

**Douglas County School District
Douglas Parent Advisory Council**

**Douglas High School Media
Center**

1670 Highway 88

Minden , NV 89423

Tuesday, January 28, 2025

5:30 PM

Agenda

1. Call to Order

A. Pledge of Allegiance

2. Public Comment #1

Public comment will be taken during this agenda item regarding any item appearing on the agenda. A sign-up sheet is provided and individuals may address the committee by indicating their desire to speak and the topic about which they will speak. The committee reserves the right to limit the amount of time that will be allowed for each individual to speak. (The time allotted is nontransferable for each speaker.) The committee is precluded from acting on items raised during Public Comment that are not already on the agenda. No action may be taken on a matter discussed under this item until the matter is included on an agenda as an item on which action may be taken. Public Comment #2 will provide an opportunity for public comment on any matter within the Committee’s jurisdiction, control, or advisory authority. The Nevada Open Meeting Law prohibits the discussion of the character, conduct, or competency of any person without proper notice being given to that person.

3. Review and Approval of October 7, 2024 Meeting Minutes (For Possible Action)

3

Presenter: Shannon Brown, Executive Director of Education Services

4. Work Session (Information, Discussion and for Possible Action)

Presenter: Shannon Brown, Executive Director of Education Services

A. Welcome and Introductions

B. Parent Feedback on Student LED Conferences

C. Strategic Plan Review and Feedback

6

Presented by Frankie Alvarado

D. District Budget Review

23

Presented by Frankie Alvarado

5. Public Comment #2

Public comment will be taken during this agenda item on any matter within the Council’s jurisdiction, control, or advisory authority. No action may be taken on a matter discussed under this item until the matter is included on an agenda as an item on which action may be taken. A sign-up sheet is provided and individuals may address the committee by indicating their desire to speak and the topic about which they will speak. The committee reserves the right to limit the amount of time that will be allowed for each individual to speak. (The time allotted is nontransferable for each speaker.) The committee is

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6. Adjourn

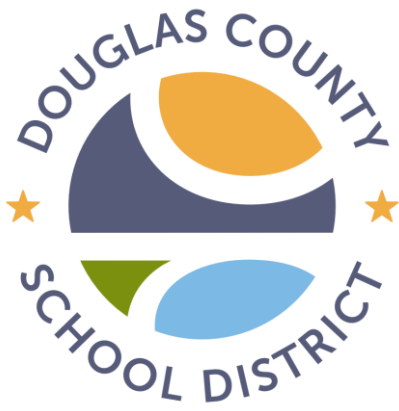
7. Notice

Notice to Individuals with Disabilities:

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In conformance with the Open Meeting Law, it is hereby noted that the agenda for the Douglas County School District Public Meeting has been posted at the following locations:

- Douglas County School District Office, Minden, NV
- District website: www.dcsd.k12.nv.us
- State website: <https://notice.nv.gov/>



**Douglas County School District
Douglas Parent Advisory Council Meeting**

George Whittell High School
240 Warrior Way
Zephyr Cove 89448
Monday, October 7, 2024
5:30 PM

Draft
Minutes
10/7/2024

Minutes

PRESENT:

Trustees:

Yvonne Wagstaff, Board Member

Personnel:

Shannon Brown, Director, Education Services
Veronica Griffith, Vice Principal JVES and GES
Sean Ryan, Principal ZCES and GWHS
Jim Pace, Vice Principal ZCES and GWHS
Lyndsey Bednar, Professional Learning Facilitator

Parent Representatives:

Ben Johnson, ZCES
Erin Miller, ZCES and GWHS
Alicia Main, DHS

Meeting minutes are created and provided to the public in accordance with NRS 241.035. They are not a word-for-word transcript of the meeting. Audio and video of some meetings are maintained on the district website for public review.

1. Call to Order

Mr. Brown called the meeting to order at 5:32 PM.

A. Pledge of Allegiance

Led by Shannon Brown

A flexible agenda was voted on and adopted.

2. Public Comment #1

Mr. Brown called for public comment. There was none.

3. Approve Meeting Minutes

Review and approval of March 18, 2024 DPAC minutes. Yvonne Wagstaff made a motion to approve and it was seconded by Erin Miller. Minutes were unanimously approved.

4. Work Session

A. Welcome, Introductions

Mr. Brown led the introductions.

B. Student LED Conferences

Presented by- Lyndsey Bednar and Veronica Griffith

The meeting commenced with a presentation led by Lyndsey, who introduced the concept of student-led conferences through an engaging quiz. She outlined the roles of parents, students, and teachers within this framework. A video was shown to highlight the benefits of increased parent engagement, emphasizing that even kindergarten students can effectively lead a conference with proper guidance.

Veronica Griffith then presented on how JVES implements student-led conferences during Celebration School Day. She mentioned that snacks are provided for parents, enhancing the welcoming atmosphere. Veronica also shared a slide deck utilized by teachers to assist students in navigating their conferences. Parents are encouraged to complete a survey post-conference to provide feedback on their experiences.

The discussion emphasized the significance of student advocacy in the conference process. Teachers expressed their appreciation for the format, noting that it alleviates pressure during discussions. It was highlighted that middle school students will prepare slides during Advisory, which is anticipated to increase the number of conferences this year. Teachers will follow up with parents to reschedule if needed, allowing students to bring their presentations home for added flexibility.

The benefits of student-led conferences were reiterated, including gaining insights into student needs, fostering trust, and enhancing student engagement.

To conclude, Lyndsey engaged the committee in a posterboard activity, encouraging collaboration and creativity among members. Participants were asked to write down their ideas under three categories: "What Ideas They Had," "Ideas to Consider," and "Questions." The responses were as follows:

- **What Ideas They Had:**
 - Student ownership and engagement
 - Students receiving parent feedback in a positive space
 - Sharing information from the student perspective
 - Helping students learn who they are and what is needed to be successful
- **Questions:**
 - Will there be uniformity in the way student conferences focus on data notebooks, or will student voice and choice be emphasized?
 - How can we change the expectations for parents regarding "conferences"?
 - How do we increase parent engagement at the high school level?
- **Ideas to Consider:**
 - Alternative mediums for presentation
 - New teacher training
 - Adding a parent slide to showcase the student's progress

C. Progressive Discipline Plan

Led by Shannon Brown

Shannon requested the committee to review the Progressive Discipline Plan and to reach out with any questions.

5. Public Comment #2

Mr. Brown called for public comment and there was none.

6. Adjournment

Meeting adjourned at 6:27 PM.

Approved:

Shannon Brown

Executive Director, Education Services

Submitted by:

Tandy Erickson

Secretary, Education Services



2022-2027





Dear DCSD Community,

It is an honor to lead Douglas County School District, and on behalf of the educators of this great district, I am excited to present the 2022-2027 DCSD Strategic Plan. The DCSD Strategic Plan is a five-year roadmap for our school community which will help ensure our students excel and are prepared for college and/or career when they graduate from a DCSD high school. This plan was developed through a collaborative process that included parents, community members, business owners, members of higher education, school board trustees, teachers, administrators, supervisors, and support staff employees. This is a living plan that will require ongoing progress updates and reviews of the goals, objectives and action plans.

Douglas County School District has always prided itself as one of the top school districts in Nevada, and a district that competes nationally in terms of student achievement. The goal of the Strategic Plan is to continue to build on the solid foundation which has already been built. We believe in the importance of remaining focused on improving instruction and allocating the necessary resources to support our classrooms and career and technical (CTE) pathways. The DCSD Strategic Plan outlines the steps we will take to ensure every DCSD student is provided a high-quality education and leaves Douglas County School District prepared to achieve their life aspirations.

As is evident in the DCSD Strategic Plan, we will remain focused on our journey to modernize instruction and personalize learning through EPIC Learning. EPIC Learning is an instructional framework that is already well on its way in transforming instruction within the district. EPIC provides students voice and choice in their learning, providing students with meaningful and relevant opportunities, empowering both teachers and students, identifying priority standards, making assessment more meaningful, and ultimately, preparing DCSD students for the 22nd century. If you are fortunate to visit a DCSD classroom, you will see the hallmarks of an EPIC classroom, which include student voice, a transparency of learning, and student ownership. As a district, we have created an Instructional Model that is based on three pillars: 1) Be Learner Centered, 2) Create a Positive Culture, and 3) Provide Responsive Instruction. We truly believe in the need to empower, prepare, inspire, and connect will every student who enters our school system.

In closing, it's important to understand that no Strategic Plan can truly encompass every subject taught, nor every strategy available for reducing learning gaps or eliciting community support for our students and schools. There are other intangibles that are just as important as what we measure in the DCSD Strategic Plan; love of learning, the development of problem-solvers and critical thinkers, the building of good citizenship, fostering habits of health living, and much, much more. With that in mind, we expect our school community, educators, and staff to be open to innovation, and to keep students at the center of all we do. Having a Strategic Plan ensures that we will not lose sight of our purpose while we continue to expand our horizons.

