

**Douglas County School District
Board of Trustees
Agenda for the Regular Board Meeting of
Thursday, October 16, 2025
4:00 PM
George Whittell High School & Zoom
240 Warrior Way
Zephyr Cove, NV 89448**

Mission Statement

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

Board Purpose

**The DCSD Board of Education will govern and oversee a
well-functioning school district where children and staff are
thriving!**

Board of Trustees

**Yvonne Wagstaff, President
Melinda Gneiting, Vice President
Katherine Dickerson, Clerk
David Burns, Member
Susan Jansen, Member
Erinn Miller, Member
Markus Zinke, Member**

1638 Mono Avenue, Minden, Nevada 89423

DOUGLAS COUNTY SCHOOL DISTRICT
Information Concerning Board Policy and Procedures
For Communication with the Board of Trustees

We, the Members of the Board of Trustees, welcome visitors at our meetings and appreciate constructive suggestions and comments, which help to meet the educational needs of the District. The Board has a scheduled order of business to follow. The agenda, which is usually lengthy, has been available for study by the Members of the Board since published. The Board may only take action on properly agendized items, unless it finds that the need to discuss or act upon an un-agendized item was truly unforeseen at the time the meeting agenda was posted, the matter requires immediate action, and is to be an emergency as defined by Nevada Revised Statutes.

The Board may make approval of consent items with one motion. They will be approved in total by one action unless a Trustee, individual, or organization interested in one or more consent items has questions or wishes to make a statement. In that event, the Chairperson of the Board may defer action on the particular matter or matters to the regular agenda for consideration separately.

Although each Trustee represents a geographical area of the District, Trustees are elected at large and, as such, represent all citizens of Douglas County. All actions of the Board are taken in an open meeting. It is the desire of the Board to avoid making decisions that will be detrimental to the best interests of the District, even when such decisions might please individuals or a small group. In arriving at decisions, Members of the Board attempt to be guided by the desire to provide a program that will meet the needs of every student enrolled in Douglas County schools and will best serve the interests of the entire District.

Members of the Board of Trustees are locally elected state officials and serve four-year terms of office. They are responsible for exercising their public function in accordance with the requirements of applicable law and regulations, as well as Board Policies adopted by the Board of Trustees of the Douglas County School District.

If copies of the complete agenda (and supporting materials) are desired in advance, they may be obtained at the District Office on the Monday preceding a regular meeting of the Board. Please contact DCSD at 775-782-5134 or suptoffice@dcsd.k12.nv.us. Communication with the Board of Trustees as a unit may be either in writing, by personal appearance at a meeting of the Board, or by verbal communication through the District Superintendent.

Public Comment: During regular Board meetings, there will be a general period of public comment for any matter that is not specifically agendized for possible action, and on each item listed on the agenda for possible action.

The Board limits public comment to three minutes per commenter.

Written Communication: Written communication to the Board of Trustees, related to an action item on the agenda, can be emailed to the Board, the District Superintendent, or the Board Secretary, prior to the meeting. Although this communication will not be read during the meeting, it will be added to the minutes of the meeting upon request.

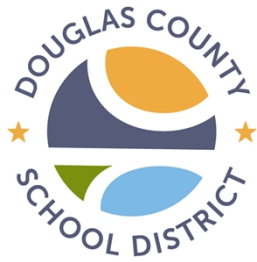
Personal Appearance at a Board Meeting: When an individual or group desires to communicate with the Board of Trustees by means of placing an item on the agenda, at a meeting of the Board, the District Superintendent shall be notified no later than 12:00 noon two weeks prior to the scheduled regular meeting, and the Board President and Superintendent, in their discretion, will determine whether the subject of the communication will be placed on the agenda. When a holiday observed by the District falls on a meeting date, the deadline shall be two weeks prior to the meeting.

- At the time of the meeting, the public can add their name to a sign-up sheet and they will be called upon during the allocated public comment time.
- The Board may set a reasonable time limit for each speaker and for answering questions.
- Extensive formal statements addressing specific items for consideration by the Board should be submitted in writing.

Although the Board may impose reasonable restrictions on the time, place and manner of public comments, it may not restrict comments based on viewpoint. No action may be taken on a matter raised during public comment that is unrelated to any agenda item.

Non-discrimination/Notice to Individuals with Disabilities: The Douglas County School District does not and shall not discriminate on the basis of race, color, religion (creed), gender, gender expression, age, national origin (ancestry), disability, marital status, sexual orientation, or military status, in any of its activities or operations. Members of the public who require special assistance or accommodations at a meeting of the Board of Trustees are asked to notify the District Administration at 1638 Mono Ave., Minden, Nevada 89423, or by calling 775-782-5134, so that such notification is received at least twenty-four hours prior to the meeting.

Revised 9/10/2025



Douglas County School District
Regular Board Meeting
George Whittell High School & Zoom
240 Warrior Way
Zephyr Cove, NV 89448
Thursday, October 16, 2025
4:00 PM

AGENDA

Please click the link below to join the webinar: <https://dcsd-k12.zoom.us/j/83658765049> Passcode: OCT2025 Or Telephone: +1 669 900 6833 US Webinar ID: 836 5876 5049 Telephone Passcode: 0456646

New Public Posting Location for future DCSD Public Meetings: Due to the District Office Closure, the new Public Posting location will be 1290 Toler Ave, Gardnerville, NV 89410 (Temporary District Offices Entrance).

1. Call to Order

A. Adoption of the Agenda, as submitted (*For Possible Action*) (*Public Comment will be taken prior to any action*).

Please Note: The Board reserves the right to (1) take items in a different order, (2) combine two or more Agenda items for consideration, and (3) to remove an item from the Agenda or delay discussion relating to an item on the Agenda at any time, in order to accomplish the business on the Agenda in the most efficient manner.

B. Pledge of Allegiance

2. Public Comment (*For Discussion Only*)

Comments will be accepted in person, or through virtual participation via email; suptoffice@dcsd.k12.nv.us no later than 12:30 p.m. the day of the meeting. Email for public comment must include the submitting party's full name. Email for public comment will be posted as a supplemental document and copies will be provided to the board members. The names of those who have provided virtual public comment will be read during public comment and the emails will be included in the record, but the virtual public comment will not be read during the meeting. Comments may be made by members of the public on any matter within the authority of this Board. Please note that public comment will be taken on items marked "for possible action" before action is taken on such items, and members of the public are encouraged to comment on such items at the time they are being considered. Although members of the Board may respond to questions and discuss issues raised during public comment, no action may be taken on such a matter until the matter is placed on an agenda for action at a meeting of the Board. In making public comment, speakers are asked to come to the table or podium, sign in, speak into the microphone, and identify themselves for the record. Commenters are instructed to limit their comments to no more than three (3) minutes, and not simply repeat comments made by others.

3. Special Recognitions (*Information Only*) Frankie Alvarado, Superintendent

1. Tara Auld, Finalist for the 2026 Nevada State Teacher of the Year Award.
2. Leadership Douglas County to present an update in regard to the Smash Hunger fundraiser and its earnings for SNP Angel Accounts.

4. Leadership Presentation (*Administrative Report*) Gregory Thetford, Principal and Sarah Sparhawk, Vice Principal

School Administrators will give a presentation about Carson Valley Middle School.

5. **DCSD Self-Insured Health Insurance Plan - Proposed Benefit Revisions for Plan Year**

2026 (Discussion and For Possible Action) Jeannie Dwyer, Executive Director of HR

Member(s) of the DCSD Health Advisory Committee will present proposed revisions to the district's Self-Insured Health Insurance Plan to the Board. The Board will discuss and take action on the proposed benefit changes for the 2026 plan year.

6. **Tahoe Douglas Fire Protection District**

Chief Scott Lindgren and George Whittell High School Principal Sean Ryan will present an update to the Board regarding the current status and developments of the Fire Science Program at GWHS. The presentation will also include a summary of recent community input meetings related to the proposed helibase project, highlighting key feedback and next steps.

7. **DCSD Shoutouts (Information Only)**

This time is devoted to shoutouts that have been input through the district website to recognize teachers, administrators and students that deserve recognition for being exceptional.

8. **Consent Items (For Possible Action) (Public Comment will be taken prior to any action)**

Information concerning the following consent items has been forwarded to each Board Member for study prior to this meeting. Unless a Trustee or individual organization interested in one or more consent items has any questions concerning a particular item, the items are approved at one time by the Board of Trustees. The Board President may defer action on such a particular matter or matters at his or her discretion, and may choose to place the same at the end of the regular agenda for separate consideration.

A. Minutes of the Regular Board Meeting of September 18, 2025

Attached are Minutes of the Regular Board Meeting of September 18, 2025, for review and approval.

B. Accounts Payable Special and Regular Run Vouchers

A complete list of payments contained in Accounts Payable Special Vouchers numbers 2625, 2626, 2627, 2628, 2629, 2630, 2631, 2632, 2633, and Regular Run Voucher Numbers 2634 and 2635 are attached.

Vouchers have been prepared in accordance with state law and copies of the Vouchers are available for review by the public at the Superintendent's office prior to the meeting.

C. Budget Voucher Adjustments

A complete list of budget adjustments made by the Director of Business Services during the recent course of business is provided for review and approval by the Board of Trustees as required by NRS 354.598005.

Information for both September and October is provided this month.

D. Personnel Report No. 25-10

Listed on the Personnel Report No. 25-04 are personnel actions presented for consideration by the Board of Trustees. Salaries for individuals employed will be determined in accordance with salary regulations of the District.

E. Facility Contract Approvals

Director of Facilities, Phil Demus, will provide an update on the DHS fencing project bid.

F. Annual Northwest Regional Professional Development Program (NWRPDP) Report (Information Only)

Leslie Peters, Assistant Director of Education Services, submitted the annual 2024-2025 NWRPDP report.

G. Local Literacy Plan Leslie Peters, Assistant Director of Ed. Services

The Literacy Plan for Douglas County explains the role of literacy specialists as well as screening, intervention and progress monitoring for students in grades K-5 who demonstrate deficits in reading.

H. AB 168 - Progressive Discipline Plans Annual Update

Provision of the Progressive Discipline Plan for the Board's annual review and approval. This progressive discipline plan was reviewed by school teams according to AB 285. On or before September 15, 2025, all

school principals developed teams to review the 2024-25 District-wide Progressive Discipline Plan and make recommendations. It reflects the comments provided by "teachers, school administrators, school counselors, school social workers, school psychologists, behavior analysts, other educational personnel and support personnel, the parents and guardians of pupils, the pupils who are enrolled in the school, and, if applicable, organizational teams established pursuant to NRS 388G.700." It also includes recommendations and guidance from the Nevada Department of Education's Office of Safe and Respectful Learning Environment. The plan was then modified by the district personnel to reflect the comments and recommendations from the stakeholders. Updates to the plan are shown in blue font as well as the addition of Appendix C: Appeals of Suspensions or Expulsions.

I. Bullying Report (July-Sept) Qtr 1 (Administrative Report) Shannon Brown, Executive Director of Ed. Services

Information presented to the Board regarding incidents of bullying for the first quarter of the school year.

J. Class Size Reduction (CSR) - Alternative Plan for 2025-26 (Discussion and Possible Action) Jeannie Dwyer, Executive Director of HR

To discuss and approve the Douglas County School District's application for the Class Size Reduction Program for the 2025-2026 fiscal year. Per NRS 388.720 The Class Size Reduction Program aims to reduce the number of students in classrooms to provide a more effective learning environment. The program has been proven to improve student performance and increase teacher retention. The board is requested to review and approve the district's application for the Class Size Reduction Program, which outlines the proposed use of funds and strategies for reducing class sizes.

Nevada Revised Statutes (NRS) 388.720 pertains to the development of a plan by school districts in Nevada to reduce pupil-teacher ratios. The key points include:

- School districts, in consultation with recognized associations representing licensed educational personnel, must develop a plan to reduce pupil-teacher ratios in kindergarten and grades 1, 2, and 3 within the limits of available financial support.
- In counties with a population of less than 100,000, school districts may develop alternative pupil-teacher ratios per class for specified grade levels in elementary schools, with some conditions and limitations.
- The State Board of Education is responsible for reviewing and approving plans submitted by school districts.

K. Approval of Class Size Reduction (CSR) Report Qtr 1 per NRS 388.725 Jeannie Dwyer, Executive Director of HR

Nevada Revised Statutes (NRS) 388.725 requires school districts to report quarterly, on their websites, information related to average daily attendance, class sizes for grades 1, 2, and 3, and an identification for which a variance from the prescribed pupil-teacher ratios was granted by the State Board of Education for each elementary school in the district.

L. Read by Grade 3 Rate of Improvement metrics for Kindergarten-3rd grade (For Discussion and Possible Action)

Leslie Peters, Assistant Director of Education Services, will provide the board with information regarding the recommended Rate of Improvement metrics established by Governor Joe Lombardo and the Nevada Department of Education for K-3 student growth and proficiency in reading.

NRS 392.775

M. Approval of English Language Development Program Manual Leslie Peters, Assistant Director of Ed. Services

9. Douglas County School District 2024-25 Achievement Results and Accountability Report Cabinet Team

The Board will receive a summary presentation on the 2024-25 Douglas County School District Accountability Report. This review will include the following achievement results:

- **NSPF Star Ratings:** Summary of school performance ratings across the district.
- **ACT Report:** Analysis of college readiness indicators based on student performance on national assessments.

- **SBAC Results (ELA & Math):** Overview of student proficiency levels in English Language Arts and Mathematics from the Smarter Balanced Assessment Consortium.
- **MAP Growth Assessment Results (ELA & Math):** Overview of student growth and achievement trends using Measures of Academic Progress data.
- **Advanced Placement (AP) Assessment Results:** Overview of AP exam performance.

This item will provide the Board with an overview of academic performance and progress across the district.

10. Governance & Superintendent Goals (*Discussion and Possible Action*) Frankie

92

Alvarado, Superintendent

District Governance and Superintendent Alignment Intent: A Commitment to Collaborative Governance and Informed Decision-Making.

11. Open Meeting Law Violations (For Discussion and For Possible Action) Yvonne

Wagstaff, Board President

Discussion and possible action to acknowledge the Findings of Fact and Conclusions of Law for Open Meeting Law Complaints in A.G. File No.: 13897-492 & 13897-525.

12. Closed Session (*Discussion Only*)

The Board will recess to closed session in order to discuss matters with its management representatives pursuant to NRS 288.220(4). No action will be taken during closed session.

13. Student Representative Report (*Discussion Only*)

Our Student Board Representative will give a report to the Board of Trustees.

14. Board Reports (*Information and Discussion Only*)

Brief updates from the Board regarding District committees to which they are assigned.

A. **NASB Report** Yvonne Wagstaff, Board President

B. **State Board of Education** Katherine Dickerson, Board Clerk

C. **Health Advisory Committee** Melinda Gneiting, Board Vice President

15. Superintendent Report (*Administrative Report, Discussion Only*) Frankie Alvarado,

Superintendent

Report to the Board regarding activities of the past month and upcoming District events that may be of interest to them.

A. Strategic Plan Update

16. Informational Items (*Discussion Only*)

ALL MATTERS LISTED UNDER INFORMATIONAL ITEMS ARE CONSIDERED ROUTINE NON-ACTION ITEMS. ANY MEMBER OF THE BOARD OR ANY CITIZEN MAY REQUEST THAT AN ITEM BE TAKEN FROM INFORMATIONAL ITEMS AND DISCUSSED DURING THIS MEETING.

A. **Upcoming Events (*Information Only*)** Leadership Douglas County members

B. **Summary of Donations (*Discussion Only*)**

Donations were received by school sites over the last month. The District wishes to acknowledge and thank the generosity of all donors on behalf of the students we serve;

Donations:

1. Carson Valley United Methodist Church donated \$1000 to DHS for the Student Hardship Program.

2. Angel Account donations:

Helen E. Johnson donated \$500 to the GES.

Steven Braddy donated \$500 to be split between schools.

C. **Fundraisers (*Information Only*)**

D. Monthly Update of Enrollment Counts (*Information Only*)

Monthly update on enrollment numbers for each school site is provided to the Board.

E. DCSD Employee Health Benefits Open Enrollment (*Information Only*) Jeannie Dwyer, Executive Director of HR

Open Enrollment will be from November 3, 2025, through December 1, 2025.

F. Board Governance Handbook Workshop (*Information Only*)

The Board Governance Handbook workshop has been scheduled for a Special Meeting on November 14, 2025, 8:00am to 2:00pm.

17. Adjournment

(*) Times are estimated. Items on the Agenda may be taken out of order. The Board of Trustees may combine two or more agenda items for consideration, and may remove an item from the agenda or delay discussion relating to an item on the agenda at any time. Generally speaking, the item will be heard no earlier than the time indicated.

If copies of the complete agenda (and supporting materials) are desired in advance, they may be obtained at the District Office on the Monday preceding a regular meeting of the Board. Please contact the District Office at 775-782-5134 or Suptoffice@dcsd.k12.nv.us.

