relocated to the AR for clarity and alignment with effective governance practices where policies remain broad and regulations outline specifics. Revisions, reviewed by legal counsel, incorporate current NRS requirements, particularly on habitual discipline (defined as five significant suspensions of three or more days, triggering restorative-based plans) and protections for students designated as homeless or in foster care. The progressive discipline plan is reviewed annually by school teams, with adjustments submitted to the board in October; Brown highlighted the intent to intervene early to change behavior and avoid habitual declarations, while acknowledging challenges like social media influences and the need for constant family communication and relationship building to address behaviors effectively.

Trustee Comments:

- Trustee Gneiting: Inquired about disciplinary panel composition requiring only one trustee, suggesting amendment to at least two for balanced decision-making.
- Trustee Miller: Agreed with requiring at least two trustees; questioned the five significant suspensions threshold for habitual discipline, seeking confirmation if NRS mandates five or allows lowering to three for stricter intervention. Miller advocated for increased parental environment.
- Trustee Burns: Noted the five-suspension threshold's potential strict interpretation. Burns suggested intermediate steps like a one-room schoolhouse for disruptive students before expulsion to prevent escalation
- Trustee Wagstaff: Sought legal counsel on panel amendment feasibility and suspension threshold flexibility. Wagstaff raised concerns about controlled substances, advocating for first-offense expulsion hearings especially for deadly substances like fentanyl to prioritize safety.
- Trustee Dickerson: Expressed frustration with restorative justice's ineffectiveness from expulsion hearings, noting repeated plans fail to change behavior and disrupt classes.
- Trustee Jansen: Expressed concern regarding the lack of efficacy the restorative justice program bears upon the correction of behavior. She noted that no consequences are given to students with any effect until they are expelled, noting the deep frustration of teachers and administrators.

Public Comment: No public comments received.

Vote: No vote take. Direction was given to amend for at least two trustees on panels and research potential adjustments for controlled substances and thresholds.

Board Policy 809: Transportation

Superintendent Frankie Alvarado presented the first reading of Board Policy 809 and its associated Administrative Regulations (809A through 809E), highlighting revisions for compliance with current Nevada Revised Statutes (NRS) and operational efficiency, with board direction permitted but no formal action required. Alvarado detailed changes including elimination of outdated language in BP 809A such as provisions for kindergarten transportation zoned 10 or more miles from school and "severely handicapped" terminology, replaced with "students with disabilities" to reflect politically correct and inclusive standards while maintaining transportation regardless of distance; updated references to "site administrator" in lieu of "building principal" for flexibility in task delegation to deans or vice principals; mandatory video cameras on all buses, removing "may be" language as all vehicles are now equipped, with reference to a separate surveillance policy. In AR 809B, "TEDDY" was replaced with "preschool" to align with current programs, and parent notification methods were expanded to include auto-dialers, texts, emails, or social media via the new ParentSquare platform. AR 809C eliminated mandatory charter bus requirements for trips over 300 miles to reduce fiscal burdens, shifting responsibility to schools for fundraising any costs exceeding a 60-mile threshold, with superintendent or designee (potentially HR) authority for approvals and options for commercial airlines based on factors like group size, cost comparisons, ground transportation needs, instructional time loss, and other relevant considerations; charter bus criteria now require full fundraising by the team or organization. AR 809D saw only revision date and NRS reference updates. AR 809E removed redundant video surveillance language already covered elsewhere. Alvarado noted upcoming development of a new policy for parent/student driving to events, referencing AR 216A on student-provided transportation, with considerations for permission slips, volunteer processes, liability, and insurance consultations.

Trustee Comments:

- Trustee Wagstaff: Confirmed revisions provide flexibility (e.g., superintendent/designee approvals) and seeking clarification on 60-mile threshold calculation (driving distance, e.g., Wittell to Kirkwood at 40 miles), noting league play exemptions from fundraising.
- Trustee Gneiting: Questioned 60-mile threshold's fairness for 1A schools like Wittell in league play (e.g., ski team to Kirkwood/Squaw/Boreal, track to Elko/West Wendover

potentially exceeding 60 miles or state lines), suggesting exemptions to avoid disadvantaging smaller programs; inquired if "large objects" prohibition in AR 809E affects sports equipment, confirming it does not for necessary participation.

- Trustee Miller: Expressed concern over 60-mile fundraising applying to regular season travel, highlighting disparities between Douglas and Wittell, where longer distances are inherent to league schedules.
- Trustee Zinke: Inquired on AR 809C's stipulation that chartering be handled solely by the Transportation Department, confirming it pertains to contracting rather than decision-making. Zinke advocated for streamlined student/parent driving permissions under special circumstances (e.g., golf meets, varsity basketball travel) per AR 216A to reduce instructional time loss and transportation burdens, emphasizing precise definitions to mitigate liability.