Douglas County School District thanks you for your commitment to our students and schools! I look forward to working with you to make the Strategic Plan meaningful for our students and community.

My Best,

Keith Lewis, Superintendent

DOUGLAS COUNTY SCHOOL DISTRICT

2021-22 STRATEGIC PLAN COMMITTEE MEMBERS

Member	Affiliation	Role
Baligad, Cade	Douglas County School District	CTE Coordinator/Parent
Bednar, Lindsey	Douglas County School District	Professional Learning Facilitator
Beronio, Denise	Douglas High School	Parent
Bourgeois, Annmarie	C.C. Meneley Elementary School	Parent
Brown, Shannon	Douglas County School District	Assistant Director - Education Services
Chichester, Ross	Douglas County School District	Board Clerk
Cronin-Mack, Rommy	Douglas County School District	Executive Director - Education Services
Dalpe, Kyle	Western Nevada College	President
Dedmon, Adam	Pau-Wa-Lu Middle School	Principal/Parent
Demus, Phil	Douglas County School District	Director of Facilities
Dwyer, Jeannie	Douglas County School District	Executive Director - Inclusive Education
Endter, John	Douglas County School District	Director of Information Technology
Estes, Susan	Douglas County School District	Director of Business Services
Foster, Jordy	Douglas County School District	Director of School Nutrition
Frazier, Brian	Douglas County School District	Executive Director - AGPM
Freeman, Jeanne	Carson City Health & Human Services	Public Health Preparedness Manager/Parent
Gilkerson, Linda	Douglas County School District	Board President
Gilmartin, Pam	Jacks Valley Elementary School	Principal
Girdner, Joe	Douglas County School District	Executive Director - Human Resources/Parent
Jackson, Heather	Douglas County School District	Board Member/Parent
Jezek, Cris	Douglas County School District	EPIC Instructional Coach
Kangas, Carey	Douglas County School District	Board Member
Lamb, Karen	DCPEA	President-Elect
Lehmann, Robbe	Douglas County School District	Board Member/Parent
Lewis, Keith	Douglas County School District	Superintendent/Parent
Linford, Brian	Douglas County School District	Director of Transportation
Magnotta, Tony	Douglas County School District	Board Member
McNeall, Susan	Scarselli Elementary School	Principal
Michalik, Vivian	Douglas County School District	EPIC Instructional Coach
Monochino, David	DCSSO	Vice-President
Nalder, Jen	Main Street Gardnerville	Program Director/Parent
Nalder, Susan	Douglas County School District	Professional Learning Facilitator
O'Donnell, Keeley	Zephyr Cove Elementary School	4th Grade Teacher
Rechs, Michael	Douglas High School	Principal/Parent
Reid, Amanda	Douglas County Parks & Recreation	Recreation Coordinator/Parent
Schnoll, Jessica	Zephyr Cove Elementary School	Parent
Summers, Kaycee	Minden Elementary School	Parent
Vasey, Shaunda	Gardnerville Elementary School	School Counselor/Parent
Walling, Marc	Lake Schools	Principal/Parent
Yankoskie, Wendi	Douglas County School District	Assistant Director - Inclusive Education

DOUGLAS COUNTY SCHOOL DISTRICT



Douglas County School District Named 2023 #1 School District in State of Nevada by Niche.com

(This is the 2nd year in a row DCSD has been ranked #1)

Our Mission: We will continually grow as an innovative education community, committed to the learning of all.

Our Vision: We will inspire, empower, and prepare each learner to achieve his/her aspirations.

NSPF Star Ratings	
CCMES	★★★★
GES	★★★★
JVES	★★★
MES	★★★★
PHES	★★★★
SES	★★★★
ZCES	★★★
CVMS	★★★
PWLMS	★★★
AAHS	★
DHS	★★★★★
GWHS	★★★★



Douglas County School District - BY THE NUMBERS			
	2019-20	2020-21	2021-22
District Enrollment	5,786	5,385	5,383
In-Person Learning	5,786	4,528	5300
Online Learning	N/A	857	83
764 Employees			
392 Certified			
13 Schools			
Employee Retention Rate: 95% (Certified) and 90% (Classified)			
K-8 Student/Teacher Ratio	22:1	20:1	21:1
Per Pupil Expenditures	\$10,860	\$11,067	\$12,242
Avg. Daily Attendance	94.8%	94.6%	92.8%
Graduation Rate	91.3%	88.9%	84.5%
Transiency Rate	12.0%	25.3%	16.2%
Chronic Absenteeism	No Data	16.9%	22.6%

DCSD Budget Data			
	2019-20	2020-21	2021-22
Beginning Balance	\$7,854,847	\$7,081,871	\$8,463,919
Revenue	\$53,310,180	\$55,012,149	\$59,498,571
Expenditures	-\$54,083,156	-\$53,630,101	-\$56,403,638
Ending Balance	\$7,081,871	\$8,463,919	\$11,558,852



EducationWeek Quality Counts - Nevada Rankings			
Success Criteria	2019-20	2020-21	2021-22
K-12 Achievement	18th	18th	Rankings suspended due to COVID-19
Chance of Success	50th	50th	
School Finance	48th	49th	
Overall	49th	50th	

Douglas County Summative Assessment Data				
		2019-20	2020-21	2021-22
ELA	SBAC-Grades 3-8 % Proficient	No Data	50.9%	48.2%
	SBAC-Grades 3-8 State Ranking	N/A	3rd	3rd
	ACT-Grade 11 % Proficient	55.5%	51.8%	52.1%
Math	SBAC-Grades 3-8 % Proficient	No Data	37.9%	34.9%
	SBAC-Grades 3-8 State Ranking	N/A	3rd	4th
	ACT-Grade 11 % Proficient	35.6%	26.4%	25.5%
Science	ACT-Grade 11 State Ranking	1st	2nd	3rd
	SBAC-Grades 5-8 % Proficient	No Data	37.6%	38.7%
	SBAC-Grades 5-8 State Ranking	N/A	1st	3rd
	Grades 9-10 % Proficient	No Data	38.2%	27.1%
Grades 9-10 State Ranking	N/A	1st	2nd	



Nevada's Traditional HS
Whittell High
 9th of 111
 Top 7% Nationally
Douglas High
 10th of 111
 Top 17% Nationally

2022 Distinguished Employees of the Year	
Educator	Amy Carter
Support Staff	Stephanie Schieck
School Counselor	Juan Quijas
Trainer/Service Provider	Cris Jezek
Classified Supervisor	Jennifer Tyndall
Site Administrator	Susan McNeill

EPIC Learning Implementation Stage	1	2	3	4	5	6	7
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ACT Composite Scores	AAHS	DHS	GWHS	State
	2021-22	13.9	18.1	17.0
2020-21	14.5	18.6	19.8	17.3
2019-20	16.3	19.2	18.5	17.8

Advanced Placement Assessment Data						
AP Tests Taken	Tests Passed		% Passed			
	DHS	GWHS	DHS	GWHS	DHS	GWHS
2021-22	397	64	278	35	70.0%	54.7%
2020-21	399	61	298	35	74.7%	57.4%
2019-20	434	74	341	41	78.6%	55.4%

MAP Assessment Data				
% Meeting Fall to Spring Expected Growth				
Grade	2020-21		2021-22	
	Math	Read	Math	Read
K	58.9%	22.9%	52.0%	59.6%
1st	68.2%	16.4%	58.0%	50.0%
2nd	75.9%	27.1%	54.5%	62.1%
3rd	77.3%	51.9%	50.9%	53.2%
4th	67.2%	48.2%	47.6%	47.9%
5th	73.3%	49.3%	43.2%	55.6%
6th	61.1%	47.9%	36.9%	50.4%
7th	47.4%	52.7%	37.9%	62.3%
8th	58.6%	53.4%	49.5%	64.6%

Graduation Data		
Diploma Type		
Diploma Type	20-21	21-22
Standard	184	189
Advanced	179	106
Adult	6	15
College/Career	30	85
Completers		
Adjusted	8	4
HSET/GED	12	17

DCSD Summative Assessments vs. National Scores								
Year	DCSD		Massachusetts		New Jersey		Connecticut	
	Math	ELA	Math	ELA	Math	ELA	Math	ELA
21-22	34.9%	48.2%	39.0%	41.0%	34.5%	48.8%	40.0%	49.1%
20-21	38.0%	50.9%	33.4%	46.0%	No Data	No Data	No Data	No Data



EMPOWER ★ PREPARE ★ INSPIRE ★ CONNECT

Deployed Chromebooks devices for all DCSD students, Constructed Fiber connection from PHES to the Airport Network Center, Installed Bus Wifi on multiple school buses, Installed 160 interactive panels in classrooms, Increased



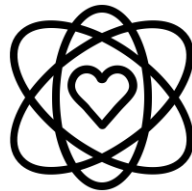
We will inspire, empower, and prepare each learner to achieve his/her aspirations.