Notice to Individuals with Disabilities: Members of the public who require special assistance or accommodations are asked to notify the District Administration at 1638 Mono Avenue, Minden, Nevada, 89423, or by calling 782-5134, so that such notification is received at least twenty-four (24) hours prior to the meeting. In conformance with the Open Meeting Law, it is hereby noted that the agenda for the meeting of the Douglas County School Board of Trustees has been posted at the following locations:

Douglas County School District, Minden, NV

District website: www.dcsd.k12.nv.us

State of Nevada website: <https://notice.nv.gov>



Douglas County School District

EMPOWER • PREPARE • INSPIRE • CONNECT

DOUGLAS COUNTY SCHOOL DISTRICT BENEFIT CHANGES PROPOSAL

Changes effective January 1, 2026

NOTE: DCSD pays for employees only

PPO OPTION	CURRENT RATE	NEW RATE
Employee Only	\$825.00	\$950.00
+ one child	\$538.04	\$540.00
+ spouse	\$594.20	\$595.00
+ 2 or more	\$1006.85	\$1,005.00
Annual Deductible	In-Network/Out of Network	In-Network/Out of Network
• Individual	\$850 /\$1,700	\$1,000/\$2,000
• Family	\$2,550/\$5,100	\$3,000/\$6,000
Out of Pocket Max		
• Individual	\$5,500/\$11,000	\$6,000/\$12,000
• Family	\$11,000/\$22,000	\$12,000/\$24,000
Primary Physician Co-Pay	\$50.00	\$55.00
Specialist Office Visit Co-Pay	\$60.00	\$65.00
Urgent Care	\$50.00	\$55.00
Prescription Medication Deductible	\$75.00	\$100.00
Dental Plan Deductible	\$25.00	\$50.00

PPO PLAN for Medicare Eligible Retirees

Retiree (w/ Medicare)	\$600.68	\$725.00
+ spouse (Medicare eligible)	\$459.20	\$460.00
+ spouse (Non-Medicare eligible)	\$594.20	\$595.00



Douglas County School District

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DOUGLAS COUNTY SCHOOL DISTRICT BENEFIT CHANGES PROPOSAL

Changes effective January 1, 2026

NOTE: DCSD pays for employees only

QHDHP w/HSA OPTION	CURRENT RATE	NEW RATE
Employee Only	\$710.00 (+\$115 per month)	\$825.00 (+\$125 per month)
+ one child	\$481.04	\$480.00
+ spouse	\$528.48	\$530.00
+ 2 or more	\$875.84	\$875.00
Annual Deductible	In-Network/Out of Network	In-Network/Out of Network
• Individual	\$2,275	\$2,425
• Family	\$4,550	\$4,850
Out of Pocket Max		
• Individual	\$6,960	\$7,210
• Family	\$13,920	\$14,420

Bid Tally

Douglas County School District

Phase II DHS Fence Improvements PWP DO 2026-017

October 9, 2025

10:00 am

Douglas County Parks and Weed Office
1323 Waterloo Lane
Gardnerville NV 89410

<u>Name</u>	<u>Amount</u>
1.Florence Fence Inc._____	\$174,990_____
2.Tahoe Fence_____	\$236,175_____
3.Z7 Development_____	\$516,832_____
4.Garden Shop Nursery_____	\$250,000_____
5.Sullivan Structures_____	\$384,510_____

BID FORM

PROJECT IDENTIFICATION: Phase 2 DHS Fence Improvements

CONTRACT IDENTIFICATION AND NUMBER: PWP 2026-017

THIS BID IS SUBMITTED TO: Douglas County School District
1638 Mono Avenue
Minden, NV 89423

- 1.01 The undersigned BIDDER proposes and agrees, if this Bid is accepted, to enter into an agreement with OWNER in the form included in the Bidding Documents to perform all Work as specified or indicated in the Bidding Documents for the prices and within the times indicated in this Bid and in accordance with the other terms and conditions of the Bidding Documents
- 2.01 BIDDER accepts all of the terms and conditions of the Advertisement or Invitation to Bid and Instructions to Bidders, including without limitation those dealing with the disposition of Bid security. The Bid will remain subject to acceptance for 60 days after the day of Bid opening, or for such longer period of time that Bidder may agree to in writing upon request of OWNER.
- 3.01 In submitting this Bid, BIDDER represents, as set forth in the Agreement, that:
 - A. BIDDER has examined and carefully studied the Bidding Documents and the following Addenda, receipt of all which is hereby acknowledged.

<u>Addendum No.</u>	<u>Addendum Date</u>
_____	_____
_____	_____
_____	_____
_____	_____

- B. BIDDER has visited the Site and become familiar with and is satisfied as to the general, local and Site conditions that may affect cost, progress, and performance of the Work.
- C. BIDDER is familiar with and is satisfied as to all federal, state and local Laws and Regulations that may affect cost, progress and performance of the Work.
- D. BIDDER has carefully studied all: (1) reports of explorations and tests of subsurface conditions at or contiguous to the Site and all drawings of physical conditions in or relating to existing surface or subsurface structures at or contiguous to the Site (except Underground Facilities) which have been identified in the Supplementary Conditions as provided in **ARTICLE 28.0 SITE CONDITIONS of the General Conditions**, and (2) reports and drawings of a Hazardous Environmental Condition, if any, which has been identified in the Supplementary Conditions as provided in **ARTICLE 30.0 HAZARDOUS ENVIRONMENTAL CONDITIONS AT SITE of the General Conditions**.
- E. BIDDER has obtained and carefully studied (or assumes responsibility for having done so) all additional or supplementary examinations, investigations, explorations, tests, studies and data concerning conditions (surface, subsurface and Underground

Facilities) at or contiguous to the Site which may affect cost, progress, or performance of the Work or which relate to any aspect of the means, methods, techniques, sequences, and procedures of construction to be employed by BIDDER, and safety precautions and programs incident thereto.

- F. BIDDER does not consider that any further examinations, investigations, explorations, tests, studies, or data are necessary for the determination of this Bid for performance of the Work at the price(s) bid and within the times and in accordance with the other terms and conditions of the Bidding Documents.
 - G. BIDDER is aware of the general nature of work to be performed by OWNER and others at the Site that relates to the Work as indicated in the Bidding Documents.
 - H. BIDDER has correlated the information known to BIDDER, information and observations obtained from visits to the Site, reports and drawings identified in the Bidding Documents, and all additional examinations, investigations, explorations, tests, studies, and data with the Bidding Documents.
 - I. BIDDER has given PROJECT MANAGER written notice of all conflicts, errors, ambiguities, or discrepancies that BIDDER has discovered in the Bidding Documents, and the written resolution thereof by ARCHITECT / ENGINEER is acceptable to BIDDER.
 - J. The Bidding Documents are generally sufficient to indicate and convey understanding of all terms and conditions for performance of the Work for which this Bid is submitted.
- 4.01 BIDDER further represents that this Bid is genuine and not made in the interest of or on behalf of any undisclosed individual or entity and is not submitted in conformity with any agreement or rules of any group, association, organization or corporation; BIDDER has not directly or indirectly induced or solicited any other Bidder to submit a false or sham Bid; BIDDER has not solicited or induced any individual or entity to refrain from bidding; and BIDDER has not sought by collusion to obtain for itself any advantage over any other Bidder or over OWNER.
- 5.01 CONTRACTOR agrees to all terms and conditions of the Nevada Revised Statutes (NRS), the Nevada Administrative Code (NAC) and local law as may apply to this Contract and to the work performed under this Contract and agrees to comply with all such applicable laws and regulations.

Changes in Laws or Regulations not known at the time of opening Bids (or, on the Effective Date of the Agreement if there were no Bids) having an effect on the cost or time or performance of the Work may be the subject of an adjustment in Contract Price or Contract Time. If OWNER and CONTRACTOR are unable to agree on entitlement to or on the amount or extent, if any of any such adjustment, a Claim may be made therefore as provided in Article 13.1 Claims and Disputes of the General Conditions. These statutes include, but are not limited to:

- A. NRS 338.020 Hourly and daily rate of wages must not be less than prevailing wage in county.
- B. NRS 338.080 Exemptions
- C. NRS 338.141 Bids to include certain information concerning subcontractors and prime contractors. *(To be deemed a responsive bid, the list of subcontractors' form must be submitted even if no subcontractors are required to be listed.)*

D. NRS 338.147 Award of contract to contractor who submits best bid.

5.02 The entire set of Nevada Revised Statutes is available for review on-line at <http://leg.state.nv.us/law1.cfm>.

6.01 BIDDER will complete the Work in accordance with the Contract Documents for the following prices:

SEE ATTACHED BID SCHEDULE

7.01 BIDDER agrees that the Work will be substantially completed and completed and ready for final payment in accordance with **Article 11.0 FINAL PAYMENT of the General Conditions** on or before the dates or within the number of calendar days indicated in the Agreement.

7.02 BIDDER accepts the provisions of the Agreement as to liquidated damages in the event of failure to complete the Work within the times specified in the Agreement.

8.01 The following documents are attached to and made a condition of this Bid:

- A. Bid Form;
- B. Bid Schedule;
- C. A tabulation of Subcontractors, Suppliers and other individuals and entities required to be identified in this Bid;
- D. A tabulation of Subcontractors, Suppliers and other individuals and entities required to be identified within two hours of the bid opening;
- E. Bid Bond (or Certified or Cashier's Check);
- F. Construction Contractor's Qualification Statement
- G. Non-Collusion Affidavit
- H. Affidavit of Compliance

9.01 Communications concerning this Bid shall be addressed to:
(Contractor's mailing address to be filled in by Bidder)

Benjamin Florence - Florence Fence Inc.
2597 Nowlin Rd.
Minden, NV 89423
775-315-2639

10.01 The terms used in this Bid with initial capital letters have the meanings indicated in the Instructions to Bidders, the General Conditions, and the Supplementary Conditions.

SUBMITTED on 10-9, 2025.

NV State Contractor License No. 31586B Class C-14C

If BIDDER is:

An Individual

Name (typed or printed) _____
By _____ (SEAL)
(Individual's Signature)
Doing business as: _____
Business address: _____

Phone No.: _____ Fax No.: _____

A Partnership

Partnership Name _____ (SEAL)
By _____
(Signature of General Partner – attach evidence of authority to sign)
Name (typed or printed): _____
Business address: _____

Phone No.: _____ Fax No.: _____

A Corporation

Corporation Name: Florence Fence Inc. (SEAL)
State of Incorporation: Nevada
Type (General Business, Professional, Service, Limited Liability): General Business
By: [Signature]
(Signature -- attach evidence of authority to sign)
Name (typed or printed): Benjamin Florence
Title: Estimator (Corporate Seal)
Attest: _____
(Signature of Corporate Secretary)
Business Address: 2597 Nowlin Rd. Minden, NV 89423

Phone No.: 775-267-9918 Fax No.: 775-882-8117
Date of Qualification to do business is _____

BID SCHEDULE

Phase 2 DHS Fence Improvements

Lump Sum Basis

Base Bid Total Lump Sum Bid Price \$ 174,990⁰⁰

Base Bid Total Lump Sum Bid Price (Written) One hundred & seventy-four thousand nine-hundred & ninety dollars ⁰⁰/100

CHECK ONE:

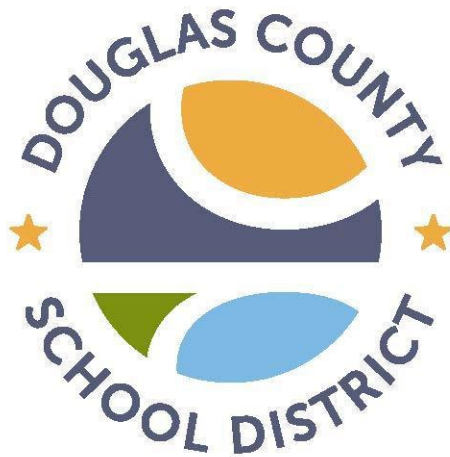
We qualify and claim the Preferential Bidder Status as specified in NRS 338.147, and have attached the Affidavit of Compliance and submitted a valid Certificate of Eligibility in accordance with the requirements of NRS 338.147 as referenced in Article 73.0 Bidder Preference General Condition.

We do not qualify for the Preferential Bidder Status as specified in NRS 338.147.

**LIST OF SUBCONTRACTORS
(to be submitted after bid opening)**

Within two hours after the completion of the opening of the bids, the General Contractors who submitted the three lowest bids must provide a list of each subcontractor who will provide labor or a portion of the work or improvement to the contractor for which the subcontractor will be paid an amount exceeding one percent of the prime contractor's bid or \$50,000, whichever is greater, and the number of the license issued to the subcontractor, pursuant to NRS chapter 624. **If a General Contractor fails to submit such a list within the required time, his bid shall be deemed not responsive.** To be deemed a responsive bid, this form must be submitted even if no subcontractors are required to be listed. In that case, the bidder should state "None" (or similar language stating that no subcontractors need to be listed) in the space below. (Refer to NRS 338)

<u>Subcontractor/Address/Nevada License No.</u>	<u>Dollar Value and description of work</u>
N/A	



Douglas County School District

District Level Progressive Discipline Plan

~~**2024-2025**~~
2025-2026

This progressive discipline plan was reviewed by school teams according to AB 285. It reflects the comments provided by “teachers, school administrators, school counselors, school social workers, school psychologists, behavior analysts, other educational personnel and support personnel, the parents and guardians of pupils, the pupils who are enrolled in the school, and, if applicable, organizational teams established pursuant to NRS 388G.700.” It includes recommendations and guidance from the Nevada Department of Education’s Office of Safe and Respectful Learning Environment. The plan was then modified by the district personnel to reflect the comments and recommendations from the school teams.

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Restorative Questions I & II

Prior to implementing consequences and restorative supports all schools will develop and maintain a positive school climate and safe and respectful learning environment. This will be achieved through a focus on making connections with students, building relationships, and facilitating family and community engagement. In addition, all schools will have a Multi-Tiered Systems of Support team that will facilitate the development of individual behavior plans that include restorative strategies including but not limited to those mentioned in the interventions and best practices section of this document to change the inappropriate behaviors of the student.

Restorative Questions I¹

To respond to challenging behavior

- ★ What happened?
- ★ What were you thinking of *or feeling* at the time?
- ★ Who has been affected by what you have done?
- ★ In what way?
- ★ Why did this happen?
- ★ What do you think you need to do to make things right?

Restorative Questions II²

To help those harmed by another's actions.

- ★ What did you think when you realized what had happened?
- ★ What impact did this incident have on you and others?
- ★ How are you doing?
- ★ What has been the hardest thing for you?
- ★ What do you think needs to happen to make things right?

All restorative justice plans developed to support students should address the following:

1. Holding the pupil accountable for their behavior;
2. Restoration or Remedies related to their behavior;
3. Relief for the victim;
4. Intervention for changing their behavior

¹ From International Institute for Restorative Practices, www.iirp.org

² From International Institute for Restorative Practices, www.iirp.org

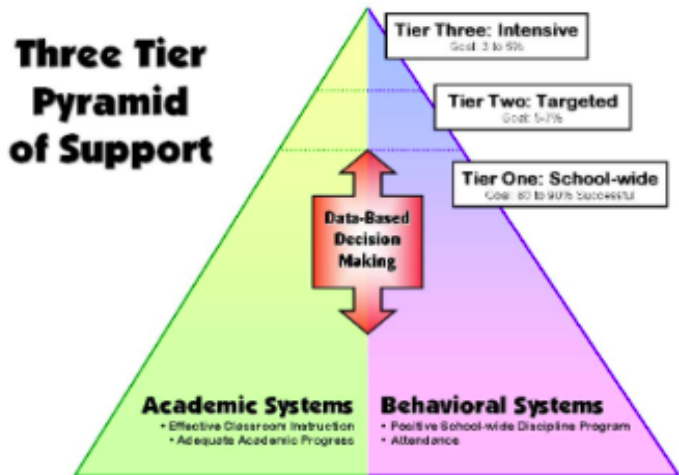
Tier One, Two, & Three Behavior Supports

TIER ONE BEHAVIOR SUPPORTS	TIER TWO BEHAVIOR SUPPORTS	TIER THREE BEHAVIOR SUPPORTS
<ul style="list-style-type: none"> ● Commitment to PBIS ● Universal Expectations & Rules ● Office Referral Procedures ● School-Wide Acknowledgement System ● School-Wide Social Skills Instruction ● Active Supervision ● Enforcement of Expectations ● Data-Based Decision Making ● Safe and Welcoming Climate 	<p>Strategic Skill Development</p> <ul style="list-style-type: none"> ● School Success <ul style="list-style-type: none"> ○ Attendance ○ Classroom Survival Skills ○ Interacting with Confidence ○ Organization ● Targeted Skill Development <ul style="list-style-type: none"> ○ Anti-Social ○ Conflict with Authority ○ Drug/Alcohol ○ Impulse Control ○ Problems with Peers ○ Withdrawal <p>Function-Based Intervention</p> <ul style="list-style-type: none"> ● Gain <ul style="list-style-type: none"> ○ Check In/Check Out ○ Mentoring ● Escape <ul style="list-style-type: none"> ○ Academic support ○ Accommodations <p>School-Based Network of Support</p> <ul style="list-style-type: none"> ● Planned staff collaboration ● Intentional staff/student interactions <p>Increased monitoring & Feedback</p>	<p>Analysis of Behavior Function & Creation of Behavior Support Plan</p> <ul style="list-style-type: none"> ● Environmental modifications ● Replacement Behaviors ● Curriculum modifications ● Reinforcement system ● Proactive strategies ● Reactive strategies ● Behavior goals ● Communication systems <p>Wrap Around Support(s)</p> <ul style="list-style-type: none"> ● School-based network of support ● Inter-agency collaboration ● Continuous monitoring & feedback <p>District-Based Structured Alternative/Resource Setting</p> <ul style="list-style-type: none"> ● School-wide Behavior Management System <ul style="list-style-type: none"> ○ Proactive supervision and monitoring ○ On-site community agency personnel (school resource officer, social worker, mental health)

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Adapted from LCSD

Three Tier Pyramid of Support



Three Tier Pyramid of Support

Tier One Supports (School-wide):

Tier One Supports are proactive and preventative in nature. Since Tier One (school-wide) supports are built into the structure of the school, all students may benefit from these academic and behavioral supports.

School-wide behavior supports include:

- explicit teaching of expected behaviors
- consistent acknowledgement and correction of student behavior
- data-based decision making
- active supervision
- safe and welcoming culture

Tier Two Supports (Targeted):

Tier Two supports (academic / behavioral) are short-term, scientifically-based interventions which are highly efficient and provide rapid response for students who are not making adequate progress with Tier One supports alone.

Targeted behavior supports include:

- targeted skill development
- function-based interventions
- increased support and feedback
- increased progress monitoring

Tier Three Supports (Individual):

Tier Three supports (academic / behavioral) are long-term, intensive interventions which focus on individual students.

Tier Three supports are appropriate for students identified, through the systematic review of data, as unable to make adequate progress with Tier One and Two supports alone. Tier Three supports may or may not include special education identification and placement.