Public Comment: No public comment taken.

Vote: No vote taken. Direction was given to revise for the August DCSD meeting.

Superintendent Evaluation Instrument; Superintendent and Board Goals and Priorities

Superintendent Keith Alvarado presented the draft superintendent and board goals and priorities document, combining it with item 16 (superintendent evaluation instrument) under the flexible agenda for efficiency as both interconnect, with possible action on revisions but no formal approval required on metrics at this meeting; Alvarado established the rationale for alignment, outlining the board's role in prioritizing teaching, learning, student success, fiscal responsibility, decision-making authority, and resource allocation.

Goal one: Goal one focused on student success, utilizing Nevada Report Card data (provided in copies and available online, though not attached to the agenda) to illustrate district four-year adjusted cohort graduation rates (e.g., 88.2% for 23-24 against the state's 81.6%, with historical figures of 84.5% in 22-23, 82.4% in 21-22, 88.9% in 20-21, 91.3% in 19-20 and 18-19), observing that 24-25 rates will finalize by October and relying on baselines over a year old; the draft proposed a 90% benchmark by the end of the 25-26 school year to maintain or exceed thereafter, initiating discourse on feasible yet challenging objectives considering only one district-wide attainment above 90% in five years and statewide underachievement, alongside computation across all

seniors' results where elevated rates from institutions like Wittell (100% in one year with over 20 students elevating averages) counterbalance lower figures from alternatives such as Aspire (30% in 22-23), Jacobson (28.6% in one year with roughly 7 students depressing totals), and Douglas-Nevada Online (65%); suggestions included percentage increases (e.g., 1% or 0.5%) over absolute targets for public clarity, averaging prior years at 87% as a potential baseline plus 2%, and acknowledging ambitious goals like 90% given one hit in five years amid state underperformance, while aiming ultimately toward 100% though deemed impractical. For ACT scores, the presentation referenced statewide averages at 17.2 out of 30, with comparisons to districts like Summers County celebrating a 0.5 increase to 18.6 (an increment of 0.4, positioning a further 0.4 at 19), underscoring lower scores in mandatory testing environments (e.g., schools with 80-100% participation capping at 20) versus selective participation (e.g., Washington, D.C. at 26.7 with 17% opting in, likely skewed by private schools and college-bound students); participation influences were highlighted, including instances of student disengagement (e.g., scoring 12 by merely writing names), suggesting metrics in the 18.6-19 range or lower end (17.2) to account for non-mandatory testing and avoid unrealistic expectations like high 20s without compulsion, while faculty efforts aim to exceed set bars; the metric applies to all high schoolers taking the ACT, primarily juniors but including some seniors, with a report ready by September. The attendance goal was framed not as overall percentage but as reducing chronic absenteeism from approximately 20% (lowest in the district over five to six years, prior year at 12%), aiming to return to lower levels with recognition of school strides and overall attendance percentage for the year 24-25 at approximately 94%.
Proficiency rates for English language arts (ELA) for the 23-24 year were at 41% a decline of 5.6%. Specific numbers for the 24-25 year have not yet been provided. The Board must determine the target proficiency rate for 25-26. Alvarado recommended a target proficiency rate increase of 3-5%. Mathematics proficiency rates were similarly addressed. Mathematics proficiency rate for the 23-24 year was 33.7% with a decline of 0.3%. Specific numbers for the 24-25 year have not yet been provided.
Authors Note: At the target rate of 3% increase, it will take 12 years to reach a level above 75% ELA Proficiency and 14 years to reach a level above a 75% Mathematics Proficiency. One is left to wonder why we have declining enrollment, chronic absenteeism, and declining graduation rates.