Our Vision



We will continually grow as an innovative education community, committed to the learning of all.

Our Mission



Our Core Beliefs

- We believe all children can learn, and we can teach all children.
- We believe student needs are the primary factor in all decision-making.
- We believe open, honest and accurate communication is critical to understanding and success.
- We believe all curriculum must be appropriate, challenging, and meaningful; with a focus on our goal to become EPIC.
- We believe in providing a variety of opportunities for students to learn marketable skills.
- We believe every effort must be made to promote student success.
- We believe we must always be fiscally responsible.
- We believe in actively pursuing interactions among schools, students, staff, parents and community.
- We believe we must ensure a safe, disciplined, and positive learning environment where all are valued, respected and encouraged to contribute.
- We believe high standards and excellence in performance should be expected from all staff and students.
- We believe in the value of staff training to achieve our goals and objectives.
- We believe in the importance of publicly reporting progress toward achievement of our goals and acting on that information.
- We believe current research and technology must be used to provide instruction to students
- We believe in the importance of providing our students effective district and school leadership.



Student Success with Opportunity & Access

Goal 1

Every classroom will provide equitable access to rigorous, relevant, and personalized learning opportunities. Each Douglas County School District graduate will be prepared for their life aspirations to include a college or career pathway.

Objective 1

Set high expectations and challenge students with rigorous, personalized, inclusive, and blended learning opportunities.

- Action Step 1** Continue the implementation of EPIC Learning as a means to modernize instruction and personalize learning in all Pre-K - 12 classrooms and content areas.
- Action Step 2** Support implementation of EPIC Learning through the use of Instructional Coaches.
- Action Step 3** Develop a DCSD Portrait of a Learner and align Pre-K through 12th grade.
- Action Step 4** Create learning progressions or proficiency scales in all Pre-K - 12 classrooms and content areas.
- Action Step 5** Create common assessments, aligned to proficiency scales, in all Pre-K - 12 classrooms and content areas.
- Action Step 6** Create and maintain Multi-Tiered Systems of Support (MTSS) teams at all sites.

Objective 2

Foster a safe, positive, and trusting learning environment.

- Action Step 1** **Embed social and emotional learning in all Pre-K-12 classrooms and content areas.**
- Action Step 2** **Develop and expand mental health networks across the school community.**
- Action Step 3** **Restorative practices will be implemented intentionally and systematically to create a culture of dignity, respect, accountability and fairness.**
- Action Step 4** **Create and maintain Multi-Tiered Systems of Support (MTSS) teams at all sites.**
- Action Step 5** **Student & Staff Recognition**
- Action Step 6** **Continuously evaluate and take proactive steps to ensure campus safety and security.**

Objective 3

Increase student preparation for college and/or career pathways.

- Action Step 1** **Provide and expand various workplace experience opportunities Pre-K - 12 through Career & Technical Education (CTE)**
- Action Step 2** **Promote and Support increased participation in dual enrollment course work through the Jump Start Program.**
- Action Step 3** **Promote “careers” Pre-K through 12th grade through career days, CTE field trips, and after-school mini-programs.**
- Action Step 4** **Increase school and business community connections.**
- Action Step 5** **Develop a student interest survey to inform student graduation plans.**
- Action Step 6** **Develop a middle school elective wheel with a focus on career & technical education.**
- Action Step 7** **Increase Career & Technical Education offerings through use of CLNA.**



Goal 2

Highly-Qualified Personnel

Recruit, retain, and develop high-qualified personnel

Objective 1

Provide a compensation package that is competitive with other school districts in the region.

- Action Step 1** Continually evaluate salaries and benefits to ensure comparability with surrounding districts.
- Action Step 2** Evaluate current personnel policies to reduce/remove barriers for hiring.
- Action Step 3** Pursue non-monetary incentives
- Action Step 4** Create a flexible insurance plan that minimizes cost to employees.

Objective 2

Recruit and recommend highly-skilled and highly-qualified applicants to be hired by the Douglas County School District.

- Action Step 1** Support state efforts to reduce barriers for qualified individuals to enter the education profession.
- Action Step 2** Modernize recruiting practices
- Action Step 3** Develop a “profile of a teacher” to identify and recruit highly qualified staff.
- Action Step 4** Increase outreach and develop partnerships to/with local colleges/universities
- Action Step 5** Facilitate engagement with local business/organizations to recruit teachers/families to the local area.
- Action Step 6** Continue to pursue and create affordable housing opportunities for employees.
- Action Step 7** Annual celebration and recognition programs

Objective 3

Provide support for new staff through a comprehensive induction plan.

- Action Step 1** Maintain level-one and level-two professional development to all new DCSD certified staff.
- Action Step 2** Maintain Leadership Academy to support the development of new and aspiring administrators.
- Action Step 3** Maintain (or improve) mentoring opportunities for teachers and administrators.
- Action Step 4** Implement the STEDI training program for all DCSD substitute employees.
- Action Step 5** Develop professional development opportunities/training for new classified employees.

Objective 4

Continue to provide effective, evidence-based, and differentiated professional learning opportunities tied directly to school and district improvement plans.

- Action Step 1** Maintain level-one and level-two professional development to all new DCSD certified staff.
- Action Step 2** Maintain Leadership Academy to support the development of new and aspiring administrators.
- Action Step 3** Maintain (or improve) mentoring opportunities for teachers and administrators.
- Action Step 4** Learning Forum
- Action Step 5** Peer-2-Peer Training
- Action Step 6** PDC Training
- Action Step 7** Professional Learning Community Time
- Action Step 8** EPIC Instruction Model – Roadmaps to guide site-based professional development

Add Marketing/Website

Expand postings of job vacancies

Salary Adjustments - Hard to Fill/Special Education/CTE



Operations Management

Goal 3

Create responsive, effective, and integrated operations to sustain district initiatives, enable continuous improvement in educational programs, and achieve organizational success.

Objective 1

Provide sound, responsible financial stewardship through the management and maintenance of adequate financial reserves.

- Action Step 1** Maintain and evaluate internal controls and procedures.
- Action Step 2** Train, develop, and mentor administrators regarding budgeting and financial policy
- Action Step 3** Annually train and review Education Department General Administrative Regulations
- Action Step 4** Align growth of total payroll and employee benefit costs to the growth of permanent revenue sources
- Action Step 5** End each fiscal year with a four percent ending fund balance

Objective 2

Ensure the alignment of resources to meet district strategic goals.

- Action Step 1** Align growth of total payroll and employee benefit costs to the growth of permanent revenue sources
- Action Step 2** Use the strategic plan to guide annual budget development, program review and new program adoption cycles
- Action Step 3** Perform annual needs assessment and prioritize funding to support identified needs
- Action Step 4** Create a budget for district marketing and community outreach programs

Objective 3

Increase support for educational programs and strategic goals by leveraging community and fiscal partnerships.

- Action Step 1** **Seek grant funding sources to supplement general fund revenues that support educational programs and priorities**
- Action Step 2** **Continue to strengthen ties with community organizations and businesses**
- Action Step 3** **Pursue and develop partnerships with community organizations and businesses that support the improvement of Career and Technical Education programs**

Objective 4

Create effective and efficient operational procedures and systems responsive to the needs of our students, staff and stakeholders.

- Action Step 1** **Review and update the student activity manual**
- Action Step 2** **Continue to work with Pool/Pact to audit policy, procedures and school safety plans**
- Action Step 3** **Annually evaluate operational procedures and systems with input from stakeholders**

Objective 5

Maintain and improve facilities to provide high-quality and safe learning environments.

- Action Step 1** **Prioritize facility needs in order of priority of health and safety, property preservation, and facility upgrades.**
- Action Step 2** **Develop a ten-year capital improvement plan.**
- Action Step 3** **Seek funding opportunities for innovative and proactive technology and facility upgrades**
- Action Step 4** **Continue to improve the safety of all facilities based on annual vulnerability assessments**



Goal 4

Community Engagement

Strengthen family, school, and community partnerships through clear and consistent communication. Provide meaningful feedback and input opportunities toward continuous improvement efforts.

Objective 1

Schools and facilities will be safe and inviting places for families, staff, and the community.

- Action Step 1** Continue to improve the safety of all facilities based on annual vulnerability assessments
- Action Step 2** Provide inclusive, family friendly events at all sites.
- Action Step 3** Communicate and provide volunteer opportunities for parents and community members

Objective 2

Build relationships with families to strengthen understanding of state standards, student progress, and the importance of teachers and families working together.