Adapted from LCSD

Interventions and Best Practices

- **Clearly define/post** the behavioral expectations.
- **Implement procedures** for all class routines - entering the room, handing in assignments, sharpening the pencil, welcoming a guest, etc.
- **TEACH and ROLE-PLAY** the behavioral expectations, classroom procedures, use of materials, etc. Demonstrate what the expected behavior “looks like” (positive example) as well as what it “does not look like” (non-example).
- **Pre-correct** . Prior to directing students to perform a task, provide a description of what the expected behavior will look like. “Lunch will be in two minutes. At that time, everyone will put away all the materials, push in all the chairs and line up.”
- **Cue/Prompt/Remind**. Provide a pre-arranged / previously taught cue to remind specific students to engage in the appropriate behavior.
- **Acknowledge students** who appropriately demonstrate the expected behavior.
- **Specifically explain** HOW the behavior did not meet the stated / taught expectation. “It is disrespectful to other students when you _____.”
- **Provide a warning**. “Respect a school rule. All students are expected to talk respectfully to staff and students here at ABC School. This is your official warning.”
- **Check for student understanding of the behavioral expectations**. “Please summarize what we discussed so I ensure there is no confusion.”
- **Evaluate the student’s skill repertoire**. Determining if the student is capable of demonstrating the behavioral expectation. Evaluate behavior & academic domains.
- **Determine the FUNCTION** of the misbehavior. All behaviors serve a purpose (function). Determine what the student is gaining or avoiding by misbehaving?
- **Provide a structured choice**. Clearly offer a choice between two alternatives and state the consequence for each. “You can work quietly on your assignment now and leave with the class or work with me during lunch.”
- **Evaluate ENVIRONMENTAL factors** within the classroom which may be contributing to the misbehavior: Space, Time, Materials, Interactions.
- **Collaborate with colleagues** to identify behavior patterns and trends (class to class, year to year, etc.).
- **Use a variety of consequences**: Positive Reinforcement, Negative Reinforcement, Penalties and Punishments. Remember, punishment is the least effective consequence for students with antisocial behaviors.
- **Evaluate the effectiveness of consequences**. Ineffective consequences must be analyzed and modified. Seek assistance for “out of the box” ideas.
- **Involve a problem-solving team**
- **Peer Mediation/Restorative Circles**

Adapted from LCSD

ELEMENTARY EDUCATION

Early Childhood – 5th Grade

Restorative Disciplinary Matrix

LEVEL 1 Incidental Violations Non-Referred	Possible Resolutions	LEVEL 2 Minor Violations (not a safety concern) Might be Referred, and Recorded in IC	Possible Resolutions	LEVEL 3 Major Violations (safety concern) Referred and Recorded in Infinite Campus	Possible Resolutions	LEVEL 4 Illegal Violation Referred and Recorded in IC	Required Resolutions
<ul style="list-style-type: none"> • Running • Yelling • Off-task behavior • Name calling • Noise making • Out of seat • Missing homework • Disruptive • Breaking cafeteria rules • Breaking playground rules • Inappropriate behavior in the bathrooms • Tattling • Tardy 	<ul style="list-style-type: none"> • Conference with student • Restore relationship with individual • Teacher communicates with home • Tier 1 SEL • Tier 1 PBIS 	<ul style="list-style-type: none"> • Disrespect • Disruption • Physical contact • Inappropriate language • Property misuse • Dress code violation • Technology violation • Lying • Cheating • Forgery 	<ul style="list-style-type: none"> • Conference with student • Restore relationship with individual • Tier 1 SEL • Tier 1 PBIS • Teacher communicates with home • Detention • Conduct grade lowered • Minor/Major referral completed • Admin communicated with parents • Minor/Major MTSS Team for support • Community Service 	<ul style="list-style-type: none"> • Multiple minor violations • Defiance • Physical Aggression • Disruption - severe (other students can't work) • Disrespect • Abusive/ Inappropriate language • Harassment • Sexual Harassment (AR 112 & AR 113) • Bullying • Fighting • Inappropriate language / profanity • Truancy • Theft • Technology violation • Property damage/ vandalism 	<p>Level 1 OR 2 Resolutions AND:</p> <ul style="list-style-type: none"> • Positive Behavior Intervention Plan • Detention • Loss of privilege • Parent conference <p>Tier II Referral</p> <ul style="list-style-type: none"> • Bullying report • Major office referral • In School Support (ISS) • Admin communicated with parents • Connecting students to peer/ staff mentors/ or school clubs • Referral to MTSS Team for support 	<ul style="list-style-type: none"> • Drug use and/or possession • Weapon use/possession • Truancy • Arson • Bomb threat • Extreme property damage/ vandalism • Combustibles • Assaults/threats/bullying <p>In accordance with NRS 392.466 & 392.467, a student may be suspended or expelled under extraordinary circumstance for:</p> <ul style="list-style-type: none"> • Battery on an employee • Possession of firearm or dangerous weapon • Sale or distribution of controlled substance • Habitual disciplinary problem 	<ul style="list-style-type: none"> • Revisit Positive Behavior Intervention Plan <p>Level 2 AND 3 Resolutions AND:</p> <ul style="list-style-type: none"> • Out-of-School suspension with Board approval • Bullying Report (BP543) • Refer to AR 523(a), 24529, BP 529(b) • Refer to SRO • Administrator communicated with parents • Referral to District Threat Assessment Team <p>Restorative practices must be used here and for all progressive discipline tiers</p>

SECONDARY EDUCATION

6th - 12th Grade

Restorative Disciplinary Matrix

LEVEL 1 Incidental Violations Non-Referred	Possible Resolutions	LEVEL 2 Minor Violations (not a safety concern) Might be Referred, and Recorded in IC	Possible Resolutions	LEVEL 3 Major Violations and Repeated minors (safety concern) Referred and Recorded in Infinite Campus	Possible Resolutions	LEVEL 4 Illegal Violation Referred and Recorded in IC	Required Resolutions
<ul style="list-style-type: none"> • Cutting class • Defiance/ Disrespect/ Misbehavior • Violation of closed campus • Inappropriate language, gesture, writing, etc. (general use) • Inappropriate drawings (drug. symbols etc.) • Cafeteria disruption • Use of bikes, skateboards, rollerblades, scooters, etc. on campus • Dress code violation • Inappropriate display of affection 	<ul style="list-style-type: none"> • Conference with student • Restore relationship with individual • Teacher communicates with home • Tier 1 SEL • Tier 1 PBIS 	<ul style="list-style-type: none"> • Repeated class disruption including defiance/disrespect/ misbehavior/ non-compliance • Willful Defiance/ Disrespect • Violation of closed campus • Inappropriate use of the internet/school electronics • Vape Device/ Tobacco/lighters/ matches/etc. • No show detention (must make-up detention + consequence) • Failure to identify to staff, report to office, giving false information to staff • Inappropriate touching/contact of non-sexual nature • Plagiarism/Cheating/ Forgery Level 2 and 3 	<ul style="list-style-type: none"> • Conference with student • Restore relationship with individual • Tier 1 SEL • Tier 1 PBIS • Teacher communicates with home • Detention • Conduct grade lowered • Minor/Major referral completed • Admin communicated with parents • Referral to MTSS Team for support • Community service 	<ul style="list-style-type: none"> • Threat to safety and order/Dangerous Behavior • Physical aggression • Fighting • Multiple minor violations • Possession or use of a controlled substance without intent to sell and/or distribute • Bullying/intimidation/ harassment • Theft/stealing • Plagiarism/Cheating/ Forgery Level 2 and 3 • Inappropriate language to staff/obscene gesture to students or staff • Inappropriate touch of a sexual nature • Use of an electronic device to record fights, bullying, etc. 	<p>Level 1 OR 2 Resolutions AND:</p> <ul style="list-style-type: none"> • Positive Behavior Intervention Plan • Detention • Loss of privilege • Parent conference <p>Tier II Referral</p> <ul style="list-style-type: none"> • Bullying report • Major office referral • In School Support (ISS) • Out-of-School Suspension • Admin communicated with parents • Connecting students to peer/ staff mentors/ or school clubs • Referral to MTSS Team for support • Community service • Possible Expulsion depending on severity 	<ul style="list-style-type: none"> • Guns/Firearms/Dangerous Weapons/Explosives/ Knives (NRS 392.466 and Board Policy 529A) • Battery to Staff (NRS 392.466 and Board Policy 529A) • Possession or use of a controlled substance with the intent to sell and/or distribute • Sale of an/or distribution of a controlled substance (NRS 392.466 and Board Policy 529A) • Sexual Harassment (NRS 392.463 and NRS 200.571) • Habitual Discipline Problem (NRS 392.4655 and Board Policy 529(a)) 	<ul style="list-style-type: none"> • Revisit Positive Behavior Intervention Plan <p>Level 2 AND 3 Resolutions AND:</p> <ul style="list-style-type: none"> • Out-of-School Suspension or Expulsion with Board approval • Bullying Report (BP 543) • Refer to AR 523(a), BP 529, 529(a), 529(b) • Refer to SRO 25 • Administrator communicated with parents • Referral to District Threat Assessment Team <p>Restorative practices must be used here and for all progressive discipline tiers</p>

*Tier 1, Tier 2, and Tier 3 Strategies from the Multi-Tiered System of Support, which include Social Emotional Academic Learning Strategies, Restorative Justice Strategies, Positive Behavioral Intervention Supports, etc., can be used individually or woven together to provide the level of support the pattern of behavior warrants.

CAMPUS Resolution Menu

If a student is issued a suspension of 3 or more days or has reached a cumulative 5 days or has been expelled the team is required to create a plan based on Restorative Justice.

In accordance with BP529 (e) and NRS 392.4612 to 392.472 Parents/guardians or students, if the student is of the age of 18, has 5 (five) days from the date of the issuance to appeal any suspension or expulsion.

When developing individual plans for students based on restorative practices, relief for the victim should be considered as part of the plan.

Level 1 Discipline Menu

- Warning - Restorative Conference ([communication with family, supervised meeting with affected individual](#))
- Restorative Practice Strategies (Possible strategies: Repair harm, school beautification, volunteer, etc.)
- Lunch Detention (LD)
- Combo of LD/After School Detention (ASD) and mandated parent conference/plan of action based on restorative justice

Level 2 Discipline Menu

- Restorative Practice Strategies (Possible strategies: Repair harm, school beautification, volunteer, etc.) [Teacher communicates concerns with guardian.](#)
- Lunch Detention (LD)
- Combo of LD/After School Detention (ASD) and mandated parent conference/plan of action based on restorative justice
- In School Support (ISS)
- Out of School Suspension (OSS)

Level 3 Discipline Menu

- Restorative Practice Strategies (Possible strategies: Repair harm, school beautification, volunteer, etc.) [Teacher communicates concerns with guardian.](#)
- Lunch Detention (LD)
- Combo of LD/After School Detention (ASD) and mandated parent conference/plan of action based on restorative justice
- In School Support (ISS)
- Out of School Suspension (OSS)
- Expulsion (if offenses meet criteria established in NRS 392.466 and Board Policy 529(a))

Level 4 Discipline Menu

- Restorative Practice Strategies (Possible strategies: Repair harm, school beautification, volunteer, etc.) [Teacher communicates concerns with guardian.](#)
- Lunch Detention (LD)
- Combo of LD/After School Detention (ASD) and mandated parent conference/plan of action based on restorative justice
- In School Support (ISS)
- Out of School Suspension (OSS)
- Expulsion (Refer to NRS 392.466 and Board Policy 529(a))

Changes to Suspension & Expulsion Guidelines (23-24)

Ages 11 and Under

Reference Graphic for Suspension & Expulsion Guidelines

According to NRS 392.466 [2023 Revisions]

Violation	Age											DCSD Policy or Regulation
	-3	4	5	6	7	8	9	10	11	12	13 +	
Distribution of a Controlled Substance	May suspend with supt. approval		May suspend						May expel			BP 529 (b)
Battery of a School Employee	May suspend with supt. approval		May suspend			May expel						BP 529 (a)
Battery of a School Employee with Intent to Result in Bodily Injury	May suspend with supt. approval		Must suspend			Must suspend, expel, or permanently expel						BP 529 (a)
Continuing Danger to People or Property/Ongoing Threat of Disrupting Academic Process	May suspend with supt. approval		May suspend						May expel			BP 529 (a)
Possession of a Dangerous Weapon Other Than a Firearm	May suspend with supt. approval		May suspend						May expel			BP 529 (a)
Possession of a firearm	May suspend with supt. approval		May suspend			Must suspend or expel			May suspend			BP 529 (a)
	May not expel		May not expel			May not permanently expel			Must suspend, expel, or permanently expel			

Process for Appealing a Suspension or Expulsion

NRS 392.461 to 392.472

This regulation shall provide for the implementation of Board Policy 529, Suspensions and Expulsions. It incorporates amendments to NRS Chapter 392 enacted by the 2021 Legislature under Assembly Bill 194 which creates a requirement for the board of trustees of school districts to adopt a policy for appealing a suspension or expulsion.

Please refer to Appendix C: [AR 529\(e\)](#) [Suspension Expulsion Appeal Form](#)

Students that are suspended or expelled will be offered the opportunity to communicate with their teachers or school personnel to continue their coursework and receive educational services so as to prevent loss of academic credit during the period of suspension or expulsion (NRS 392.4673)

Student that are expelled or permanently expelled will be offered in person instruction in an alternative placement.

Temporary Alternative Placement

This is a plan for the temporary removal of a pupil from the classroom in accordance with NRS 392.4645:

When a student engages in behavior that seriously interferes with the ability of the teacher to teach the other students in the classroom and with the ability of the other students to learn, the student may be removed from the classroom pursuant to NRS 392.4645. School administration shall provide an explanation of the reason for the removal of the student to the student and offer the student an opportunity to respond. Within twenty-four (24) hours after the removal of a student, the principal's office shall notify the parent or legal guardian of the student.

The student will be assigned to In-School Suspension (ISS), which is separated, to the extent practicable, from students who are not assigned to a temporary alternative placement for up to three (3) days. The student will study under the supervision of appropriate personnel of the school and will be prohibited from engaging in any extracurricular activity sponsored by the school during the term of placement in the alternative learning environment.

Additional supports/services are provided to students with Individualized Educational Plans while in the temporary alternative placement. Students will also be provided their procedural safeguards in this disciplinary change of placement as put forth in the IDEA. These rights include manifestation and due process rights as placement in this setting will count as a suspension. Parents are informed within 24 hours of the temporary removal of the student and a conference is scheduled. During the conference, the principal/designee will notify the student and their parent/guardian that if the behavior continues upon return to the classroom that the Temporary Alternative Placement (TAP) listed below will be conducting a meeting to review the circumstances of the student's removal from the classroom and the student's behavior that caused the removal from the classroom. Based upon its review, the Committee shall make a recommendation to the principal on placement of the student that will benefit the student and the teacher.

Temporary Alternative Placement (TAP) Members: Administrator, 2 teachers, 1 alt teacher, 1 staff, 1 alt staff (teachers and staff members to be selected by peers and serve two-year terms).

Disclosures

Please note the following disclosures in regards to the DCSD Progressive Discipline Plan:

- The severity of some discipline infractions may dictate more serious consequences
- All consequences are administered at the discretion of the DCSD designated administrator
- Criminal offenses will be reported to the Douglas County Sheriff's Office (DCSO)
- The School and/or District is not responsible for lost or stolen items
- Bus/transportation -student may not be removed from bus on the same trip of infraction
- The School and District implement several proactive measures to support student success including Positive Behavior Intervention Supports (PBIS), Social Emotional Learning (SEL), and a Multi-Tiered System of Supports (MTSS)
- The School and District promote a learning approach regarding disciplinary infractions & exercise restorative justice opportunities, when applicable
- School's progressive discipline plan addresses all incidents as outlined in DCSD Board Policy 525 and 529
- Please note that this is a supplementary document to DCSD Board Policy 525
- For specific information about discipline infractions and applicable NRS, including that for alternative placement and transportation, refer to DCSD Board Policy 529, 529(a), 529(b), and 543
- All infractions and consequences require parent/guardian notification
- All consequences are administered at the discretion of the school administrator(s) and in accordance with DCSD Board Policy
- Should a student reach the end of the classroom discipline ladder and in the judgment of the teacher engaged in behavior that seriously interferes with teaching and learning, the student shall be sent to the Principal with a written referral indicating that the student has been removed from class pursuant to NRS 392.4645. Once this point is reached, all steps outlined in NRS 392.4645 dealing with temporary removal from the classroom will be specifically followed. Restorative practices AND instructional interventions must be used here and for all progressive discipline tiers (Temporary Alternative Placement)
- As outlined in NRS 392.4647, selected certified staff will review an alternative placement and plan with administration should a teacher request temporary removal of a student
- Once a suspension is assigned, the student is not allowed back on campus until the suspension is fulfilled. This includes all school related activities: dances, athletic events, etc.
- This plan utilizes behavior categories recognized by the state
 - ISS = In School Suspension / OSS = Out of School Suspension /APEP = Alternative Placement Education Program
 - Alternative Placement (AP) = ISS/APEP/OSS (administrator discretion)
- Early out may be revoked in addition to other consequences

Addressing/Protecting those who are recipients of infractions and to whom harm has been done

- Recipients will be treated with compassion and respect for their dignity
- Steps will be taken to minimize re-traumatization
- They are entitled to redress for the harm that they may have suffered
- They will have access to school counselors and other professionals as needed and available
- They will be given the opportunity to participate in restorative conferences

DOCUMENTATION

Accurate documentation of student behavior within Infinite Campus is mandatory. Documentation allows schools and the school district to track trends and behaviors to provide focused supports, interventions and training. Documentation of events and use of the associated data is required under federal regulations and civil rights laws.

DATA COLLECTION AND REPORTING

In accordance with NRS 392.4644(1)(h) Each school will collect, report and review data on the occurrences of the suspension, expulsion, or removal from school that disproportionately affect students who belong to a group listed in NRS 385.A250.2.

These reports will include data on: the implementation of the plan, number of student suspensions and expulsions, number of vacant positions, average class size for each grade in the school, training received by teachers and administrators regarding each plan, number of placement of pupils in another school, and the ratio of pupils to school counselors, school psychologists, and school social workers.

After each quarterly review of the above data school administration and staff will work with District administration to design and implement training for teachers , administrators and staff to address the occurrences of the suspension, expulsion, or removal of students from school that disproportionately affect students who belong to a group of pupils listed in NRS 385A.250.2.