Goal two: Goal two focused fiscal re-alignment over the next three to five years or possibly more, emphasizing that this approach would align staffing with declining enrollment through an annual obligation. Alvarado discussed the salary schedule matrix, which plots teacher positions and reveals that 41 teachers are within three to five years of retirement, allowing strategic monitoring and reductions without abrupt actions. The board acknowledged the district's severe fiscal issues, including a need to set a realistic timeframe to restore the mandated 4% ending fund balance and exceed it with a 1% contingency, totaling 5%. Alvarado proposed bringing a plan to the board by December outlining restoration strategies, potentially in one encompassing document, while prioritizing first-semester activities like student recruitment through broker tours and keeping teaching and learning at the forefront. Trustees debated timelines, agreeing that three years was reasonable as it extends into the next biennium, where new funding details would be known, with potential amendments if funding remains flat. A one-year restoration was deemed impractical, as it would require massive reductions. Risks of state intervention were highlighted if goals are unmet, though neither the state nor district desires it; DCSD was noted as having the largest enrollment reduction among struggling Nevada schools, necessitating cuts aligned with retirements to retain long-term staff without causing upset. Alvarado's outreach to the governor, senators, and assemblymen representing the district was commended for shining a light on realities. A special board meeting was planned to focus solely on declining enrollment, forecasting five additional years using the last three years' average start-of-year enrollment, discussing the cost to educate a student, and gathering public and other input. The district has been discussing and implementing alignment, now focusing on ensuring budgetary allocations match the strategic plan and goals. This involves making sure resources are allocated to achieve the plans and these goals, with a priority on spending that supports all metrics within goal area number one, such as student achievement, attendance, and graduation rates.

Goal Three: Goal three centered on governance and policy alignment. He outlined the need for a comprehensive review of existing board policies (BPs), administrative regulations, and policies by the end of the school year to ensure alignment with the most recent updates to Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and federal mandates. Next, the district would establish a clear and cyclical process for ongoing policy review and revision, where the board could set a minimum number of annual updates reflecting changes in law, benefiting from the biennial legislative cycle that avoids yearly scrambles. Strategic alignment was emphasized, explicitly connecting student needs, the district or strategic plan, and the board's governance goals within policy development and decision-making, while assessing the impact of policy decisions on student outcomes as measured by achievement, attendance, and graduation rates. This aligns slightly with impacts discussed in policy updates for transportation, given different school situations like Douglas High School and Aspire. Board Development and Training within goal area three, Alvarado described implementing an annual professional development plan for the board, developed with him and the officers. This is not necessarily a full board decision, but other trustees have an opportunity to email officers their interests in trainings, after which Alvarado shares all NASBE trainings offered or any through full pay.

Goal Four: Goal four focused on community engagement, starting with school-based communication. The goal is to implement a newsletter at every single school by the end of the 2025-26 school year, then measuring parental and community readership and engagement with those newsletters. They still need to figure out how to track this, glad no decision today, by checking systems to see if they can know exactly how many parents or students read it and use that as a metric. This requires working with Communications Director Haley Sebahar to look at current platforms across school sites and whether synchronization is needed. Next item is enhancing the volunteer program to increase the total number of active volunteers, with no baseline percentage yet but an email forthcoming once Mr. Dwyer returns, as volunteers are handled through Human Resources. Expand opportunities to include support for academic programs, mentorship, and extracurricular activities, and implement a standardized volunteer recruitment, onboarding, and recognition process. The student voice goal to establish and implement a student congress at the middle and high school levels by the end of the 2025-26 school year. This would be a cabinet responsibility, similar to the student voice session for the strategic plan, planning two meetings a year with students. Logistics are pending, such as whether to have all middle schoolers together and high schoolers together, plan what meetings look like, or combine middle and high school students.

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Goal Five: Goal five focused on safety, going from prevention intervention training across all components of safety plans that the district has. An annual training will be implemented for all students across all grade levels beginning 25-26 year. A strategic focus on the reduction of suspensions and expulsions will be made for the upcoming year. Additionally, all safety plans for critical events will be reviewed with critical event training made mandatory for administrators and teachers.

Trustee Comments:

- Trustee Miller: Inquired about a fair timeframe and expectation for restoration, suggesting three years based on recent budget talks with Business Manager Sue Estes, and stressed avoiding one-year expectations that would demand massive reductions; suggested on goal three's policy and regulation section, where it mentions establishing a clear cyclical process and talks about annual reports, noting the board handbook presented for review and workshop talks about breaking them down like a section per month, proposing to add that to spread them out and follow the handbook hand in hand; also recommended considering adopting policy at set times in a year to avoid confusion when adopting mid-year; proposed adding SBAC to 1.3b for grades 3-8; raised 5.4 exclusion of non-officers, suggesting N/A; supported adding graduation rates, ACT, chronic absenteeism; agreed to December timing; proposed splitting evaluations but concurred with December; supported 90% graduation goal as "lighthouse district" standard; questioned newsletter tracking feasibility, noting Constant Contact stats; thanked thoroughness, encouraged metrics prep, suggested email directly.
- Trustee Burns: Emphasized practicality, noting the state's reluctance to intervene but the reality if goals fail, and focused on aligning cuts with retirements to avoid impacting current and long-term staff, expressing hope for a turnaround right away within three years while acknowledging other struggling schools; supported officer-only/N/A for 5.4; endorsed year-round evaluation point submission; advocated percentage increase (1%) over fixed numbers; highlighted graduation calculation impacts from lower schools like Jacobson (28.6% with ~7 students); requested homeschooler info form, inaccurate but idea for focus on getting back.
- Trustee Gneiting: Supported three years as reasonable, considering the known funding for the current biennium and uncertainties in the next, with room for amendments if flat-funded; noted goal three annual vs. handbook monthly sections; questioned graduation calculation (district-wide by seniors, e.g., Wittell's 100% boosts with 20+ students, Aspire's 30% drags down); suggested averaging prior years (87%) for baseline plus 2%; questioned 90% ambitiousness with one hit in five years, suggesting 88% range; sought 24-25 estimate, hoping for 90%; suggested cyclical policy review per handbook (monthly sections, minimum annual updates for biennial laws.