- Action Step 1** Provide an education outreach program for parents and community members.
- Action Step 2** Provide opportunities for student led conferences to discuss student growth and progress.
- Action Step 3** Update the DCSD website to include Nevada Academic Standards, course offerings, and assessments
- Action Step 4** Organize and advertise family events
- Action Step 5** Develop a marketing plan that continually updates and communicates school district events, changes, and successes with the school community

Objective 3

Coordinate with community resources to support student growth and development.

- Action Step 1** Provide parent coaching and resources to support their ability and knowledge base of child development and to address mental health and other parenting concerns
- Action Step 2** Partner with WNC to support dual credit opportunities for students.
- Action Step 3** Develop a two-way partnership with community businesses to provide student internship opportunities while supporting

Objective 4

Highlight student achievements and school events through a multitude of media outlets.

- Action Step 1** Improve district and school websites.
- Action Step 2** Create a mobile application to support easy use and access to information

Objective 5

Create additional opportunities for students and staff to make a positive impact on the community.

- Action Step 1** Create a district wide and site-specific calendar of events
- Action Step 2** Provide new classes and workshops that supplement the needs of the community through surveys
- Action Step 3** Provide and promote community service opportunities for students in Douglas County School District
- Action Step 4** Increase participation of DCSD staff in local events (ie Festivals, Parades, Markets, etc.)

DOUGLAS COUNTY SCHOOL DISTRICT

SWOT ANALYSIS SUMMARY

A Summary of the SWOT Analysis conducted with the Strategic Planning Committee

Strengths	Weaknesses
<ul style="list-style-type: none"> ▪ Staff Development <ul style="list-style-type: none"> ▪ New teacher training ▪ Leadership Academy ▪ Long Range Vision for EPIC learning <ul style="list-style-type: none"> ▪ Personalizing instruction/learning and modernizing the learning experience ▪ Proactive district in vision and planning ▪ Focused/intentional planning ▪ High expectations for student achievement ▪ Holistic education (arts, music, PE at all levels) ▪ Technology Integration ▪ Geographical Location <ul style="list-style-type: none"> ▪ Desirable Location to Live ▪ Community support ▪ Communication <ul style="list-style-type: none"> ▪ Accessibility to leadership ▪ Staff Retention ▪ Inclusive Practices 	<ul style="list-style-type: none"> ▪ Marketing <ul style="list-style-type: none"> ▪ Communicating expectations ▪ Why EPIC? ▪ Reach all residents of Carson Valley and Lake ▪ Shortage of Resources <ul style="list-style-type: none"> ▪ Mental health ▪ Parent Engagement ▪ Accountability <ul style="list-style-type: none"> ▪ Data awareness ▪ Nevada School Performance Framework (NSPF) ▪ Consistency in Grading ▪ Age of Facilities
Opportunities	Threats
<ul style="list-style-type: none"> ▪ CTE <ul style="list-style-type: none"> ▪ Connect with community/employers ▪ Student Achievement ▪ Improving Grading Practices <ul style="list-style-type: none"> ▪ What is the meaning of a grade? ▪ Redesigning and Personalizing Instructional Practices <ul style="list-style-type: none"> ▪ Modes of instruction ▪ Employee Retention Practices <ul style="list-style-type: none"> ▪ Recruitment ▪ Staff support ▪ Training ▪ Mentorship ▪ Team building/Induction ▪ Re Engage with Community <ul style="list-style-type: none"> ▪ Volunteers in our schools ▪ Guest Speakers ▪ Keep up with Technology ▪ Develop Sense of Service ▪ Declining Enrollment 	<ul style="list-style-type: none"> ▪ School Funding (PCFP) <ul style="list-style-type: none"> ▪ Competitive salaries ▪ Resources ▪ Misinformation <ul style="list-style-type: none"> ▪ Propagation of misinformation ▪ Mental Health <ul style="list-style-type: none"> ▪ Students ▪ Staff ▪ Staffing <ul style="list-style-type: none"> ▪ Low interest in education as a career option ▪ Availability of Affordable Housing in Carson Valley ▪ Declining Enrollment



DOUGLAS COUNTY SCHOOL DISTRICT

OPEN RESPONSE QUESTIONS

Q - What should a DCSD diploma prepare our students to achieve?

- **College and/or career readiness**
- **Competitive in workforce**
 - Local and global
- **Basic life skills**
- **EPIC Learning**
 - [Portrait of a graduate](#) - Build within
- **Sense of service**
- **Financial literacy**

Q - What is student success, and what are examples of it in DCSD?

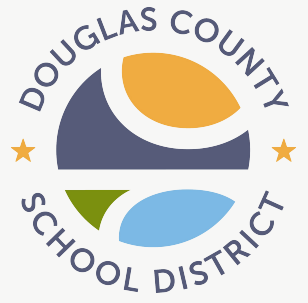
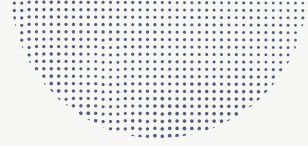
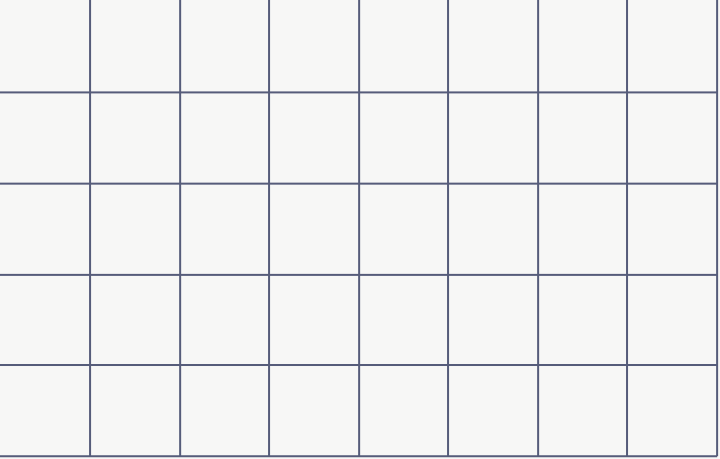
- **Graduation**
- **Student achievement and growth**
- **Employability skills**
- **Engaged in learning**
 - Badge books
 - Voice and choice
 - Participation
- **Soft skills/life skills**
 - Independence
- **Recognition/Awards/Honors**
- **Student engagement in academic planning/leveraging**

Q - If money and resources were no object, what would you like to see the District provide our students?

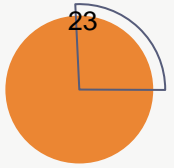
- **Increase mental health services**
- **Health clinic for students/families/staff**
- **Teacher housing**
- **Expand extra and co-curricular opportunities**
- **Flexible schedule**
- **Increased salaries and benefits**
- **Expansion of facilities**
 - Auditorium
 - Athletic facility
 - STEM center
- **Expand extra and co-curricular after school activities/opportunities**
- **Replacement/renovate existing facilities**
- **Specialized pathways**
 - Magnet schools
- **Pre-K for all**
- **Foreign Language offered K-12**
- **Lower student/teacher ratios**
- **No student fees**
- **Diverse learning opportunities**
 - Utilizing diverse resources
 - Global resources

Q - What other questions do we need to talk about?