DISCRETION FOR RESOLVING INCIDENT

This guidance provides administrators options for resolving incidences. The choice for discipline is based on the current situation, its perceived severity, and past similar or other disruptive behavior. Administrators are ultimately responsible for chosen disciplinary action and have discretion in the choices they make in accordance with Douglas County School District Board Policies and Administrative Regulations related to:

- Tobacco Free Schools – Board Policy [106](#)
- Use of Medications – Board Policy [508](#)
- Drug-Alcohol Abuse - Board Policy [523](#)
- Student Discipline - Board Policy [525](#)
- Suspension and Expulsion - Board Policy [529](#)
- Safe Schools Weapons-Fighting-Intimidation – Board Policy [529\(a\)](#)
- Safe and Drug Free Environment - Board Policy [529\(b\)](#)
- Gang Affiliation and Activity – Board Policy [540](#)
- Safe and Respectful Learning Environments – Bullying - Board Policy [543](#)
- Reference: [NRS 392.466](#), [NRS 392.4645](#), [NRS 392.467](#), [NRS 392.4612 to 392.472](#)

ACRONYM KEY

NRS- Nevada Revised Statute	Tier- Referring to a level in the MTSS
NAC- Nevada Administrative Code	ISS- In School Support
MTSS- Multi-Tiered System of Supports	OSS- Out of school suspension

Appendix A: Examples of School Sites Written Rules of Behavior

Examples of school sites “Written Rules of Behavior.” NRS 392.463 These are examples as every school modifies them to meet the unique needs of the specific school site.

Douglas High School (DHS) Behavior Expectations

We all make decisions about our behavior on a daily basis. The choices we make have consequences. Because we have high expectations for DHS students, we support all healthy and positive choices you make about your behavior. Students demonstrating inappropriate behavior will be referred by staff to administration. These students will receive due process and a consequence determined through the school’s progressive discipline policies, district policies, and state laws. It is important that you know you are accountable for your behavior. Listed below are some basic rules to guide Douglas High School students. Violations of any of the following school rules will result in disciplinary action:

1. Students are expected to treat members of the school staff with respect.
2. Students must carry and provide proper identification to school personnel upon request.
3. Visitors are not allowed to attend classes without prior approval. No visitors will be allowed during the week of finals. Only staff, parents/guardians, and enrolled students attending scheduled classes are allowed on school grounds. A trespass warning will be issued to unauthorized individuals on a first offense; on a second offense individuals will be subject to arrest per NRS 207.200.
4. Students must obtain administrative approval for any meeting or assembly held on school property and any printed matter they wish to distribute or post on school property.
5. No student may leave a classroom without the permission of the teacher.
6. No student may leave the campus for any reason during the school day without obtaining a pass from the attendance office. Permission from a teacher to leave is not sufficient.
7. Leaving campus at lunch is a privilege granted to most juniors and seniors. Upperclassmen may have their privilege revoked based on grades or behavior.
8. Eighteen-year-old students must conform to the same requirements as all other students if they attend the regular day classes.
9. The school does not assume responsibility for lost, stolen, or confiscated items, which may include money, electronic equipment, PE clothes, or school-issued supplies.
10. Students representing the school in school-affiliated groups or clubs, co-curricular activities, and extracurricular activities must conform to the standards established by the coaches or sponsors of the activities, district policy and by the Nevada Interscholastic Activities Association, as applicable.
11. Items that can affect student and staff safety are prohibited. Prohibited items will be confiscated. This includes any inhalants that cause a mind altered state.
12. Unless a student has permission from a staff member, cell phones and all other electronic devices must be turned off and put away (not visible) during instructional time, including in hallways and in restrooms. This includes but is not limited to cell phones, iPods, earphones/earbuds, and gaming devices.
13. Skateboards, skate shoes, and roller blades may not be ridden on school property except as part of club activities.
14. Acceptable Use Policy (AUP): In order to use any school computer, students must have on file an AUP agreement signed by both the student and his/her parent or guardian.
15. Food and drink are not permitted in any of the school’s computer labs.
16. Lockers are school property and may be searched at any time. School officials may search students, their backpacks, purses, and vehicles if there is reasonable suspicion that the student has violated school rules or civil laws.
17. Douglas County School District prohibits behavior that is bullying, intimidating, harassing, hazing, threatening, or disruptive. It also prohibits behavior associated with gang activity or affiliation. This also includes texting and social media that affects students’ ability to function and be safe at school.
18. Students are expected to clean up any messes they create. We expect our campus to stay clean.
19. It is inappropriate for students to gather in a manner that obstructs the orderly movement of pupils and staff.
20. Couples should demonstrate proper respect for each other by avoiding excessive and/or offensive displays of affection on school property or at school-sponsored activities.
21. Students should not engage in any behavior that threatens the safety or welfare of themselves or others. 17 22. Douglas High School’s campus will be closed for all Freshmen, Sophomores, and any students determined to not be in good standing. Juniors and Seniors must have a parent/guardian signed consent form to be allowed to leave campus and remain in good standing.

Gardnerville Elementary School (GES) PBIX Expectation Matrix

	All Areas	Restrooms	MPR	Arrival/ Departure	Hall	Recess/ Playground
BE Safe	Body to self Eyes forward Don't open doors to strangers	Keep feet on floor Wash hands after use Keep water & soap in sink	Walk, use proper doors when entering/ leaving Sit on bottom facing table	Stay on sidewalks and crosswalks Walk scooters, bikes, etc. Avoid parking lots	Walk on right side of hall in line Calm body to self	Body to self Use equipment correctly
BE Respectful	Use kind words Quiet Feet Follow adult directions	Give people privacy Use posted voice level	Include others Use your manners Use quiet voice	Be courteous Obey adults on duty and bus drivers	Silent voice Quiet feet	Follow adult directions Use kind words Wait your turn
BE Responsible	Follow adult directions Take care of your belongings Be honest	Put paper towels in garbage can Return to room promptly	Get all utensils, milk, etc. when first going through the line Clear table and wait to be excused Pick up trash	Leave immediately after the bell rings Arrive and leave on time Go directly to where you belong	Don't open outside doors Keep hallways clear	Put equipment away Follow playground rules
STAFF Expectations	Have high expectations for ALL students Refrain from using anger or sarcasm Model positive behavior using the matrix and carry blue tickets at ALL times	Use a positive approach to discipline Have a routine for bathroom usage	Walk students to the lunch line at your assigned time. Circulate and help students as needed.	Arrive on time and pick your students up on time Make yourself present in hallways after school Arrive to duty location at 8:30 or 3:10	WALK class to recess and lunch the entire way STAY with class as you travel	Pick up class on time Reinforce positive expectations prior to recess/lunch Communicate with all adults about behaviors/concerns

Appendix B: Individual Student Progressive Discipline Plan



**Douglas County
School District**

EMPOWER • PREPARE • INSPIRE • CONNECT

Progressive Discipline Plan based on Restorative Justice **Individual Student Plan**

The Individual Progressive Discipline Plan Based on Restorative Justice shall be developed in consultation with the student and the parent/guardian of the student.

School: [Click to select](#)

Date: [Click to enter a date.](#)

Student Information

First Name: [Enter First Name of Student](#)

Last Name: [Enter Last Name of Student](#)

Student Number: [Enter Student Number](#)

DOB: [Enter Student DOB](#)

Incident and Discipline Consequence

This conference will focus on the incident that occurred on [Click to enter a date](#) for the behavior(s) outlined in the Behavior Detail Report (attach additional documentation as needed).

- A copy of the **Behavior Detail Report** logged for this incident in the student information system (Infinite Campus) is included with this plan.
- Appeal Notice** – A notice of the policy for appealing the suspension or expulsion pursuant to NRS 392.4671 was provided. The parent has five school days to file an appeal.

Parent/Guardian Agreement Statement

I, _____, the parent/guardian of _____, choose to participate in a meeting to develop a Plan of Action Based on Restorative Justice. This conference will focus on an incident that occurred on [Click to enter a date](#).

Parent/Guardian Signature: _____ Date: _____

Student Agreement Statement

I, _____, choose to participate in a meeting to develop a Plan of Action Based on Restorative Justice. This conference will focus on an incident that occurred on [Click to enter a date](#).

Student Signature: _____ Date: _____

Disciplinary Practices Based on Restorative Justice

Student Accountability (Student Account)

- What happened? [Enter Student Response Here.](#)
- What were you thinking about at the time? [Enter Student Response Here.](#)
- What have you thought about since the incident? [Enter Student Response Here.](#)
- Who do you think has been affected by your actions? [Enter Student Response Here.](#)
- How have they been affected? [Enter Student Response Here.](#)
- Is there anything you want to say at this point? [Enter Student Response Here.](#)
- What can you do to repair the harm that was done? [Enter Student Response Here.](#)

Relief for Victim (Victim/Individual harmed)

Have the person harmed respond to each of the following questions during a separate meeting. This should be done at the discretion of the student who was harmed, parents/guardians, and the administrator.

- What happened? [Enter Student Response Here.](#)
- What was your reaction at the time of the incident? [Enter Student Response Here.](#)
- How do you feel about what happened? [Enter Student Response Here.](#)
- What has been the hardest thing for you? [Enter Student Response Here.](#)
- Relief for student harmed? [Enter Student Response Here.](#)

Restoration of Remedies

Behavior Change Checklist

The elements below must be included in every individualized plan. Please confirm the inclusion of each by checking the box and including evidence of support or intervention.

- Referral to School Psychologist for PBIS, MTSS, BIP, SIT, and IEP considerations: [Enter Comments Here](#)
- Support by Social and Emotional Learning: [Enter Comments Here](#)
- Referral to appropriate community-based support: [Enter Comments Here](#)
- A conference with the principal/designee and any other appropriate personnel: [Enter Comments Here](#)
- A determination of the need for a referral to a school social worker: [Enter Comments Here](#)
- A plan for reinstatement and guidelines for the provision of notice to a pupil to initiate their reinstatement: [Enter Comments Here](#)

Reintegration by Accountability

On [Click to enter a date](#), [Enter Name of Student](#) participated in Restorative Conversations with [Enter Name of Supporting Staff Member](#) to discuss the events leading up to the incident, how he/she was thinking and feeling at the time of the incident, who they impacted with their choices, and what they need to do to make things right. Expectations for classroom and/or school behavior were clearly explained and had the opportunity to ask clarifying questions as necessary.

Meeting Participants

_____	_____
Student	Parent/Guardian
_____	_____
Administrator	Other
_____	_____
Other	Other

Appendix C: Process for Appealing a Suspension or Expulsion

ADMINISTRATIVE REGULATION

No. 529 (e)

Board of Trustees
Douglas County School District

STUDENTS

Process for Appealing a Suspension or Expulsion

NRS 392.461 to 392.472

This regulation shall provide for the implementation of Board Policy 529, Suspensions and Expulsions. It incorporates amendments to NRS Chapter 392 enacted by the 2021 Legislature under Assembly Bill 194 which creates a requirement for the board of trustees of school districts to adopt a policy for appealing a suspension or expulsion. The following is the Douglas County School District process for appealing a suspension or expulsion:

Initial notification of right to appeal: Information on the right to appeal a suspension or expulsion and the current process for doing so must be provided to the parent or guardian of the pupil on the same day that the suspension or expulsion is issued.

Filing of the appeal: The student, or, if the pupil is under 18 years of age, the parent or legal guardian of the pupil, may file an appeal within five (5) days of the suspension or expulsion.

Hearing the appeal: The board of trustees of a school district, the governing body or a charter school or university school for profoundly gifted pupils or the designee of the board of trustees of governing body, as applicable, shall schedule a hearing on an appeal of suspension or expulsion of a pupil within five (5) days of the appeal being filed.

Level 1) Parent/guardian meeting with the administrator whom assigned the suspension/expulsion MUST occur prior to the formal filing of an "Disciplinary Appeal."

Level 2) Parent/guardian must complete DCSD Disciplinary Appeal Form and submit to the site principal within (5) five days of the date the suspension/expulsion was issued. The principal, immediate supervisor of the Principal, or designee will schedule a hearing on the appeal within (5) five days of the receipt of the appeal.

Results of the appeal: The determination upon the hearing of the appeal shall be final and no further appeal shall be granted. Furthermore, the length of the initial suspension or expulsion may not be increased as a result of the hearing of the appeal.

See [Board Policy 529](#)
See [Suspension Expulsion Appeal Form](#)

Adopted: February 2022

PART I: IDENTIFYING INFORMATION AND PLAN SELECTION

Please provide information below specific to your district, along with relevant contact information

School District	Douglas
School Year	2025 - 2026

Authorized Contact #1	Jeannie Dwyer
Contact's Title	Executive Director of Human Resources
Contact's Email	jdwyer@dcsd.k12.nv.us
Contact's Phone	(775) 782-7177

Authorized Contact #2	Kelly Walter
Contact's Title	Certified Administrative Secretary
Contact's Email	kwalter@dcsd.k12.nv.us
Contact's Phone	(775) 782-7177

Districts may select any of the following, as applicable:

- *Regular Plan* – reporting and variances for grades K-3 as prescribed in NRS 388.700(1)
- *Regular Plan with Elective Reporting* – reporting and variances for grades K-3 as prescribed in NRS 388.700(1); opted into reporting and variances for grades 4-6 in alignment with NRS 388.720 for the purposes of data expansion
- *Alternative Plan* – reporting and variances for grades K-6 as prescribed in NRS 388.720

Plan Selection	Alternative Plan
-----------------------	------------------

Goals for SY25-26 as it relates to Class Size Ratios:	<p>Our primary compliance objectives focus on maintaining appropriate class sizes across all elementary grade levels. For kindergarten classrooms, we aim to keep enrollment at or below 23 students per class in at least 86% of sections. As students progress to first through third grades, we target a maximum of 25 students per class, achieving this standard in at least 93% of sections. For our upper elementary grades—fourth and fifth—we seek to maintain class sizes at or below 27 students in at least 90% of sections.</p> <p>These targets reflect our commitment to providing learning environments where teachers can effectively engage with students while meeting state compliance requirements for class size ratios.</p>
--------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

District plan to assess and monitor progress toward the goal:	<p>Conduct quarterly data collection to monitor class size compliance across all elementary grades. During each review period, we identify kindergarten classes that have reached or exceeded 23 students, while tracking first through third grade classes at or above the 25-student threshold. For fourth and fifth grades, we flag any classes with 27 or more students. Throughout this process, we systematically track teacher assignments and monitor section enrollments using our IC class size reports, ensuring we maintain real-time visibility into our compliance status and can respond promptly to any emerging concerns.</p>
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PART II: RATIOS, VARIANCES, AND SHORTAGES

Please provide the following information for the 2025-26 school year related to the projected district-level class size ratios and the anticipated number of variances by grade.

Projected District-Level Class Size Ratios

Based on the number of enrolled students in each grade and the number of educators employed for the school year, the district must provide the estimated district-wide class size ratios for the school year.

Projected Ratios

K	1	2	3	4	5	6
19	21	20	23	23	29	

Supporting documentation, to include the total number of educators contracted for SY25-26, disaggregated by the count of substitutes, substitute teachers in long-term positions, and educators by license classification; the total number of vacancies; the total number of vacancies calculated pursuant to NRS 391.135; and the total number of students enrolled in grades K-3 disaggregated by grade should be provided as attachments.

Anticipated Number of Variances by Grade

Based on the above ratios combined with the allocation of educators across schools within the district, the district must report the estimated number of variances by grade the district will be requesting for the school year.

Projected Variances

K	1	2	3	4	5	6
0	0	0	0	1	3	

Supporting information, to include the number of schools the district anticipates will require a variance; the number of classrooms within each school that will require a variance, separated by grade; and the number of schools that will be requesting a variance due to facility limitations, should be provided as attachments.

Additional Notes for Ratios/Variations Projected

PART III: DISTRICT PLAN TO REDUCE CLASS SIZE RATIOS
Strategies to Reduce Class Sizes

Please describe the three primary strategies that the district will be utilizing in their efforts to reduce class size ratios, to include class configurations (i.e., team teaching), recruitment efforts, placement or assignment of teachers (i.e., targeting specific schools or grades), and facility arrangement (i.e., expanding or combining classroom facilities, zone variances, etc.). These strategies should align with the use of funds, variance justifications, and the school-level plans for class size reduction. What programs are involved in these efforts? Please provide attachments as necessary.

Complete a license audit of all employees and require that teacher assignments align to HQ area.

Conduct multiple projection/forecasting activities in fall, winter and summer to best predict anticipated enrollment.

Review and determine appropriate staffing matrix and right size staffing to the matrix.

Review district variance process and establish an overflow system.

Utilize substitute teachers and paraprofessionals as long-term solutions for sustained overages.

Strategies to Mitigate the Impact of Class Sizes

Pursuant to NRS, paraprofessionals, student teachers, specialists, and educators licensed in special education, art, music, library sciences, or physical education do not qualify for calculation of the class size ratio. However, NDE recognizes that additional educators and support staff in the classroom may have a sizeable impact on the quality of education received. Please describe additional strategies in place to mitigate existing class size ratios in excess of the target ratio, particularly around the use of support personnel and/or station rotations with small group instruction, reading specialists, etc. Please provide attachments as necessary.

Flexible Instructional Models to Manage Class Size

While roles such as paraprofessionals, student teachers, and specialists do not factor into official class size ratio calculations, our district acknowledges the significant impact these professionals have on student learning. To address classes that exceed target ratios, we implement several flexible instructional models that leverage the expertise of all personnel to reduce the effective student-to-teacher ratio during core instruction.

Our strategies include:

Fluid and Cross-Classroom Grouping:

We create dynamic grouping systems that allow students to move between classes for specific subjects or skill-based needs. This includes station rotations and targeted reading and math groups that cross traditional class boundaries, ensuring students receive personalized attention.

Collaborative and Push-In Support Models:

We utilize collaborative teaching models where general education teachers partner with specialists, such as special education teachers, Learning Strategist teachers, gifted and talented teachers, and English Language Learner (ELL) teachers. Additionally, paraprofessionals provide push-in support, working alongside teachers to offer small-group and one-on-one instruction. These intervention and support models temporarily reduce the size of the core learning group and provide more intensive assistance.

Professional Development:

To ensure these strategies are effective, we invest in professional development for all educators and support staff. This equips them with the skills needed to succeed in differentiation of instruction, small-group instruction, and other collaborative instructional practices.