- Trustee Jansen: Agreed on three years' reasonableness; questioned the graduation rates with respect to individual school; noted incentives for students to complete school; advocated for attainable target metrics.
- Trustee Dickerson: Commended Alvarado for reaching out to state officials to loop them into the district's situation; emphasized avoiding overcomplication, noting tool is "pretty thorough"; proposed November but deferred to December; noted technical issues; referenced attendance goal as reducing chronic absenteeism from ~20% (prior 12%), with schools progressing; inquired on pre-COVID ELA/math proficiency.
- Trustee Wagstaff: Noted the importance for setting expectations, clarified no agreement, while affirming the need to figure out all elements without determining today; facilitated the conversation; inquired on graduation calculation, confirming district-wide by total seniors (e.g., Wittell's boost, Aspire's drag); suggested averaging prior years (87%) for baseline plus increase (1-2%), favoring 88-90%; suggested December, adjust if pending; agreed that's a great idea.
- Trustee Zinke: Supported 90% goal; discussed ACT participation effects, noting statewide 17.2/36, Summers County's 0.5 rise to 18.6 (0.4 increase, further 0.4 to 19), mandatory testing lowering scores (e.g., 80% participation at 20 max), selective higher (e.g., D.C. 26.7 with 17%), and student disengagement (e.g., scoring 12 by name only), suggesting lower-end metrics (17.2-18.6) to avoid unfair high 20s without compulsion.

Public Comment: Residents recommending some form of homeschooler information, acknowledging it would not be accurate but useful to gauge focus on recruiting them back, potentially as a continuous goal even if unachievable due to parental choice, by highlighting good work in schools and offering elective opportunities for partial funding without taking seats from full-time committed students. Another suggested a special meeting to isolate enrollment for full attention and solicitation of comments.

Vote: No vote was taken with respect to Superintendent Goals and Priorities; item for discussion only, with item returning in September for target metrics and December for Superintendent Evaluation. Vote unanimous in favor of the Superintendent Evaluation Insturment with the purposed changes.

Board Reports

- Trustee David Burns reported attending the Jacobson graduation.
- Trustee Linda Gneiting reported attending the Jacobson graduation.
- Trustee Susan Miller updated on 4th of July parking with district on Warrior Way, not as many attendees with community pushback on second-year pricing, but less trash as ultimate goal, still doing trash makeup rest of summer.
- Trustee Zinke attended Douglas High School graduation where daughter and friend spoke, attended eighth grade graduation where youngest spoke; kids excited to graduate.

Superintendent Report

Superintendent Keith Alvarado reported time off end of June needed. Met with cabinet to plan leadership forum, three days meeting leaders for professional learning, setting direction and vision, talking driving theme "Inspiring Hope" from head services work and PD on science of hope earlier year. Did interviews for executive admin assistant, now Ms. Bidart. Attended federal law webinar by AASA, will forward recorded webinar and slides to board. Met officers to develop agenda but also tentative draft goals. Attended pull-pack HR legal updates webinar, sharing all with Ms. Dwyer leading HR. Met KDH Builders today on development north end county, designated land for school but lots capacity in Pinnion Hills and Jacks Valley Elementary; parcel split between developer and owned by Michael Hull,: received CASE funding, previously Sue Estes reported zero, met Deputy Megan Peterson business office and Melissa Willis now at NDE DCSD received over $100,000: NDE issued letter reached 100% compliance inclusive education department.

Donation by Burlington Coat Factory opening in Carson City, they work with a nonprofit Adopt-A-Classroom donating $5,000 Jacks Valley. Other donation Rich McGuffin may more but several thousand to CTE athletics Douglas High School. Both on next agenda see amounts who. Passed to Mr. Brown for details.

Enrollment Counts - 4,674 students. Kindergarten enrollment details are not known, as of June around 100 enrollments.

Adjournment The meeting adjourned without further items or comments.