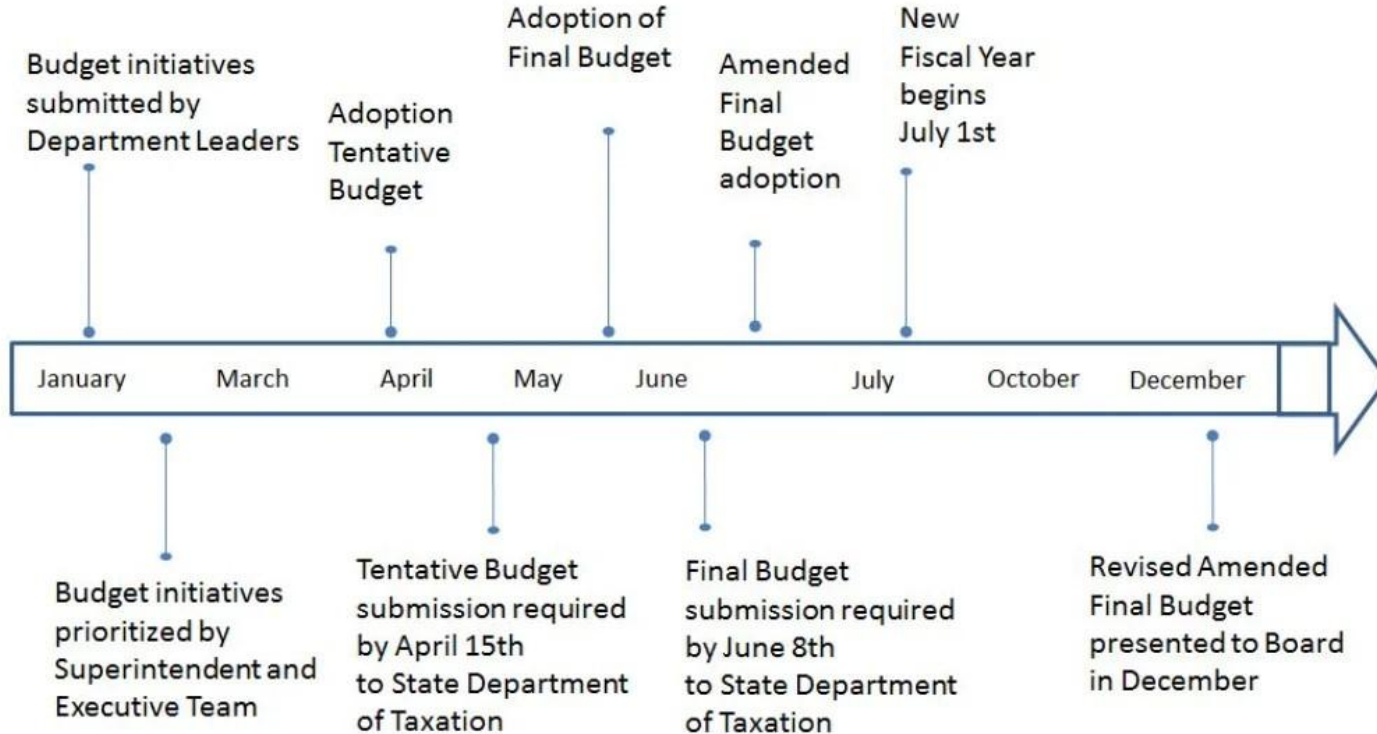
- **How do we build opportunities for relationships with families?**
- **How do we give students skills to deal/thrive in a digital world?**
- **How do we balance and manage screen time?**
- **How to balance digital citizenship in home and school?**
- **How do we create consistency throughout the district with all initiatives?**
- **How do we effectively communicate across multiple platforms?**
- **How do we support parents?**
- **How do we ensure kids don't get left behind?**
- **How do we get all kids on path to success?**
- **How do we transition parent involvement to parent engagement?**
 - Involvement - Doing to
 - Engagement - Doing with
- **How do we celebrate student success?**
- **How do we provide opportunities for all students?**
- **How do we ensure unbiased (cultural/economic/religious/gender) views and practices in our classrooms/schools?**



DCSD Budget Challenge



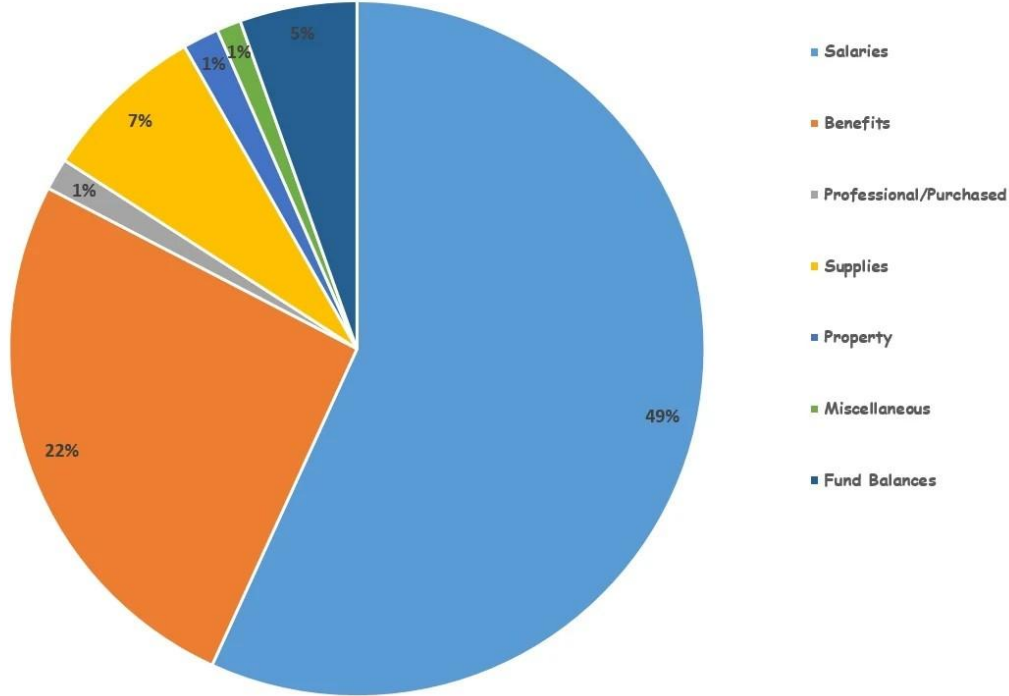
The Budget Cycle



Expenditures by Category



Budget Transparency
FY 24-25 General Fund Expenditures by Category



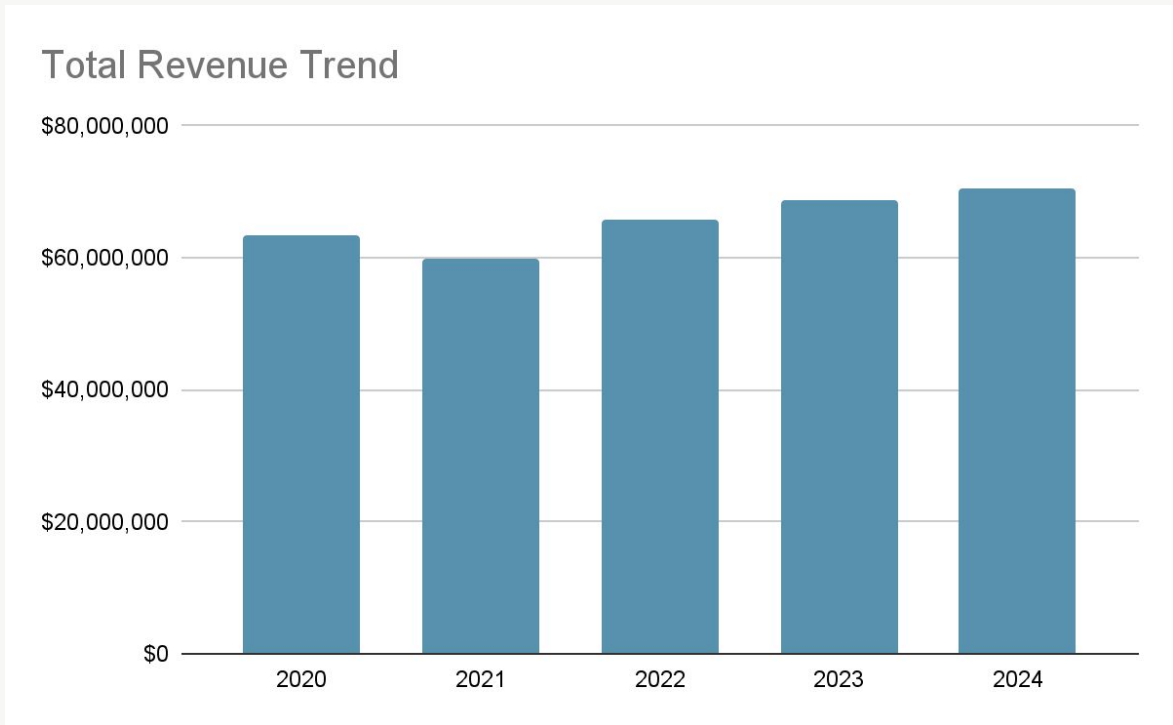
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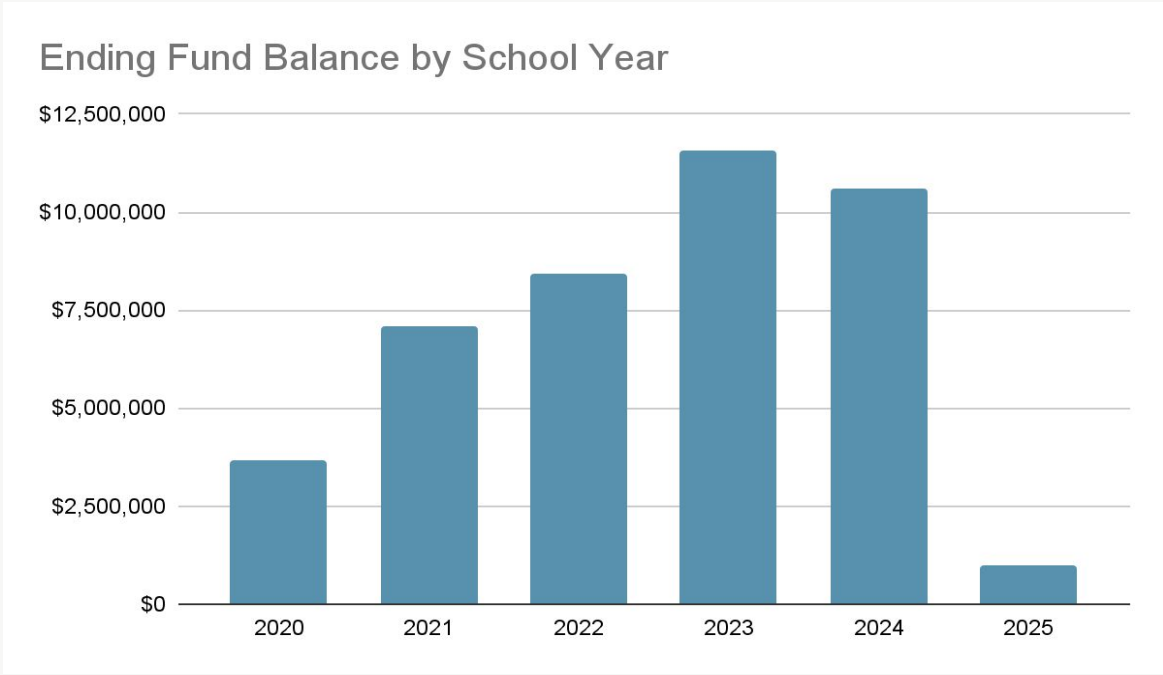
Revenue Trends from 2021 to 2025*