Use of Funds

Please describe the anticipated use of funds, identified by funding stream (i.e., federal grant, state, etc.) to support class size reduction efforts in your district. Please note that while categorical class size reduction funding was rolled into the Pupil-Centered Funding Plan (PCFP) for flexible use, funding within the PCFP may still be allocated toward class size reduction efforts. Please provide approximate amounts of funding by use (i.e., recruitment efforts, new educator salaries, etc.), alignment with identified strategies, and as applicable, school-level class size reduction efforts. Please provide attachments as necessary.

Staffing Overview and Strategic Investments

Current Staffing

DCSD allocates approximately 30% of its base funds to employ teachers (\$15,895,829/\$52,743,460).

Our current elementary instructional staff includes:

112 General Education Teachers, with 86 assigned to K-5 classrooms.

26 Certified Specialists, including English Language Learner (ELL) teachers, gifted and talented and Learning Strategists.

9 Paraprofessionals who provide direct support in classrooms where student-to-teacher ratios exceed district projections.

Proposed Investments in Staff and Programs

To better serve our students, we propose the following investments:

Targeted Literacy Support: Employ addition learning strategists to improve literacy and math outcomes across the district.

Early Childhood Support: Ensure all kindergarten classrooms are adequately staffed with paraprofessionals to support foundational learning and development.

Well-Rounded Education: Enhance students' experience by investing in programs such as Physical Education (PE), Music, Library, and Art to foster creativity and physical well-being.

Teacher Recruitment and Retention Incentives

The District has established the following incentives to attract and retain high-quality educators.

1. **New Teacher Hiring Bonuses-**To attract new teachers, especially in hard-to-fill positions, the District may allocate up to \$20,000 annually for hiring bonuses.
2. **Early Notification of Retirement Incentive -**To assist with long-term planning, the District may allocate up to \$10,000 annually to incentivize early notification of retirement.

SY25-26 Goals

Please describe the specific goals identified for SY25-26 as it relates to class size ratios. How does the district intend to assess and monitor progress toward this goal? Please provide attachments as necessary.


Our elementary class size management strategy establishes clear compliance targets while implementing systematic monitoring processes. We maintain specific enrollment thresholds across grade levels: kindergarten classes at or below 23 students (in 86% of sections), first through third grades at or below 25 students (in 93% of sections), and fourth and fifth grades at or below 27 students (in 90% of sections). To ensure adherence to these standards, we conduct quarterly data collection that identifies any classes exceeding their respective thresholds and continuously track teacher assignments and section enrollments through IC class size reports. This comprehensive approach enables us to maintain compliant learning environments while providing the oversight necessary to address any issues with class size ratios proactively.

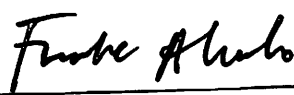
PART IV: CERTIFICATION

Please include the signature of the district superintendent and an education association representative on this certification prior to submission of this application.

I, Frankie Alvarado hereby certify that:

- To the best of my knowledge the information contained in this application is correct and in accordance with Nevada Revised Statute 388.720;
- That the plan contained herein has been developed with the following recognized associations representing licensed educational personnel: _____ ; and
- That the local Board of Trustees has authorized me to file this plan and such action is recorded in the minutes of the Board's meeting held on _____

Education Association:	Karen M. Lamb	Date:	9/30/25
Signature:			

District Superintendent:	Frankie Alvarado	Date:	9/30/25
Signature:			

**Nevada Department of Education
Annual Class Size Reduction Certification**

Pursuant to Nevada Revised Statute (NRS) 388.700-725, districts must submit information related to class size ratios on an annual basis, and for each school and grade that exceeds the target ratio, must request a variance to include reasonable justification for the exceeded target ratio. Every year, regardless of the need to request a variance, each district must submit and certify the requested data pursuant to this report.

Please answer all questions included within this certification to the best of your ability and return a signed copy to sidcompliance@doe.nv.gov.

School Year:	2025-2026
Dates:	July 1 2025 - June 30 2026
School District:	Douglas
Superintendent's Name:	Frankie Alvarado

Primary CSR Contact:	Jeannie Dwyer
Title:	HR Executive Director
Email:	jdwyer@dcsd.k12.nv.us
Phone:	775-782-7177

District-Wide Class Size Ratios by Grade

Kindergarten:	19	Fourth Grade:	24
First Grade:	21	Fifth Grade:	22
Second Grade:	20	Sixth Grade:	N/A
Third Grade:	23		

Did any class size ratio reported for this year differ from the established annual base district ratio, requiring the submission of a new plan for class size reduction?

<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No
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Were there any significant revisions or changes to the district's plan for class size reduction?

<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No
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Has the district's website been updated to reflect the average daily enrollment, class size ratios, and variances requested and granted from the previous year's report?

<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No
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The district is requesting the following:	New Variances Requested
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Overall for this year, the district's number of variance requests has:	Decreased
------------------------------------------------------------------------	-----------

CERTIFICATION

I, Frankie Alvarado hereby certify that to the best of my knowledge, the information contained in this report is accurate and complete.

Frankie Alvarado

Signature, Superintendent

9/24/2025

Date

Nevada Department of Education
New Request for Class Size Variance and Justification

Please submit **one** New Request for Class Size Variance and Justification **per school** that has exceeded the prescribed ratio of pupils per class in a given grade. A New Request for Class Size Variance and Justification should be submitted for any school/grade that calculates "Yes" under Column W, "New Variance" within the District Data Entry Tab. Each New Request for Class Size Variance and Justification must include the reasons for the request, the justification for exceeding the prescribed ratio, and a plan of actions the district will take to reduce the ratio of pupils, pursuant to Nevada Revised Statute (NRS) 388.700. Please complete each of the following sections completely.

School Year:	2025-2026
Dates	July 1 2025 - June 30 2026
School District:	Douglas
Elementary School:	Gardnerville Elementary

Grade and Corresponding Class Size Ratio Requesting a Variance

K	19	4	26
1	#N/A	5	#N/A
2	#N/A	6	#N/A
3	#N/A		

Reason for Variances

<input type="checkbox"/>	Facility Limitations	<input type="checkbox"/>	Difficulty Hiring	<input checked="" type="checkbox"/>	Funding Limitations	<input type="checkbox"/>	Other
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Justification for Variances

When the funding shifted from a district-wide average size reporting to a school-by-school approach, no new allocations were added to the CSR formula to assist with assuring that ratios are met at every grade level. It would cost the District approximately \$79,000 - \$135,000 (salary+benefits) to add an additional teacher, which would then over-correct the problem.

School-Level Plan to Address the Student-Teacher Ratios

Maintain class size ratios in adherence to the Alternative Plan for grades 1-3, while prioritizing optimal learning environments for all students. Regularly monitor class size ratios for grades 4-6 in elementary schools and submit quarterly reports to the Nevada Dept. of Education as required. Analyze data to identify areas where the district may not be meeting the required ratios and develop strategies to address these gaps. Collaborate with school administration and staff to implement necessary adjustments in staffing and classroom assignments to ensure adherence to NRS. Implement an approach to class size reduction efforts, prioritizing schools with the greatest

CERTIFICATION

I, Frankie Alvarado hereby request this variance from the Nevada State Board of Education and certify that the justifications cited are accurate and complete.

Frankie Alvarado

 Signature, Superintendent

9/24/2025

 Date

Nevada Department of Education
New Request for Class Size Variance and Justification

Please submit **one** New Request for Class Size Variance and Justification **per school** that has exceeded the prescribed ratio of pupils per class in a given grade. A New Request for Class Size Variance and Justification should be submitted for any school/grade that calculates "Yes" under Column W, "New Variance" within the District Data Entry Tab. Each New Request for Class Size Variance and Justification must include the reasons for the request, the justification for exceeding the prescribed ratio, and a plan of actions the district will take to reduce the ratio of pupils, pursuant to Nevada Revised Statute (NRS) 388.700. Please complete each of the following sections completely.

School Year:	2025-2026
Dates	July 1 2025 - June 30 2026
School District:	Douglas
Elementary School:	C.C. Meneley Elementary

Grade and Corresponding Class Size Ratio Requesting a Variance

	K	18	4	#N/A
	1	#N/A	5	#N/A
	2	24	6	#N/A
	3	25		

Reason for Variances

<input type="checkbox"/>	Facility Limitations	<input type="checkbox"/>	Difficulty Hiring	<input checked="" type="checkbox"/>	Funding Limitations	<input type="checkbox"/>	Other
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Justification for Variances

When the funding shifted from a district-wide average size reporting to a school-by-school approach, no new allocations were added to the CSR formula to assist with assuring that ratios are met at every grade level. It would cost the District approximately \$79,000 - \$135,000 (salary+benefits) to add an additional teacher, which would then over-correct the problem.

School-Level Plan to Address the Student-Teacher Ratios

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CERTIFICATION

I, Frankie Alvarado hereby request this variance from the Nevada State Board of Education and certify that the justifications cited are accurate and complete.

Frankie Alvarado

Signature, Superintendent

9/24/2025

Date

Nevada Department of Education
New Request for Class Size Variance and Justification

Please submit **one** New Request for Class Size Variance and Justification **per school** that has exceeded the prescribed ratio of pupils per class in a given grade. A New Request for Class Size Variance and Justification should be submitted for any school/grade that calculates "Yes" under Column W, "New Variance" within the District Data Entry Tab. Each New Request for Class Size Variance and Justification must include the reasons for the request, the justification for exceeding the prescribed ratio, and a plan of actions the district will take to reduce the ratio of pupils, pursuant to Nevada Revised Statute (NRS) 388.700. Please complete each of the following sections completely.

School Year:	2025-2026
Dates	July 1 2025 - June 30 2026
School District:	Douglas
Elementary School:	Gene Scarselli Elementary

Grade and Corresponding Class Size Ratio Requesting a Variance

K	20	4	26
1	#N/A	5	32
2	24	6	#N/A
3	27		

Reason for Variances

<input type="checkbox"/>	Facility Limitations	<input type="checkbox"/>	Difficulty Hiring	<input checked="" type="checkbox"/>	Funding Limitations	<input type="checkbox"/>	Other
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Justification for Variances

When the funding shifted from a district-wide average size reporting to a school-by-school approach, no new allocations were added to the CSR formula to assist with assuring that ratios are met at every grade level. It would cost the District approximately \$79,000 - \$135,000 (salary+benefits) to add an additional teacher, which would then over-correct the problem.

School-Level Plan to Address the Student-Teacher Ratios

Maintain class size ratios in adherence to the Alternative Plan for grades 1-3, while prioritizing optimal learning environments for all students. Regularly monitor class size ratios for grades 4-6 in elementary schools and submit quarterly reports to the Nevada Dept. of Education as required. Analyze data to identify areas where the district may not be meeting the required ratios and develop strategies to address these gaps. Collaborate with school administration and staff to implement necessary adjustments in staffing and classroom assignments to ensure adherence to NRS. Implement an approach to class size reduction efforts, prioritizing schools with the greatest

CERTIFICATION

I, Frankie Alvarado hereby request this variance from the Nevada State Board of Education and certify that the justifications cited are accurate and complete.

Frankie Alvarado

 Signature, Superintendent

9/24/2025

 Date

Nevada Department of Education
New Request for Class Size Variance and Justification

Please submit **one** New Request for Class Size Variance and Justification **per school** that has exceeded the prescribed ratio of pupils per class in a given grade. A New Request for Class Size Variance and Justification should be submitted for any school/grade that calculates "Yes" under Column W, "New Variance" within the District Data Entry Tab. Each New Request for Class Size Variance and Justification must include the reasons for the request, the justification for exceeding the prescribed ratio, and a plan of actions the district will take to reduce the ratio of pupils, pursuant to Nevada Revised Statute (NRS) 388.700. Please complete each of the following sections completely.

School Year:	2025-2026
Dates	July 1 2025 - June 30 2026
School District:	Douglas
Elementary School:	Minden Elementary

Grade and Corresponding Class Size Ratio Requesting a Variance

K	22	4	#N/A
1	24	5	27
2	#N/A	6	#N/A
3	25		

Reason for Variances

<input type="checkbox"/>	Facility Limitations	<input type="checkbox"/>	Difficulty Hiring	<input checked="" type="checkbox"/>	Funding Limitations	<input type="checkbox"/>	Other
--------------------------	----------------------	--------------------------	-------------------	-------------------------------------	---------------------	--------------------------	-------

Justification for Variances

When the funding shifted from a district-wide average size reporting to a school-by-school approach, no new allocations were added to the CSR formula to assist with assuring that ratios are met at every grade level. It would cost the District approximately \$79,000 - \$135,000 (salary+benefits) to add an additional teacher, which would then over-correct the problem.

School-Level Plan to Address the Student-Teacher Ratios

Maintain class size ratios in adherence to the Alternative Plan for grades 1-3, while prioritizing optimal learning environments for all students. Regularly monitor class size ratios for grades 4-6 in elementary schools and submit quarterly reports to the Nevada Dept. of Education as required. Analyze data to identify areas where the district may not be meeting the required ratios and develop strategies to address these gaps. Collaborate with school administration and staff to implement necessary adjustments in staffing and classroom assignments to ensure adherence to NRS. Implement an approach to class size reduction efforts, prioritizing schools with the greatest

CERTIFICATION

I, Frankie Alvarado hereby request this variance from the Nevada State Board of Education and certify that the justifications cited are accurate and complete.

Frankie Alvarado

Signature, Superintendent

9/24/2025

Date

Nevada Department of Education
New Request for Class Size Variance and Justification

Please submit **one** New Request for Class Size Variance and Justification **per school** that has exceeded the prescribed ratio of pupils per class in a given grade. A New Request for Class Size Variance and Justification should be submitted for any school/grade that calculates "Yes" under Column W, "New Variance" within the District Data Entry Tab. Each New Request for Class Size Variance and Justification must include the reasons for the request, the justification for exceeding the prescribed ratio, and a plan of actions the district will take to reduce the ratio of pupils, pursuant to Nevada Revised Statute (NRS) 388.700. Please complete each of the following sections completely.

School Year:	2025-2026
Dates	July 1 2025 - June 30 2026
School District:	Douglas
Elementary School:	Zephyr Cove Elementary

Grade and Corresponding Class Size Ratio Requesting a Variance

K	20	4	28
1	27	5	26
2	24	6	#N/A
3	24		

Reason for Variances

<input type="checkbox"/>	Facility Limitations	<input type="checkbox"/>	Difficulty Hiring	<input checked="" type="checkbox"/>	Funding Limitations	<input type="checkbox"/>	Other
--------------------------	----------------------	--------------------------	-------------------	-------------------------------------	---------------------	--------------------------	-------

Justification for Variances

When the funding shifted from a district-wide average size reporting to a school-by-school approach, no new allocations were added to the CSR formula to assist with assuring that ratios are met at every grade level. It would cost the District approximately \$79,000 - \$135,000 (salary+benefits) to add an additional teacher, which would then over-correct the problem.

School-Level Plan to Address the Student-Teacher Ratios

Maintain class size ratios in adherence to the Alternative Plan for grades 1-3, while prioritizing optimal learning environments for all students. Regularly monitor class size ratios for grades 4-6 in elementary schools and submit quarterly reports to the Nevada Dept. of Education as required. Analyze data to identify areas where the district may not be meeting the required ratios and develop strategies to address these gaps. Collaborate with school administration and staff to implement necessary adjustments in staffing and classroom assignments to ensure adherence to NRS. Implement an approach to class size reduction efforts, prioritizing schools with the greatest

CERTIFICATION

I, Frankie Alvarado hereby request this variance from the Nevada State Board of Education and certify that the justifications cited are accurate and complete.

Frankie Alvarado
 Signature, Superintendent

9/24/2025
 Date

Nevada Department of Education
New Request for Class Size Variance and Justification

Please submit **one** New Request for Class Size Variance and Justification **per school** that has exceeded the prescribed ratio of pupils per class in a given grade. A New Request for Class Size Variance and Justification should be submitted for any school/grade that calculates "Yes" under Column W, "New Variance" within the District Data Entry Tab. Each New Request for Class Size Variance and Justification must include the reasons for the request, the justification for exceeding the prescribed ratio, and a plan of actions the district will take to reduce the ratio of pupils, pursuant to Nevada Revised Statute (NRS) 388.700. Please complete each of the following sections completely.

School Year:	2025-2026
Dates	July 1 2025 - June 30 2026
School District:	Douglas
Elementary School:	Jacks Valley Elementary

Grade and Corresponding Class Size Ratio Requesting a Variance

K	19	4	#N/A
1	23	5	#N/A
2	#N/A	6	#N/A
3	23		

Reason for Variances

<input type="checkbox"/>	Facility Limitations	<input type="checkbox"/>	Difficulty Hiring	<input checked="" type="checkbox"/>	Funding Limitations	<input type="checkbox"/>	Other
--------------------------	----------------------	--------------------------	-------------------	-------------------------------------	---------------------	--------------------------	-------

Justification for Variances

When the funding shifted from a district-wide average size reporting to a school-by-school approach, no new allocations were added to the CSR formula to assist with assuring that ratios are met at every grade level. It would cost the District approximately \$79,000 - \$135,000 (salary+benefits) to add an additional teacher, which would then over-correct the problem.