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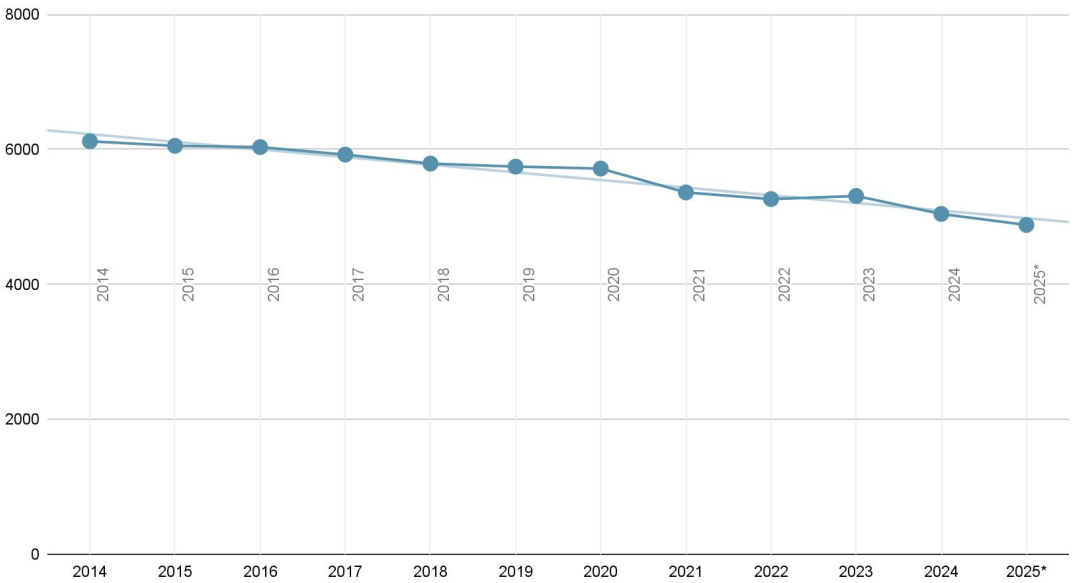
Ending Fund Balance Trends from 2021 to 2025*



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Enrollment Trends from 2014 to 2025*

Declining Enrollment Trend






Pupil Centered Funding Plan (PCFP)



→ Nevada provides a baseline funding of \$9,414 per pupil on average to all Districts and it was adjusted to \$10,598 for FY2025 for DCSD. Pupils in the following categories are granted weighted funding. Pupils in multiple categories are only funded at the highest rated category. There is no double dipping for multi program students.

- ◆ English Learners (EL) = .45 factor/\$4,236
 - ◆ At-Risk Students = .35 factor/\$3,294
 - ◆ Gifted and Talented Education (GATE) = .12 factor/\$1,129
 - ◆ Special Education = actual reported costs (for up to 13% of student body with additional allocations for higher enrollments)
 - Increase by \$1.5 million if over 13%.
- 

Budget Reality



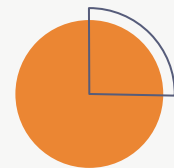
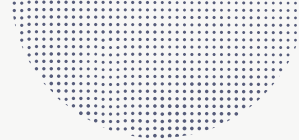
- ❖ PCFP overhaul did not grow the size of the funding pie, it just changed how the pie is sliced.
- ❖ The Nevada pupil funding is \$4,000 less than the National Average.
 - This signals a significant underfunding of our students.
- ❖ Title I funding has been greatly reduced (Approximately 90% reduction)
- ❖ Long term planning is required for grant funded positions, programs, and initiatives.

Budget Reality



- ❖ The District has reached a Fiscal Cliff and the Ending Fund balance will be below the Board Policy requirement of 4%.
 - NRS requires a 4% Ending Fund Balance.
- ❖ Staffing reductions should have taken place prior to the 2023-24 school year to align with the District's enrollment and future enrollment projections.
- ❖ According to the DCSD Staffing Ratio Matrix, DCSD is overstaffed by nearly \$1 million dollars in the 2024-25 school year.
- ❖ PCFP places an Administrative expense cap on DCSD at 10%. This is based on the number of students enrolled.

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Budget Assumptions

- ❖ Declining enrollment = declining revenue
- ❖ DCSD needs to seek CASE Funding for Inclusive Education students.
- ❖ DCSD Leadership will review definitions and criteria for weighted funding categories and align documentation strategies to ensure data points are entered into Infinite Campus to allow for weighted funding. (Only if students should qualify)
- ❖ If we don't align staffing to enrollment and staffing ratio matrix then we will not meet NRS required ending fund balance %.



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Rising Costs (2020-2025)

- ❖ Insurance Rates
- ❖ PERS Increases (July 2023 and July 2025)
- ❖ Contribution Rate Changes –
 - Employee/Employer Contribution Plan
 - Regular Members – increased from 15.5% to 17.5%.
 - Contribution Rate Changes – Employer-Pay Contribution (EPC) Plan
 - Regular Members – will increase from 29.75% to 33.50
- ❖ NEW PERS Changes for July 2025 are increasing rates nearly 4%. This is an added cost to the general fund by \$1.5 Million dollars.



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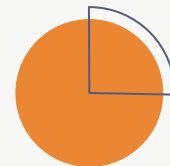
Rising Costs (2020-2025)

- ❖ Utility Increases
- ❖ Grant Funding on Expenditures for staffing and student programs ended...
 - Dual Enrollment
 - This was previously grant funded but has transitioned to the general fund
 - Other positions have transitioned to being a general fund obligation

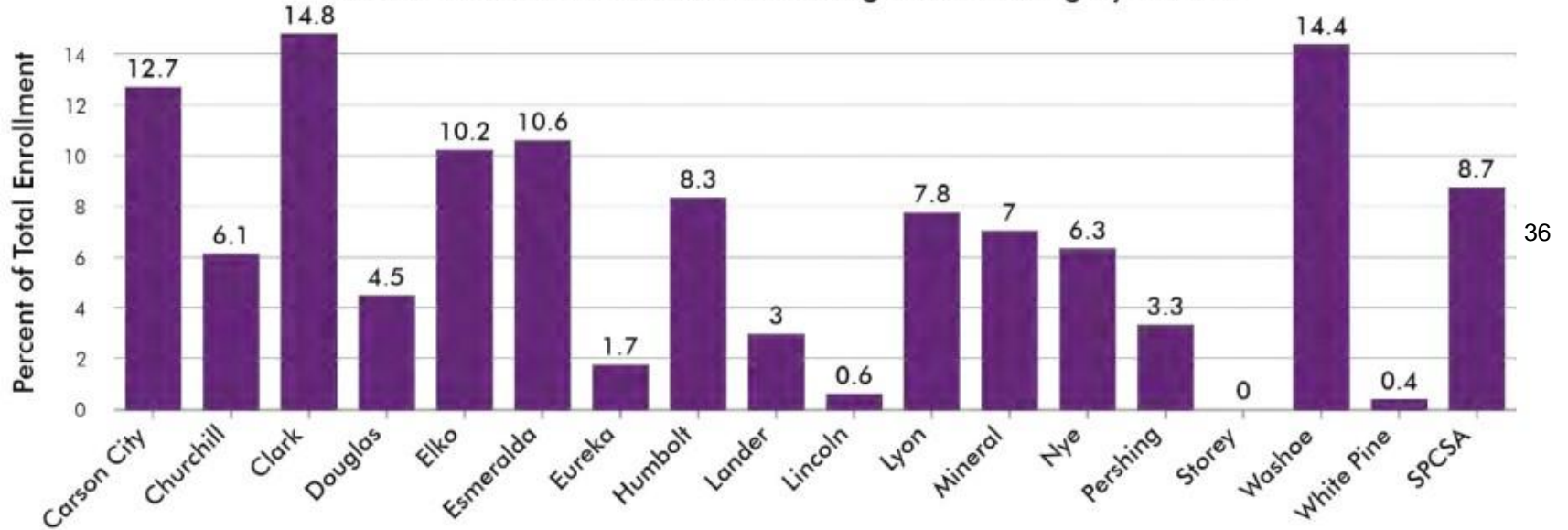


8. For each respective school district, charter school and university school for profoundly gifted pupils, the Department of Education shall transfer from the Pupil-Centered Funding Plan Account in the State Education Fund the following projected sums for additional weighted funding at the levels established by subsection 7 for Fiscal Year 2024-2025, subject to adjustment based on updated weighted pupil counts with approval of the Interim Finance Committee:

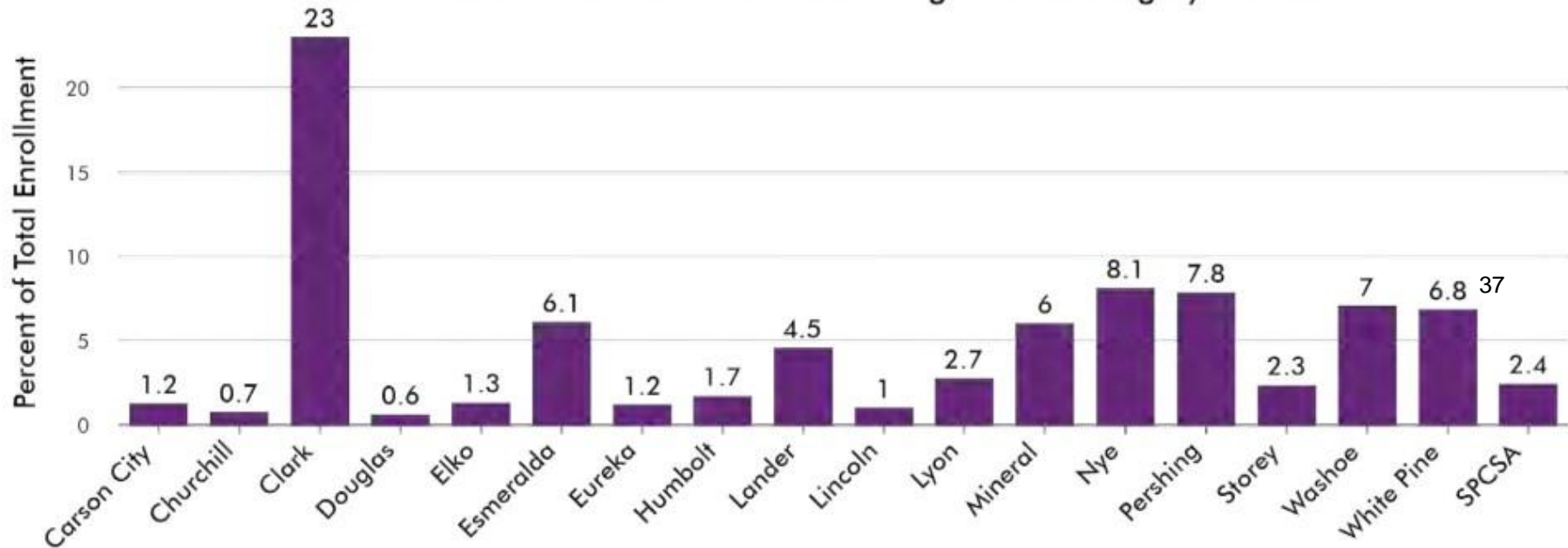
	English Learners	At-Risk Pupils	Gifted and Talented Pupils
Carson City	\$3,045,888	\$952,222	\$434,925
Churchill	\$470,227	\$583,195	\$0
Clark	\$159,419,816	\$173,554,882	\$5,134,375
Douglas	\$715,932	\$563,426	\$51,965
Elko	\$2,867,964	\$2,079,074	\$109,579
Esmeralda	\$17,404	\$8,387	\$0
Eureka	\$10,215	\$1,198	\$0
Humboldt	\$859,966	\$266,886	\$0
Lander	\$139,797	\$322,899	\$0
Lincoln	\$25,418	\$141,680	\$0
Lyon	\$2,054,597	\$1,733,111	\$0
Mineral	\$144,034	\$171,334	\$0
Nye	\$1,372,556	\$1,479,404	\$0
Pershing	\$97,435	\$128,501	\$0
Storey	\$13,779	\$13,779	\$0
Washoe	\$28,493,242	\$16,184,485	\$1,422,262
White Pine	\$63,544	\$359,143	\$0
Charter Schools, combined	\$23,341,921	\$10,049,406	\$1,239,255
University Schools, combined	\$0	\$0	\$0



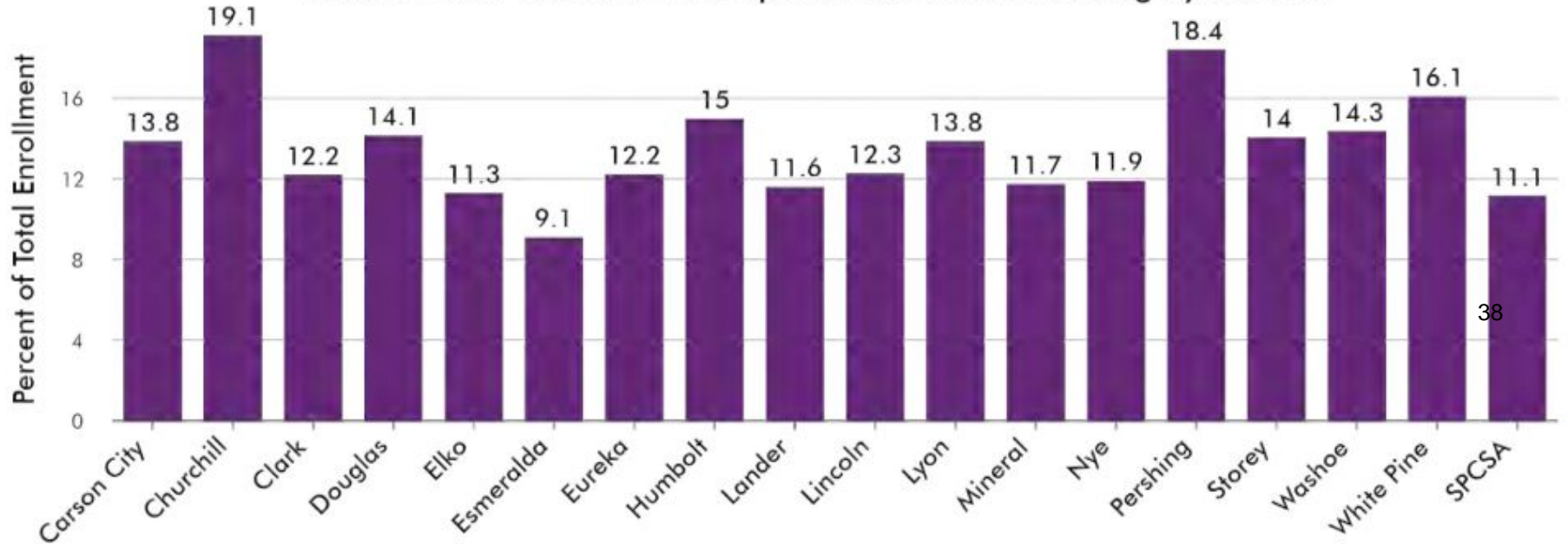
District Level: Students with EL Weighted Funding by Percent