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School Year:	2025-2026
Dates	July 1 2025 - June 30 2026
School District:	Douglas
Elementary School:	Pinon Hills Elementary

Grade and Corresponding Class Size Ratio Requesting a Variance

K	18	4	41
1	#N/A	5	#N/A
2	#N/A	6	#N/A
3	#N/A		

Reason for Variances

<input type="checkbox"/>	Facility Limitations	<input type="checkbox"/>	Difficulty Hiring	<input checked="" type="checkbox"/>	Funding Limitations	<input type="checkbox"/>	Other
--------------------------	----------------------	--------------------------	-------------------	-------------------------------------	---------------------	--------------------------	-------

Justification for Variances

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CERTIFICATION

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Frankie Alvarado

 Signature, Superintendent

9/24/2025

 Date

25-26 Q1

SCHOOL	0							1							# FRL
	# FRL	ADA	Enr #	% FRL	# EL	% EL	ADE	# FRL	ADA	Enr #	% FRL	# EL	% EL	ADE	
GES	17	37.00	37	45.95%	2	5.41%	37.58	21	40.00	40	52.50%	1	2.50%	39.50	17
ZCES	5	21.00	21	23.81%		0.00%	19.92	5	27.00	27	18.52%		0.00%	26.81	8
CCMES	15	35.00	35	42.86%	1	2.86%	35.08	28	53.00	53	52.83%	2	3.77%	51.58	21
JVES	22	57.00	57	38.60%	5	8.77%	57.27	16	46.00	46	34.78%	4	8.70%	46.00	21
SES	13	40.00	40	32.50%	1	2.50%	40.00	14	39.00	39	35.90%	4	10.26%	39.00	24
PHES	7	37.00	37	18.92%	1	2.70%	36.00	6	42.00	42	14.29%		0.00%	41.65	9
MES	17	44.00	44	38.64%	1	2.27%	43.88	15	49.00	49	30.61%	3	6.12%	48.38	13
	96		271		11			105		296		14			113

SCHOOL	TOTAL				
	Enr #	# FRL	# EL	% FRL	% EL
GES	280	129	21	46.07%	7.50%
ZCES	150	35	4	23.33%	2.67%
CCMES	302	128	10	42.38%	3.31%
JVES	306	118	37	38.56%	12.09%
SES	295	120	11	40.68%	3.73%
PHES	252	49	7	19.44%	2.78%
MES	316	100	12	31.65%	3.80%
	1901	679	102		

Enr #
 FRL #
 EL #

Numbers as of the last day of quarter

ADA = Average Daily Attendance

ADE = Average Daily Enrollment

2						3									
ADA	Enr #	% FRL	# EL	% EL	ADE	# FRL	ADA	Enr #	% FRL	# EL	% EL	ADE	# FRL	ADA	Enr #
41.00	41	41.46%	3	7.32%	40.96	19	45.00	45	42.22%	6	13.33%	44.00	31	52.00	52
24.00	24	33.33%	2	8.33%	24.15	5	24.00	24	20.83%		0.00%	23.58	6	28.00	28
48.00	48	43.75%	3	6.25%	47.23	18	51.00	51	35.29%		0.00%	50.12	26	66.00	66
49.00	49	42.86%	7	14.29%	49.00	14	46.00	46	30.43%	7	15.22%	45.27	29	58.00	58
48.00	48	50.00%	2	4.17%	47.96	21	53.00	53	39.62%	2	3.77%	53.00	20	52.00	52
46.00	46	19.57%	1	2.17%	44.23	7	32.00	32	21.88%	1	3.13%	30.04	10	43.00	43
51.00	51	25.49%	1	1.96%	51.00	12	50.00	50	24.00%	2	4.00%	49.81	26	69.00	69
307			19				96	301			18	148			368

4				5							
% FRL	# EL	% EL	ADE	# FRL	ADA	Enr #	% FRL	# EL	% EL	ADE	
59.62%	6	11.54%	52.15	24	65.00	65	36.92%	3	4.62%	66.27	
21.43%	1	3.57%	27.81	6	26.00	26	23.08%	1	3.85%	26.00	
39.39%	4	6.06%	65.08	20	49.00	49	40.82%		0.00%	48.12	
50.00%	9	15.52%	57.96	16	50.00	50	32.00%	5	10.00%	49.92	
38.46%		0.00%	51.00	28	63.00	63	44.44%	2	3.17%	63.54	
23.26%	1	2.33%	41.15	10	52.00	52	19.23%	3	5.77%	50.54	
37.68%	2	2.90%	68.69	17	53.00	53	32.08%	3	5.66%	53.00	
23				121			358		17		

School Year	2025-2026
Dates	July 1 2025 - June 30 2026
Plan	Alternative
School District	Douglas
Contact Person	Jeannie Dwyer
Email Address	jdwyer@dcsd.k12.nv.us

Legend	
Formulaic Field:	<i>Do not overwrite!</i>
Input Field:	

FY25-26 District Ratios			
Grade	Projected Ratio	Current Class Size Ratio	Target Ratio
K	19	19	16
1	21	21	22
2	20	20	22
3	23	23	22
4	23	24	25
5	29	22	25
6	N/A	N/A	25

School Year	Plan Type	Plan	District Code	District	Complete Code	School Code	School Name	Grade
2025-2026	Alternative	2	3	Douglas	3201	201	Gardnerville Elementary	K
2025-2026	Alternative	2	3	Douglas	3201	201	Gardnerville Elementary	1
2025-2026	Alternative	2	3	Douglas	3201	201	Gardnerville Elementary	2
2025-2026	Alternative	2	3	Douglas	3201	201	Gardnerville Elementary	3
2025-2026	Alternative	2	3	Douglas	3201	201	Gardnerville Elementary	4
2025-2026	Alternative	2	3	Douglas	3201	201	Gardnerville Elementary	5
2025-2026	Alternative	2	3	Douglas	3202	202	Zephyr Cove Elementary	K
2025-2026	Alternative	2	3	Douglas	3202	202	Zephyr Cove Elementary	1
2025-2026	Alternative	2	3	Douglas	3202	202	Zephyr Cove Elementary	2
2025-2026	Alternative	2	3	Douglas	3202	202	Zephyr Cove Elementary	3
2025-2026	Alternative	2	3	Douglas	3202	202	Zephyr Cove Elementary	4
2025-2026	Alternative	2	3	Douglas	3202	202	Zephyr Cove Elementary	5
2025-2026	Alternative	2	3	Douglas	3205	205	C.C. Meneley Elementary	K
2025-2026	Alternative	2	3	Douglas	3205	205	C.C. Meneley Elementary	1
2025-2026	Alternative	2	3	Douglas	3205	205	C.C. Meneley Elementary	2
2025-2026	Alternative	2	3	Douglas	3205	205	C.C. Meneley Elementary	3
2025-2026	Alternative	2	3	Douglas	3205	205	C.C. Meneley Elementary	4

2025-2026	Alternative	2	3	Douglas	3205	205	C.C. Meneley Elementary	5
2025-2026	Alternative	2	3	Douglas	3206	206	Jacks Valley Elementary	K
2025-2026	Alternative	2	3	Douglas	3206	206	Jacks Valley Elementary	1
2025-2026	Alternative	2	3	Douglas	3206	206	Jacks Valley Elementary	2
2025-2026	Alternative	2	3	Douglas	3206	206	Jacks Valley Elementary	3
2025-2026	Alternative	2	3	Douglas	3206	206	Jacks Valley Elementary	4
2025-2026	Alternative	2	3	Douglas	3206	206	Jacks Valley Elementary	5
2025-2026	Alternative	2	3	Douglas	3207	207	Gene Scarselli Elementary	K
2025-2026	Alternative	2	3	Douglas	3207	207	Gene Scarselli Elementary	1
2025-2026	Alternative	2	3	Douglas	3207	207	Gene Scarselli Elementary	2
2025-2026	Alternative	2	3	Douglas	3207	207	Gene Scarselli Elementary	3
2025-2026	Alternative	2	3	Douglas	3207	207	Gene Scarselli Elementary	4
2025-2026	Alternative	2	3	Douglas	3207	207	Gene Scarselli Elementary	5
2025-2026	Alternative	2	3	Douglas	3209	209	Pinon Hills Elementary	K
2025-2026	Alternative	2	3	Douglas	3209	209	Pinon Hills Elementary	1
2025-2026	Alternative	2	3	Douglas	3209	209	Pinon Hills Elementary	2
2025-2026	Alternative	2	3	Douglas	3209	209	Pinon Hills Elementary	3
2025-2026	Alternative	2	3	Douglas	3209	209	Pinon Hills Elementary	4
2025-2026	Alternative	2	3	Douglas	3209	209	Pinon Hills Elementary	5
2025-2026	Alternative	2	3	Douglas	3210	210	Minden Elementary	K
2025-2026	Alternative	2	3	Douglas	3210	210	Minden Elementary	1
2025-2026	Alternative	2	3	Douglas	3210	210	Minden Elementary	2
2025-2026	Alternative	2	3	Douglas	3210	210	Minden Elementary	3
2025-2026	Alternative	2	3	Douglas	3210	210	Minden Elementary	4
2025-2026	Alternative	2	3	Douglas	3210	210	Minden Elementary	5

57

Total Sum of ADE
Matching Reported ADE
Crosscheck

**Questions or clarifications? Please reach out to sidcompliance@doe.nv.gov
 *Please note that the school year, plan, and school district must be entered first in order for the fields to populate properly.
 If any field under "Current Class Size Ratio" highlights red, you will need to submit an amended annual plan.

ADE	Total Count of All Teachers	Count of Substitute Teachers Filling Vacancies or Long-Term Positions	Number of Single-Teacher Classrooms	Number of Team Teaching Classrooms	Number of Combined Grade Classrooms	Check Classrooms / Teacher Balance	Unique Code	Class Size Ratio for Reporting Year - Exact	Class Size Ratio for Reporting Year - Rounded
37.58	2	0	2	0	0	Yes	3201K	18.79	19
39.5	2	0	2	0	0	Yes	32011	19.75	20
40.96	2	0	2	0	0	Yes	32012	20.48	20
44	2	0	2	0	0	Yes	32013	22	22
52.15	2	0	2	0	0	Yes	32014	26.075	26
66.27	3	0	3	0	0	Yes	32015	22.09	22
19.92	1	0	1	0	0	Yes	3202K	19.92	20
26.81	1	0	1	0	0	Yes	32021	26.81	27
24.15	1	0	1	0	0	Yes	32022	24.15	24
23.58	1	0	1	0	0	Yes	32023	23.58	24
27.81	1	0	1	0	0	Yes	32024	27.81	28
26	1	0	1	0	0	Yes	32025	26	26
35.08	2	0	2	0	0	Yes	3205K	17.54	18
51.58	3	0	3	0	0	Yes	32051	17.19333333	17
47.23	2	0	2	0	0	Yes	32052	23.615	24
50.12	2	0	2	0	0	Yes	32053	25.06	25
65.08	3	0	3	0	0	Yes	32054	21.69333333	22

48.12	3	0	3	0	0	Yes	32055	16.04	16
57.27	3	0	3	0	0	Yes	3206K	19.09	19
46	2	0	2	0	0	Yes	32061	23	23
49	3	0	3	0	0	Yes	32062	16.33333333	16
45.27	2	0	2	0	0	Yes	32063	22.635	23
57.96	3	0	3	0	0	Yes	32064	19.32	19
49.92	2	0	2	0	0	Yes	32065	24.96	25
40	2	0	2	0	0	Yes	3207K	20	20
39	2	0	2	0	0	Yes	32071	19.5	20
47.96	2	0	2	0	0	Yes	32072	23.98	24
53	2	0	2	0	0	Yes	32073	26.5	27
51	2	0	2	0	0	Yes	32074	25.5	26
63.54	2	0	2	0	0	Yes	32075	31.77	32
36	2	0	2	0	0	Yes	3209K	18	18
41.65	2	0	2	0	0	Yes	32091	20.825	21
44.23	2	0	2	0	0	Yes	32092	22.115	22
30.04	2	0	2	0	0	Yes	32093	15.02	15
41.15	1	0	1	0	0	Yes	32094	41.15	41
50.54	3	0	3	0	0	Yes	32095	16.84666667	17
43.88	2	0	2	0	0	Yes	3210K	21.94	22
48.38	2	0	2	0	0	Yes	32101	24.19	24
51	3	0	3	0	0	Yes	32102	17	17
49.81	2	0	2	0	0	Yes	32103	24.905	25
68.69	3	0	3	0	0	Yes	32104	22.89666667	23
53	2	0	2	0	0	Yes	32105	26.5	27

1163.00
0.00
1163.00

Variance Required	New Variances Required	Facility Limitations	Difficulty Hiring	Funding Limitations	Other
Yes	New Request			Y	
No	-				
No	-				
No	-				
Yes	New Request			Y	
No	-				
Yes	New Request			Y	
Yes	New Request			Y	
Yes	New Request			Y	
Yes	New Request			Y	
Yes	New Request			Y	
Yes	New Request			Y	
Yes	New Request			Y	
No	-				
Yes	New Request			Y	
Yes	New Request			Y	
No	-				

No	-				
Yes	New Request			Y	
Yes	New Request			Y	
No	-				
Yes	New Request			Y	
No	-				
No	-				
Yes	New Request			Y	
No	-				
Yes	New Request			Y	
Yes	New Request			Y	
Yes	New Request			Y	
Yes	New Request			Y	
Yes	New Request			Y	
No	-				
No	-				
No	-				
Yes	New Request			Y	
No	-				
Yes	New Request			Y	
Yes	New Request			Y	
No	-				
Yes	New Request			Y	
No	-				
Yes	New Request			Y	

**District English Learner
Policy and Plan
2025-2026**

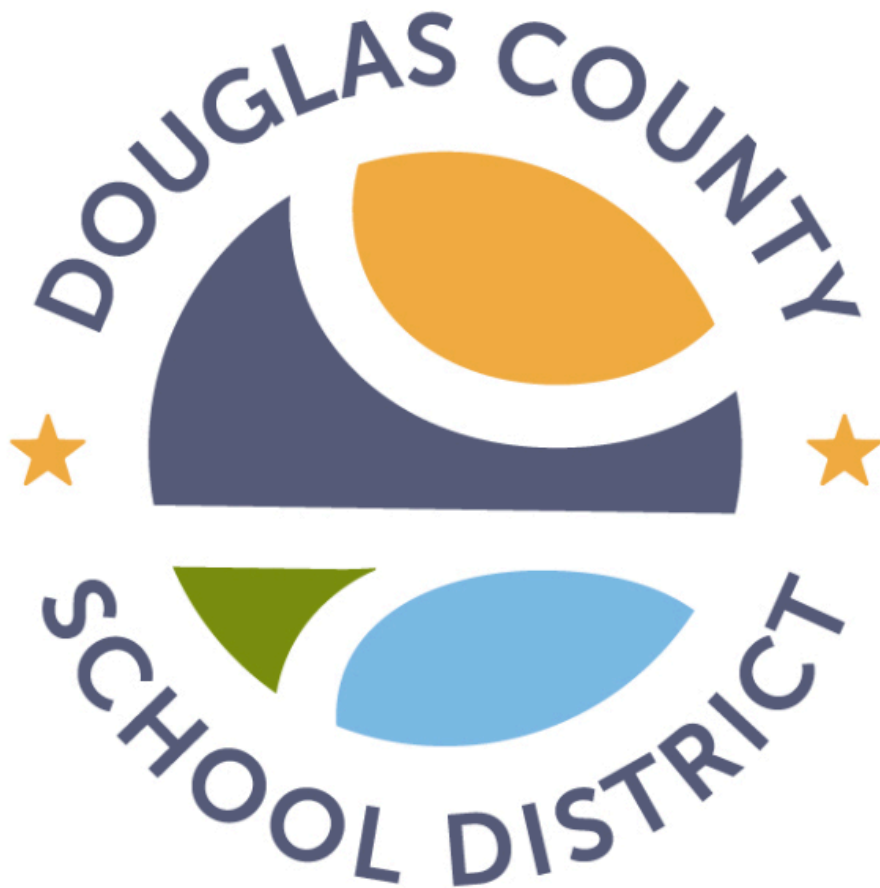


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INTRODUCTION

DCSD Mission Statement

The DCSD mission is to continually grow as an innovative educational community committed to the learning of all.

DCSD Vision Statement

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

Plan Process

To review the EL Policy and Plan, 7 EL Specialists reviewed the plan in August, 2025. The plan will be shared for approval through the consent agenda with the DCSD School Board in October, 2025.

English Learner specialists who participated in the EL Policy and Plan review:

Maria Herrera Aguilar, teacher

Rebecca Linford, teacher

Lissette Hammond, teacher

Michelle Baugh, teacher

Tara Nixon, teacher

Anita Swearingen, teacher

Xochitl Espinoza, teacher

Leslie Peters, Assistant Director of Education Services

GLOSSARY

Basic Interpersonal Communication Skills (BICS)

Everyday oral skills necessary for survival.

Caseload

Caseloads are the total number of EL students being provided services by a single licensed EL teacher.

Cognitive Academic Language Proficiency (CALP)

Language necessary to read and understand textbooks and core curriculum.

Cooperative Learning

The classroom structure is modified so students work together in small cooperative teams. It is very structured when used in the Johnson and Johnson Model, as measured in T4S.

English Language Development (ELD)

English language development includes instruction that is designed for students whose primary language is other than English. The instructional techniques, assessments, materials and approaches are directed toward communicative competence and academic achievement in listening, speaking, reading and writing in the core and elective curricula. An EL program incorporates the cultural aspects of the student's experiences in the instruction. Students receiving these services are referred to as an EL Student.

English Learners (EL)

An English learner is a student who has a language background other than English, and his/her proficiency in English is such that the probability of the student's academic success in an English only classroom is below that of an academically successful peer with an English language background. The term is employed by Title III as a student age 3 - 21 enrolled in school whose primary or home language is not English and who does not meet proficiency on a state approved language proficiency assessment.

English Language Proficiency

Mastery of reading, writing, speaking and listening in English as demonstrated on the English Language Proficiency Assessment.

Exited EL

A student who has demonstrated proficiency in English on the English Language Proficiency Assessment.

Inclusion

Assuring students have access to core curriculum and equal opportunity to participate in district programs and activities.

Incoming EL

An out of state student transferring into the district as an EL. It may also be a student incoming to middle school from elementary school or incoming to high school from middle school.

Language Experience

A method to teach reading using the children's own language in written form. The children learn to recognize and read the vocabulary they speak. Concepts of written language and phonics are also taught through this process.

Long-term English Learners

Students who have had [six](#) years or more of formal education in the U.S. Students approach oral fluency criteria in English, but they are not yet proficient in all four domains (reading, writing, speaking, and listening). There may be several factors that may influence an EL student in becoming a Long-term EL (transiency, interruption in schooling, ineffective teachers). As a result, Long-term EL's generally have low academic skills resulting in poor academic performance. For many Long-term EL's, English is the dominant language.

Monitor Status

A student who has demonstrated proficiency in English on the English Language Proficiency Assessment and whose academic success is monitored by the English Learner Specialist for four years following exit.

Newcomer EL

A new arrival to the country whose primary or home language is not English and who does not meet proficiency criteria on a state approved language proficiency assessment.