District Level: Students with At-Risk Weighted Funding by Percent

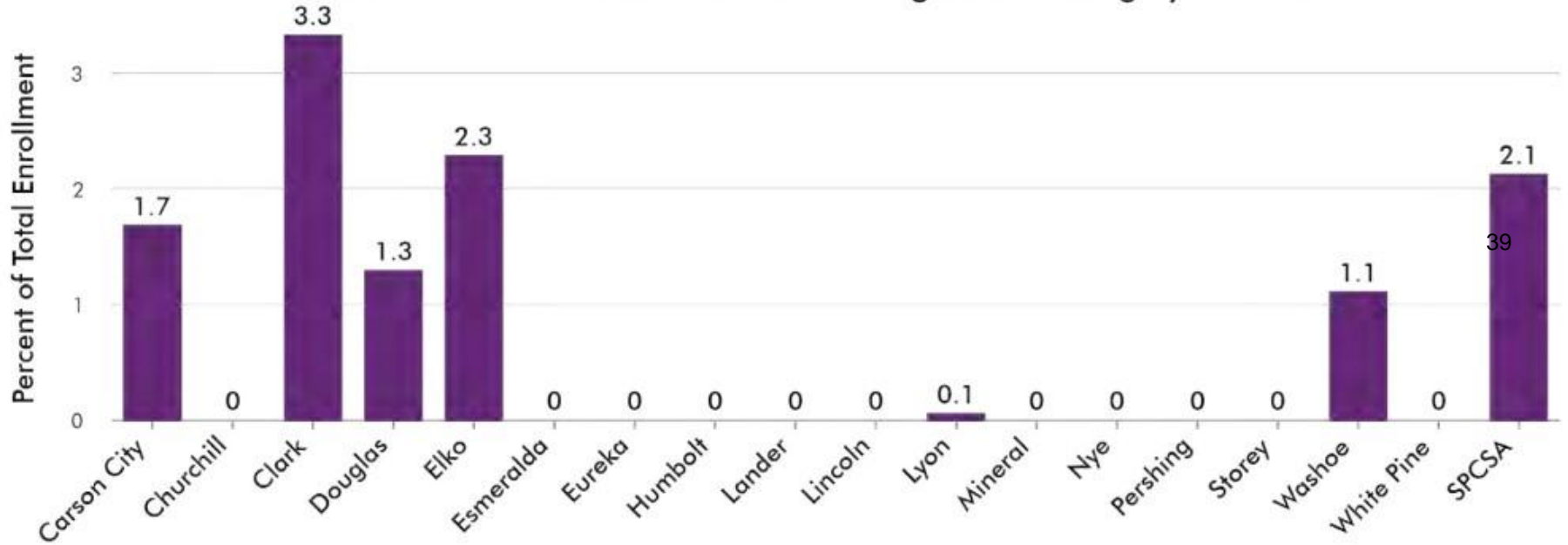


District Level: Students with Special Education Funding by Percent

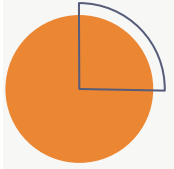
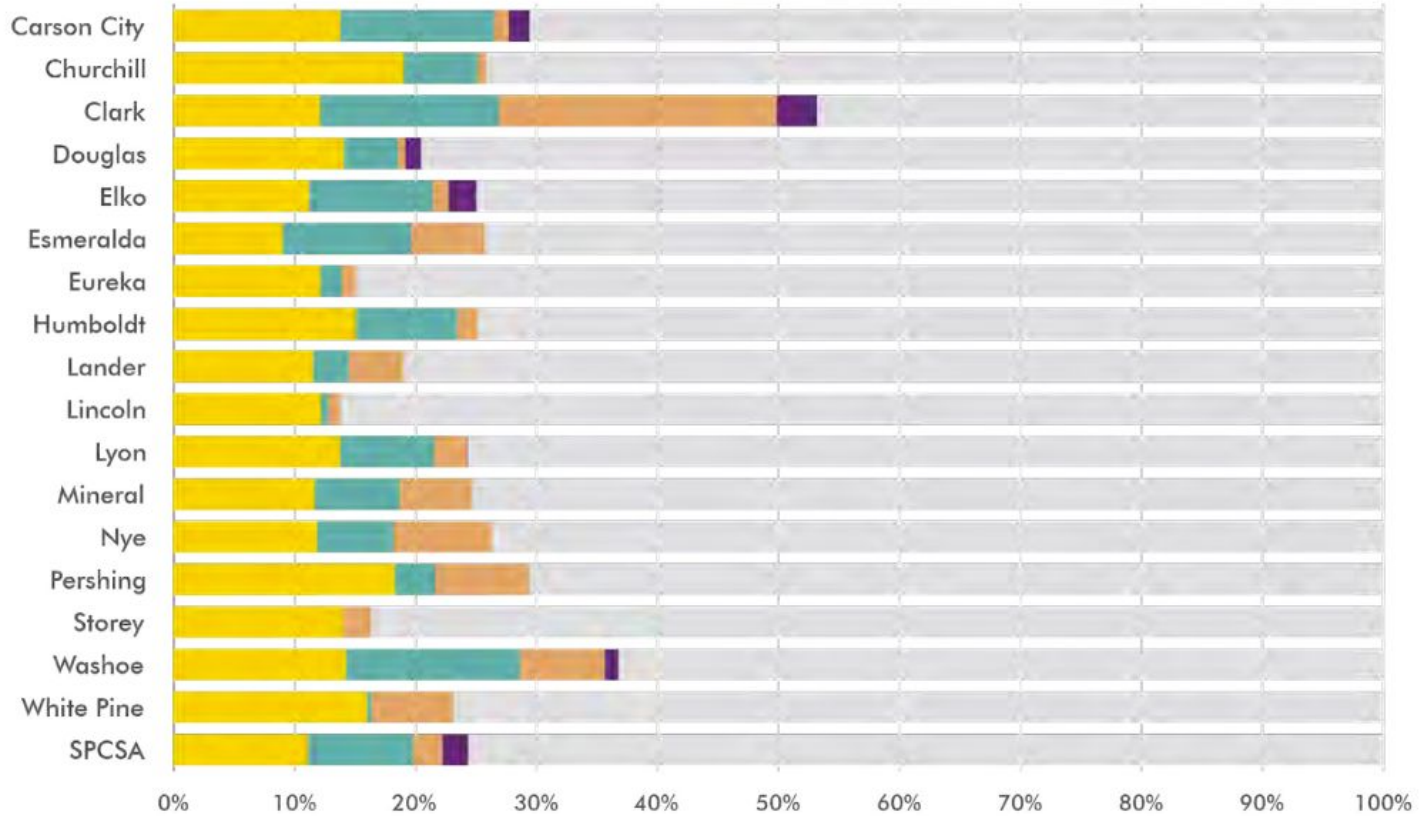


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District Level: Students with GATE Weighted Funding by Percent



District Level: Percent of Students by Funding Categories



40



■ % Students with Special Education Funding
 ■ % EL Weighted Students
 ■ % At-Risk Weighted Students
 ■ % GATE Weighted Students
 ■ % Students with Standard Funding



2025 Legislative Session



❖ NSEA

➤ Advocating to restore Ending Fund Balances to 8.3%. This would be approximately \$5 million dollars.

❖ Final District funding allocations will not be available until late Spring 2025.

❖ Governor Lombardo is leading the state towards high stakes accountability for student achievement based on increased funding that has been allocated to Education in Nevada.

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Budget Considerations

- ❖ Revenues
 - DCSD needs to consider new revenue sources.
 - Medicaid Billing
 - CASE Funding for Inclusive Education
 - School Bus Advertisements
 - Implement long range enrollment and financial projections
- ❖ Expenditures
 - Consider District contracts for services that can be purchased at a greater discount
 - Align staffing allocations to enrollment and the staffing ratio matrix

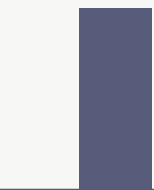


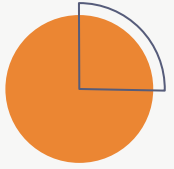
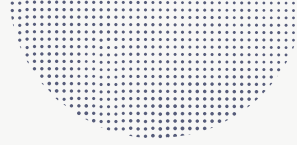
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Budget Considerations

- ❖ Ending Fund Balance (Reserves)
 - Remain compliant with NRS regulations to avoid a compliance officer being assigned to the District
- ❖ DCSD needs to reach for long range financial sustainability by taking action now.
- ❖ DCSD needs to implement fiscal strategies to align our educational programs and expenditures to meet strategic planning goals.
- ❖ Seek Grant funding to offset general fund expenditures.





Questions...





DCSD Strategic Plan Amendment

- ❑ Prior Strategic Plan participants have been invited to collaborate on amending the current plan.

- ❑ Site Leaders have provided contact information for Teachers and Parents to participate in the amendment process.

- ❑ Meeting Dates:
 - ❑ 3/3/25
 - ❑ 3/24/25
 - ❑ 4/14/25
- ❑ Link to [2022-2027 Strategic Plan](#)