Pullout

A pullout program is defined as removing students from a portion of their regular school day in order to attend to some particular English or academic need. It can sometimes be the most appropriate and effective service, especially when students are new to the country and to the English language. There are instances where EL Students need individualized attention away from their regular classroom.

Regularly Scheduled EL Class

A regularly scheduled EL class is one which is held at the secondary level where the EL class is on the student's schedule. EL English is taken for English credit; Study Skills and Strategies are taken as an elective.

Sheltered English Instruction

Sheltered instruction represents a visual, hands-on approach to teaching in the content areas using a modified vocabulary. Sheltered instruction does not reduce or eliminate the content area curriculum; instead, it tailors the curriculum to English Learners' proficiency in English. In the sheltered class the teacher uses subject matter as a tool for language acquisition.

Short-term English Learner

Students who are new to the country or have attended U.S. schools for six years or less. Short-term EL's are typically Limited English Proficient in comprehension/speaking as well as in reading/writing.

Total Physical Response (TPR)

Students are required only to respond physically to commands. Through this approach the students develop high levels of listening skills so that they will be ready to make a non-stressful transition to speaking the language.

EL DEVELOPMENT (ELD) PROGRAM PHILOSOPHY

The Douglas County School District's (DCSD) English Language Development (ELD) program focuses its human and funding resources on assisting students who are learning English as a new language as they learn the language sufficient for academic success. Specifically, the focal point of the ELD program is to increase the proficiency levels of English learners (ELs) in the language proficiencies of listening, speaking, reading, and writing so that they acquire the academic language and social/cultural skills to function in the regular education setting and successfully graduate from high school.

The district is accountable for increasing the English proficiency and core academic content knowledge of ELs as mandated by the state and federal governments under Every Student Succeeds Act (ESSA). The Assistant Director of Education Services provides data which is used to monitor student achievement and support educational decisions.

DCSD's ELD program manages the administration and reporting of the state mandated WIDA assessment. The WIDA determines the English language proficiency levels of the students, shows growth and provides data for program development and evaluation. These academic goals require collaborative efforts between the EL program specialists and regular education programs.

The ELD program is a tiered system requiring more targeted support for students who are not proficient in English and less support for those approaching proficiency. This philosophy may be illustrated as a gradual release of responsibility. The levels of support vary depending on the age and time in the program for each student. A description of services is included in the table on page 10. These services include pulling the student out of the regular classroom, providing ELD support within the regular education context, and a consultative role for the EL specialist once the student demonstrates proficiency with the English language.

Douglas County School District (DCSD) prescribes to the WIDA Guiding Principles of Language Development in its programming and support of students in their language development:

1. Students' languages and cultures are valuable resources to be tapped and incorporated into schooling.

Escamilla & Hopewell (2010); Goldenberg & Coleman (2010); Garcia (2005); Freeman, Freeman, & Mercuri (2002); González, Moll, & Amanti (2005); Scarcella (1990)

2. Students' home, school, and community experiences influence their language development.

Nieto (2008); Collier (1995); California State Department of Education (1986)

3. Students draw on their metacognitive, metalinguistic, and metacultural awareness to develop proficiency in additional languages.
Cloud, Genesee, & Hamayan (2009); Bialystok (2007); Chamot & O'Malley (1994); Bialystok (1991)
4. Students' academic language development in their native language facilitates their academic language development in English. Conversely, students' academic language development in English informs their academic language development in their native language.
Escamilla & Hopewell (2010); Gottlieb, Katz, & Ernst-Slavit (2009); Tabors (2008); Espinosa (2009); August; Genesee, Paradis, & Crago (2004); August & Shanahan (2006); Riches & Genesee (2006); Gottlieb (2003 & Shanahan (2006); Genesee, Lindholm-Leary, Saunders, & Christian (2006); Snow (2005); Schleppegrell & Colombi (2002); Lindholm & Molina (2000); Pardo & Tinajero (1993)
5. Students learn language and culture through meaningful use and interaction.
Brown (2007); Garcia & Hamayan, (2006); Garcia (2005); Kramsch (2003); Diaz-Rico & Weed (1995)
6. Students use language in functional and communicative ways that vary according to context.
Schleppegrell (2004); Halliday (1976); Finocchiaro & Brumfit (1983)
7. Students develop language proficiency in listening, speaking, reading, and writing interdependently, but at different rates and in different ways.
Gottlieb & Hamayan (2007); Spolsky (1989); Vygotsky (1962)
8. Students' development of academic language and academic content knowledge are inter-related processes.
Gibbons (2009); Collier & Thomas (2009); Gottlieb, Katz, & Ernst-Slavit (2009); Echevarria, Vogt, & Short (2008); Zwiers (2008); Gee (2007); Bailey (2007); Mohan (1986)
9. Students' development of social, instructional, and academic language, a complex and long-term process, is the foundation for their success in school.
Anstrom, et.al. (2010); Francis, Lesaux, Kieffer, & Rivera (2006); Bailey & Butler (2002); Cummins (1979)
10. Students' access to instructional tasks requiring complex thinking is enhanced when linguistic complexity and instructional support match their levels of language proficiency.
Gottlieb, Katz, & Ernst-Slavit (2009); Gibbons (2009, 2002); Vygotsky (1962)

Douglas County School District (DCSD) further prescribes to the WIDA Standards Framework and its Theoretical Foundations and its description of language development.

“Language development occurs over time and depends on many factors. Second language and literacy skills develop interdependently but at different rates and in different sequences (Araujo, 2002; Fitzgerald & Noble, 2000; Pérez, 1994). A variety of individual and environmental factors impact second language

acquisition, including age, time in the country, and educational background (*Lightbown & Spada, 2006, Spolsky, 1989; Collier, 1987*). Children's varied experiences and backgrounds in addition to program type, curriculum, and the number and quality of opportunities for learning in and out of school, shape their entry points into language development. Recent research shows that language growth occurs more slowly at intermediate levels of proficiency than at beginning levels of proficiency (*Cook, Boals, & Lundberg, 2011*). All of these factors result in a wide range of language proficiencies and a number of paths toward progress among language learners" (p 3).

The table below describes the language services students may receive in this model based on language development:

Pull out/Push In Services	General Ed with EL Specialist Consultation and Tracking
<ul style="list-style-type: none"> -Non-English Speakers -A week or two upon arrival, as needed thereafter for intensive intervention -A temporary orientation program -Individualized -Customized -Focus on listening, speaking, reading, and writing -Regularly monitor progress with language benchmark assessments (WIDA MODEL) -Pull out during ELA and Math classes kept to minimum -May include after-school program - May include time on computer using high quality educational software -Provide help with homework and explanation of the American school system - Helps classroom teachers modify homework assignments and provides testing support. -The focus should be on pre-teaching vocabulary, concepts, and procedures; scaffolding with comprehensible input; and teaching of language objectives. 	<ul style="list-style-type: none"> -The EL Specialist will track language and core content area (ELA and Math) progress of all students in Levels 4 and 5, and consult with general education teachers. Direct teaching by the EL specialist will be at a minimum. -Will provide monitoring support and services for students who have exited for the following classifications: Monitor Year 1, Monitor Year 2, Monitor Year 3, Monitor Year 4.

IN CLASS SERVICES PROTOCOL FOR EL SPECIALISTS/EL AIDE

These guidelines will assist the EL Specialist/EL Aide and general education teacher with possible roles while the Specialist/Aide is supporting student learning within the content area classroom.

Preparation:

- Know language needs of students (communicate English proficiency levels and details)
- Know lesson objective/unit based on prior communication between teachers
- EL Specialist/Aide has a written plan for English language teaching/support ready when working in the content classroom including specific related language objectives
- EL Specialist/Aide arrives to class on time (early when possible)
- Ask student(s) to articulate the learning objective (without interrupting the lesson)
- Use formative assessment to determine if students are learning the content objective and language objective (informal checks for understanding)
- Predetermine acceptable classroom role of EL Specialist/Aide (i.e., acceptable scaffolding to whole class)
- EL Specialist/Aide should be prepared by knowing current content and language objectives to support learning and for teachable moments

EL Specialist/EL Aide Provides Scaffolding:

- While observing the content lesson, develop a study guide, graphic organizer, advanced organizer, homework guide, take notes for later tutoring, create visuals or flash cards, etc.
- Direct students' attention to task (monitor behavior and attention)
- All actions should relate to content and language objectives
- Monitor and adjust (note progress of student and reteach/intervene when appropriate)
- Ask teacher and student how you can better assist
- Consistently communicate with regular education teacher
- Move around room, eye contact with students – help teachers rephrase toward comprehensible input
- Facilitate opportunities for the students to use the language, not just hear it
- Facilitate lesson closure when possible (emphasizing objectives, summary, key vocabulary and concepts, predicting next steps, directions for homework, etc.)
- When direct teaching to the whole class, focus attention to ELs

EL DEVELOPMENT PROGRAM GOALS

The Douglas County School District provides a special instructional program for all students who have a primary or home language other than English and who are identified as *English Learners (ELs)* and qualify for services based upon placement assessment. Our instructional program is based on the *English Language Development (ELD)* models of instruction. The goals of the *ELD* program are to:

1. Provide a comprehensive English language development program aimed at assisting EL students in achieving competence in listening, speaking, reading and writing English.
2. Assist all EL students in making annual, measurable academic progress toward English proficiency.
3. Assist English learners as they learn reading, writing, speaking, listening, math, social studies and science standards.

In order to achieve these goals, the ELD program will make continuous progress toward:

1. Use of district approved resources and supplemental material, proven instructional practices, and an ongoing review of students' progress.
2. Continual professional development opportunities for all teaching and support staff about effective instruction and data analysis.
3. A culture of collaboration that expects every adult to take responsibility for the achievement of every student. *
4. Efforts to reach out to the families of ELs and include them in the education process.

* Some goals were adapted from the work of WestEd (a nonprofit research, development, and service agency).

EL PROGRAM INITIAL IDENTIFICATION CHECKLIST

To accurately identify and track the language proficiency and academic advancement of EL students within the Douglas County School District the following **Title III Data Management Procedures** are used:

- ❑ Students whose home language is other than English are identified by the Home Language Survey through the Infinite Campus Online Registration (OLR) with a language other than English listed in any of the three state mandated areas on the form (native or first language of the student, languages spoken at home and language with peers).
- ❑ The **school secretary** or **registrar** where the child is registering receives a notification that there is another language used **and refers the child to the EL teacher within one day of registration**, providing the student name and school ID number, so that the ELS can view the Home Language Survey and Immigrant Form. The ELS and Title III secretary share any follow up information, testing and surveys for tracking. Immigrant data (if applicable) is entered on the **State/Province-NV** page by adding the Title III Immigrant Program (Pgm 13) to the student's records.
- ❑ On the **State/Province-NV** page select from the drop down menu: Primary Language, Date Entered into the U.S., Date Entered into District, Data Entered into School, Birth Country, and New in Country (if applicable).
- ❑ The EL teacher administers the initial placement test within 30 days of the start of the school year or within two weeks if the child enters after the first 30 days of the school year (per federal regulation).
- ❑ If there is written evidence from the previous school that the student was in the program, there is no need to administer the WIDA screener.

The following are guidelines and cut scores for identification of a student as an English Learner (EL).

Scores/Levels for Identification of English Learners (EL) using WIDA Screener	
Kindergarten: First Semester Speaking and Listening	Kindergarten: Second Semester Speaking, Listening, Reading, and Writing
<p>Administer only Oral domains (Speaking and Listening) of the Kindergarten WIDA ACCESS Is the:</p> <ul style="list-style-type: none"> ▪ Oral (Speaking/Listening) raw score 29 or higher? ✓ YES: Student meets requirement for proficiency and may not be eligible for EL programming. ✓ NO: If the student does not meet the minimum raw score for proficiency on the Oral portion of the test the student is eligible for EL programming 	<p>Administer all four domains (Speaking, Listening, Reading, and Writing) of the Kindergarten WIDA ACCESS Is the:</p> <ul style="list-style-type: none"> ▪ Oral (Speaking/Listening) raw score 29 or higher, and ▪ Reading raw score 14 or higher, and ▪ Writing raw score 17 or higher? ✓ YES: Student meets requirements for proficiency and may not be eligible for EL programming. The student must meet the minimum raw score on all three portions of the test. ✓ NO: If the student does not meet the minimum raw score for proficiency on all portions of the test, (1. Oral, 2. Reading, and 3. Writing) the student is eligible for EL programming.
Grade 1: First Semester Speaking, Listening, Reading, and Writing	Grade 1: Second Semester Grades 2-12: First and Second Semester* Speaking, Listening, Reading, and Writing
<p>Administer all four domains (Speaking, Listening, Reading, and Writing) of the Kindergarten WIDA ACCESS Is the:</p> <ul style="list-style-type: none"> ▪ Oral (Speaking/Listening) raw score 29 or higher, and ▪ Reading raw score 14 or higher, and ▪ Writing raw score 17 or higher? ✓ YES: Student meets requirements for proficiency and may not be eligible for EL programming. The student must meet the minimum raw score on all three portions of the test. ✓ NO: If the student does not meet the minimum raw score for proficiency on all portions of the test, (1. Oral, 2. Reading, and 3. Writing) the student is eligible for EL programming. 	<p>Administer all four domains of the appropriate grade level WIDA ACCESS <i>*Students entering Grades 3, 6, and 9 during the first semester take the W-APT for the grade they have just completed (e.g. a first semester 3rd grader will take the 1-2 grade test, a first semester 6th grader will take the 3-5 grade test, and a first semester 9th grader will take the 6-8 grade test). Students entering during the second semester take the WIDA ACCESS for their current grade level.</i></p> <p>Is the:</p> <ul style="list-style-type: none"> ▪ Grade level adjusted composite score: 4.5 or higher and ▪ Score in each domain 5 or higher? ✓ YES: Student meets requirements for proficiency and may not be eligible for EL programming. ✓ NO: Student does not meet minimum proficiency requirements and is eligible for EL programming.

- Following administration of the placement test, regardless of whether the student qualifies or not, the EL Specialist completes the **EL Student Information sheet for Infinite Campus** and provides a copy to Education Services. Education Services will enter the English Proficiency Level as well as place the student in Program 11.
- The initial placement letter is sent to parents by the EL teacher. ***Note: Whether or not the parents choose to place their child in the ELD program for services, the student must be given the ELPA every year until he or she exits the ELD program, graduates from high school, or withdraws from school.***
- The EL specialist creates a file for the student and determines services based on the student's English proficiency level. Ongoing communication begins between the EL specialist and the general education teacher(s) with whom the student will work.

Data Upkeep and Management

Records of the student's WIDA proficiency level, SBAC scores and ACT scores must be kept up to date in Infinite Campus. Those data are needed for annual reports and will help teachers determine the instructional needs of the student. Data management and updates will be maintained by Education Services and the AGPM office.

IDENTIFICATION OF *EL STUDENTS*

Initial Identification of *English Learners (EL)*

In accordance with AB 195, Douglas County School District is required to provide for the identification of the primary language of each student enrolled in the school district at the beginning of each school year to assist in the identification of pupils who are English learners. The home language survey, written in both English and Spanish, is given to every student enrolling in the district as part of the online enrollment process. It is the initial identification of potential students for the *EL* program. (See Appendix A: Parent Notifications.) When in doubt about a student's English language proficiency, faculty and staff members refer students to the *English Learner Specialist(ELS)* for formal and informal assessment. This situation can occur when the student shows evidence of non-native speaker problems when doing academic work.

Common examples might include:

- Inability to answer simple questions
- Lack of participation or non-completion of work
- Poor oral or written expression
- Sentence structure problems in speaking and/ or writing
- Indication that family is non-English proficient

Responsibilities

The school registrar has the initial responsibility of reviewing the online application and specifically reading over the Home Language Survey (*HLS*) portion. If any language other than English is identified on the *HLS*, the school registrar forwards the survey to the *ELS* for further review and possible assessment. Faculty and staff members are responsible for making referrals to the *ELS* when there is doubt about a student's English language proficiency. The *ELS* will share this information with the Title III Secretary for tracking purposes.

Timeframe

Within one working day of completion of the online registration and Home Language Survey, forms indicating any home language other than English are forwarded to the *ELS*. It is recommended that the *ELS* be consulted before student placement in regular classes to assist in this process. Itinerant EL teachers would be contacted within five school days of the student's enrollment. **All new students with a language other than English listed on the Home Language Survey (native or first language of the student, languages spoken at home and language with peers), must be tested for English language proficiency within 30 school days of the beginning of the school year or within two weeks if they enter school after the first 30 days. Parent notification, in the language parents will understand, of a student's initial eligibility or eligibility for continuing services is sent home within 15 school days.**

Interpreters

No staff with special skills is required for completing the Home Language Survey in the initial identification process. Principals should be contacted for scheduling translators and principals send requests to the Educational Services office for budget approval. Some translation services are available on an as-needed basis.

Documentation of Identification Process

In order to document the identification process, the Home Language Survey online indicates any home language other than English by flagging and emailing the *EL Specialist (ELS)* and Title III secretary. *ELS* document formal assessment (currently the WIDA screener) used in determining the need of *EL* services. The *ELS* sends a copy of the **EL Student Information sheet for Infinite Campus** to Education Services where the appropriate data will be entered in Infinite Campus. When a student is placed in the district EL program for the first time, an “Initial Placement” letter is sent home within 15 calendar days. “Continuing Placement” letters notifying the existing student’s parents that services will continue into the school year are sent within 15 calendar days from the first day of school to all eligible students. (Appendix A: Parent Notifications) Each school site keeps a copy of any letters that have been sent to parents in their accumulative file.

Continuous communication begins between the *ELS* and regular education teachers about the language needs of identified students.

TIMELINE FOR DATA MANAGEMENT

Review of timeline for data management:

Student Services	Time Frame
New student with language other than English arriving on the 1 st day of school	Tested within 30 days from beginning of school
New student with language other than English arriving after the 1 st thirty days of school	Tested within 2 weeks after student's arrival
New Qualifying EL Student	Parent notification is sent within 15 days of student's initial eligibility (Placement test)
Continuing EL Students	Parent notification is sent within 15 days of the start of school
Exited EL Student	Parent notification is sent within 15 days of the start of school
EL Student Information Sheet for Infinite Campus	This form must be filled out within 30 days for new students. The form's accuracy is essential and must be forwarded to the Title III office as soon as possible.
Testing Accommodation Form for any student in the program as needed; optional for former EL	Place form in student's EL folder at least 1 month prior to first state assessment. Give a copy to the testing administrator for the site.
Monitor Placement Form	Mailed annually to the parents until after year 4 screening is complete.

ASSESSMENT OF *EL* STUDENTS

Procedures for Assessing Potential *EL* Students

Once identification of a potential *EL* student takes place, *EL* teachers utilize the WIDA Screener test as the formal language placement assessment for all *EL* students in Douglas County. The WIDA screener test is used for classification, placement, and specific diagnosis. For primary students in grades K-1, the K WIDA screener is used for this placement purpose. A state approved English language proficiency assessment is used to measure annual student progress during the annual state appointed testing window. The current Nevada assessment is the WIDA ACCESS.

Language Skill Areas Assessed

The WIDA screener measures ability in the four language modalities of speaking, listening, reading, and writing, giving a holistic assessment of potential social and academic functioning in basic English. The WIDA screener is a comprehensive assessment designed to provide complete information about a student's language proficiency.

Annual Formal Language Assessment Instrument

As mandated by Title III guidelines, the District utilizes the State approved assessment, which is currently the WIDA ACCESS, to determine students' annual progress toward English proficiency. These annual measures are given during a testing window each year following strict testing procedures and test security guidelines. Student results are reported in three ways: as raw scores, scale scores, and English language proficiency (ELP) levels. Scores are reported for each of the four language domains and in several composites as follows:

- Listening
- Speaking
- Reading
- Writing
- Oral Language (Listening 50%, Speaking 50%)
- Literacy (Reading 50%, Writing 50%)
- Comprehension (Listening 30%, Reading 70%)
- Overall (Listening 15%, Speaking 15%, Reading 35%, Writing 35%)

Persons Responsible

Currently, all *EL* Specialists in Douglas County are highly qualified. These *EL* staff members, trained in WIDA testing procedures and proficient in English, administer the examination. This exam is administered on an online platform during the online registration process. Because the WIDA is high-stakes, the site administrator is responsible for secure storage, signing out the test

booklets and log in tickets, collecting completed tests, and returning the materials.

Documentation of English Language Proficiency Assessment Results

The annual WIDA is administered in-district but scored by the testing publisher. The results are sent directly to the Title III office at the State. District reports are then sent to the Education Services office and are distributed to individual schools. The EL Specialist is responsible for maintaining a database of their EL students listing their current language proficiency levels in all four domains (reading, writing, listening, and speaking). A copy is then placed into the student's cumulative file.

Academic Achievement Assessments and Tracking

Students may not be exited from the ELD program until they reach an overall Level 4.5 or higher on both the overall composite as well as literacy composite on the ELPA. Once a student meets the criteria, he or she is exited from the program. As of 2021, students who meet the following scores may be eligible for the Alternate English Proficiency pathway.

- Grade 3-8 student received 3's or higher on the SBAC ELA and Math assessments for corresponding year AND overall WIDA ACCESS score of 4.0-4.4
- Grade 9-10 student received 3's or higher on 8th grade SBAC ELA and Math assessments AND overall WIDA ACCESS score of 4.0-4.4.
- Grade 11 student received a 17 on ACT ELA and a 20 on ACT Math AND overall WIDA ACCESS score of 4.0-4.4.
- Grade 12 student received a 17 on the 11th grade ACT ELA and a 20 on ACT Math assessments AND overall WIDA ACCESS score of 4.0-4.4.

*Reclassification determinations must be made and communicated to parents within 30 days of the beginning of the school year/ Changes in EL status must be made in Infinite Campus prior to October 1st.

The EL Specialist and Education Services must keep current records of the following information in Infinite Campus and in the student's green EL folder:

- Student name
- Grade level
- Ethnicity
- Year the student was enrolled in the ELD program
- English language proficiency level upon entry
- Current English language proficiency level
- Exit date

The student green EL folder must be kept in the student cumulative file.

The district's Educational Services office will run periodic Infinite Campus queries to determine quality of data input and upkeep. The EL and Immigrant data must be kept current for reporting and test purchasing purposes as several state reports are required for both EL and Immigrant students.

ALTERNATIVE PROGRAM OF SERVICES FOR *EL STUDENTS*

Match of Services to Educational Theory

The DCSD *EL* program has two instructional components. First is the direct teaching of the English language skills of speaking, listening, reading, and writing. The second component is assisting *EL Students* with skills needed to succeed in learning the general education curricula. Instruction is provided both within the regular classroom and the *EL* classroom environments by balancing structured immersion (in-class) and minimal pull out services based upon the needs of each student.

Models of Instruction

EL services in Douglas County School District are delivered through a variety of configurations using regularly scheduled *EL* classes, pull out sessions, and in-class services (inclusive practices):

- Push-In language instruction
- Pull-Out language instruction

EL students are to be provided services in facilities comparable to those of mainstreamed students, in accordance with Office of Civil Rights guidelines. *EL* students are to be given an equal opportunity to reach the same high standards as other students and their education is the shared responsibility of the entire school community.

Specific instructional services include combinations of the following based on the needs of the student:

- Intensive English Instruction - is provided to *EL* students by the *EL* Specialist. Intensive language instruction is most often delivered through a pull out model, small group format in the regular classroom, or separate *EL* classes. There must be an effort to reach out to families to involve them in the child's education. This may require *EL* family nights or meetings with an interpreter in attendance.
- Sheltered Instruction or Structured Immersion- is provided to *EL* students by regular classroom teachers and the *EL* Specialist. *EL* students are placed in the general education classrooms, but the teachers and *EL* Specialists use scaffolding practices such as communicating academic language objectives, consciously making input comprehensible, and the use of pre-teaching of key vocabulary and modeling, cooperative learning, supplementary materials, showing explicit links to background knowledge, and ample practice opportunities.
- Transition Services – are provided in the regular classroom by the *EL* teacher or aide. Students at the higher English proficiency levels are transitioning from content support to

full classroom participation. Students at the secondary level are scheduled into the full range of academic courses, with content support available as needed from the EL Specialist, aide, or content area teacher. EL students will be placed in classrooms that are supported by the EL Specialist and regular education teacher whenever possible. Elementary students receive content support by the EL Specialist in consultation with the classroom teacher.

- **Monitor Services** – The EL Specialist will monitor for four years, and then as needed, the progress of ELs who have reached proficiency in English (as determined by a Level 4.5 on the ELPA in both overall composite as well as literacy composite) and will be available for consultation about continued student progress with the regular classroom teacher.

Support provided to EL students by aides is always under the direction of an EL Specialist. Teachers in the regular classroom, in consultation with the EL teacher, will need to modify and adapt their course work to meet the special needs of EL students as needed.

Variations in Services

Although a consistent, district-wide program of services is provided for EL Students, the EL specialist is the case manager, determining the amount and type of service that an individual EL student receives within the district-wide program. WIDA results, state tests, benchmarks, classroom grades, and communication with other teachers are some of the factors to be taken into account in determining individual services.

Transition of Services

To ensure consistency of program, transition meetings will be held at the end of each school year between EL teachers for EL students transitioning from elementary school to middle school or middle school to high school.

Notification of Parents

The Home Language Survey informs all enrolling families about the provision of a program of *English Language Development* for those students who qualify (Appendix A: Parent Notifications). Spanish is currently the home language of the vast majority of the EL students in Douglas County. Spanish translated versions of the district reports cards and progress reports are available in all schools for communicating student progress. Calendars of events and school schedules will include Spanish translated information and a note to call the school if additional information is needed. Translation services are utilized on an as-needed basis for parents who speak a language other than Spanish or English.

STAFFING AND RESOURCES

Staffing

EL Specialists must have an endorsement to teach English as a second language, in accordance with NRS 391.237, which includes having a valid elementary or secondary license and additional course work in the acquisition of a second language. All teachers currently employed in the EL program hold appropriate endorsements. EL aides are hired in accordance with the Douglas County School District EL Aide Position Description, which includes having a high school diploma or equivalent, ability to work cooperatively with others, and a thorough knowledge of the English language.

All of the teachers and aides in Douglas are considered “Highly Qualified”. The district offers teacher training to enable general education teachers to meet the educational needs of limited English proficient students, including strategies listed in Nevada Educator Performance Framework.

The Assistant Director of Education Services oversees all aspects of the instructional program of EL services. EL Specialists are the teachers who provide intensive English instruction and consult with regular classroom teachers. EL aides may assist in the provision of these services, including those EL services provided in the regular classroom under the supervision of the classroom teacher. School administrators are responsible for overall EL program support and supervision at individual sites, coordinating state testing efforts, and ensuring the provision of necessary data to the district for state reporting purposes through Infinite Campus upkeep. The English Language Development Program provides adequate numbers of licensed EL staff to all schools. Caseloads are the total number of EL students being provided services by a single licensed EL teacher. It should be noted that the EL specialist does not instruct all students in the *caseload* at one time. As part of a yearly review, the Assistant Director of Education Services considers whether or not to increase or decrease licensed EL staff and program aides based upon the same criteria for the staffing of other instructional programs. Mid-year adjustments may be made in accordance with need and available resources.

Resources and Curriculum Materials

An effort is made through coordination by Education Services to provide a consistent curriculum. EL specialists may also select instructional materials as appropriate for the levels of language proficiency and the ages of their students. Resources and materials used may include:

- leveled guided reading books
- content area glossaries and supplemental textbooks
- elementary and secondary district curriculum resources
- multicultural/ multilingual text and materials
- visual vocabulary supports
- listening centers
- computers and electronic translators

- a variety of dictionaries
- current maps and globes
- Thinking Maps
- Write from the Beginning
- iLit ELL
- Pearson (Heinle Picture Dictionary, Contemporary Topics)
- Reading A-Z

All DCSD classroom teachers and specialists utilize high quality rigorous instructional materials and practices that align with the Nevada Academic Content Standards and receive ongoing professional development and coaching in the implementation of high quality instructional strategies that integrate multi-cultural relevance, building of background knowledge and the acquisition of academic language into all content area and language development instruction. DCSD teachers use learning progressions to monitor student classroom progress toward proficiency on priority standards. Elementary (K-5) teachers also give Common Formative Assessments for ELA and Math priority standards to all students to show evidence of learning and give direction in next steps for instruction. DCSD Administrators have also been trained in the coaching and support of teachers in these strategies.

Through Professional Development, DCSD teachers have opportunities to learn more about effective strategies to use with EL students. DCSD employs a PDC trainer who has an ELAD endorsement and who offers multiple professional learning opportunities throughout the year for both EL specialists as well as general education teachers.

While WIDA screen testing materials will be used in initial placement, the WIDA ACCESS will be used to measure annual student progress in language acquisition. The WIDA MODEL is used as an interim assessment to document language development progress. District and grant resources will be committed as needed for the purchase and scoring of mandated test materials. In accordance with the district's Strategic Plan, as new textbooks are adopted, a set of materials is purchased for the EL specialists.

EL PROGRAM EXIT CRITERIA

Formal Exit Criteria

English learners who are placed in an English language program will remain in the program until the student obtains language proficiency based on an appropriate assessment of students who are English learners, unless the parent or legal guardian of the student declines for the student to remain placed in a program for English learners. Students will be exited from direct language services and supports when the following formal assessment criteria are met:

1. Achieving “Level 4.5” (Proficient) in the “Overall Composite” as well as the “Literacy Composite” column of the ELPA, or following the alternate exit criteria that can be found on page 20.

Once a student meets the criteria above, the student is exited from the program. The EL specialist will continue to monitor the students for four years and consult with the regular education teachers about student progress and appropriate instructional methods and materials.

Documentation

A report of the final ELPA scores, Language Proficiency level, required state assessments for English/Language Arts and math, and pertinent classroom data are placed in the *EL Student’s* Record file. This file is stored in the student's permanent cumulative record folder. All scores, levels, and records must be kept current in Infinite Campus by Education Services. Additionally, Initial Placement, Continuing Placement, and Testing Accommodation forms need to be included in the Student’s EL Record File. After one year of continuing placement and documentation, it is not necessary to include a copy of the letter if there is documentation of when and to whom the letter was sent.

The ELPA results are sent to the district’s Educational Services office from the Nevada Department of Education and those results will be used to help determine the school’s rating in the Nevada School Performance Framework (NSPF).

MONITORING THE ALTERNATIVE PROGRAM OF SERVICES

The DCSD Education Services will monitor students' progress on standardized ELPA and state academic tests on an annual basis for district improvement planning purposes. EL Specialists will use the same data to inform instructional practice and for communicating with the student, parents, and teachers.

1. Monitoring Progress of Former EL Students

Student Success Data

The EL Specialist will monitor the progress of ELs who have reached proficiency in English and will be available for consultation about continued student progress with the regular classroom teacher. The EL specialist will keep a database of former ELs and monitor their academic progress and at the secondary level, specifically focus on requirements to graduate, performance on state assessments as well as credit acquisition.

Re-Identification of Former *EL* students

If exit criteria are met and, subsequently, the student experiences academic failure, other possible factors must be researched. The student should be interviewed and counseled by the regular teacher, EL specialist, or counselor. A student's English proficiency may be reassessed using the screener, staff observations, and the student's work portfolio, as well as district and state assessments results. If there is evidence that the problem is lack of English proficiency, the student may re-enter the *ELD* Program with approval from Education Services and the student's parents. If the evidence shows that the student is failing due to other factors, the student will not re-enter the *ELD* program but other interventions will be considered within the regular instructional program.

2. Program Evaluation

Persons Responsible

EL specialists and site administrators must closely monitor the effectiveness of their school's *ELD* program by studying student achievement data on formal and informal measures of academic progress and English acquisition. This is a part of the annual school performance planning process. Interim assessments in the form of the MAP and the WIDA MODEL are available for use up to three times per year and those data will help to predict student growth on the annual ELPA.

The DCSD Education Services will also monitor program effectiveness based upon the annual WIDA reports and proficiency levels will be reported to schools annually.

Some of the factors that may be used to examine effectiveness of the EL program are:

- School NSPF data and designations

- Number of English learners who have been reclassified/exited from the EL program
- Initial and continuing placement notification
- State Proficiency Test results, and standardized test scores of EL students compared with the performance of their non-English learning peers
- District assessment results of EL students compared with the performance of their non-English learning peers
- Graduation and drop-out rates of English Learners
- Credit acquisition of English Learners
- Former EL status follows with the student until graduation.

ADDITIONAL DISTRICT SERVICES

Among the district services for which *EL Students* may qualify are: Early Childhood Special Education, Reading Specialist interventions, Speech, Special Education, and Gifted and Talented. DCSD relies on multiple measures to assess students for Gifted and Talented services, including the Naglieri Nonverbal Ability Test specifically to assess English Learners. For multiple services offered during the school day, student placement is decided by the appropriate legal and district procedures. Questions for testing for special education will be included in the Home Language Survey.

Assigning *EL Students* to Special Education

Decisions about Special Education services must be based on solid testing practices, and involve careful examination by a specialized team that is competent in designing student interventions including guidance provided by the EL Specialist.

Those EL students suspected of having a disability will be referred and identified consistent with IDEA, with particular attention given to those aspects germane to second language learners.

Compliance with all current district and federal guidelines regarding Special Education placement includes adhering to all regulations regarding limited English-speaking students. This includes the translation of materials and communications with the family into the native language. Interpreters will also be available as needed.

Qualification for Special Education services will not exit a student from the EL program. If stated in the Individual Education Plan, ELPA testing in the form of the Alternate ACCESS may be administered. A statement similar to the following must be recorded in the child's IEP to be included in the Alternate ACCESS Test: "Because of this child's significant cognitive impairment, this child's special education eligibility precludes the ELPA from functioning as an appropriate measure of his/her language acquisition."

Last Review: 8/22/2025

Names of Reviewees:

Shannon Brown- Executive Director Education Services
Leslie Peters- Assistant Executive Director Education Services
Michelle Baugh- EL Specialist
Lissette Hammond- EL Specialist
Rebecca Linford- EL Specialist
Anita Swearingen- EL Specialist
Xochitl Espinoza- EL Specialist
Maria Herrera Aguilar- EL Specialist
Tara Nixon-EL Specialist
Tandy Erickson- EL Secretary



DCSD AT A GLANCE

NSPF Star Ratings

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

Budget Data

	22-23	23-24	24-25
BEGINNING BALANCE	\$11,553,851	\$10,614,028	\$4,164,952
REVENUE	\$55,267,658	\$58,425,684	\$59,141,625
EXPENDITURES	-\$56,207,481	-\$64,874,760	-\$64,260,294
ENDING BALANCE	\$10,614,028	\$4,164,952	-\$1,172,713

Advanced Placement Assessment

	22-23	23-24	24-25	
TEST TAKEN	DHS	499	601	583
	GWHS	68	65	67
TEST PASSED	DHS	372	509	505
	GWHS	22	48	55
% PASSED	DHS	77.6%	83.2%	88.0%
	GWHS	39.6%	73.4%	88.9%

CTE Statistics

# OF PROGRAMS	12
END OF PROGRAM PERFORMANCE	71.89% PASS RATE
STATE RANKING	2 ND
WORKPLACE READINESS SKILLS PERFORMANCE	79.50% PASS RATE
STATE RANKING	2 ND

ACT Composite Scores

	22-23	23-24	24-25
AAHS	15.0	16.1	15.5
DHS	18.1	17.5	18.1
GWHS	14.7	19.9	21
STATE	17.2	17.2	16.9

MAP Assessment Data

	22-23		23-24		24-25	
	MATH	ELA	MATH	ELA	MATH	ELA
K	52.9%	55.8%	48.0%	44.2%	71.1%	59.9%
1ST	44.4%	41.1%	67.8%	54.9%	62.4%	46.6%
2ND	47.7%	64.8%	62.7%	76.0%	65.0%	66.1%
3RD	42.8%	54.3%	45.8%	58.4%	77.9%	53.0%
4TH	35.9%	50.7%	46.7%	62.9%	61.4%	53.0%
5TH	34.7%	46.7%	49.6%	52.3%	64.8%	47.9%
6TH	47.1%	50.4%	49.4%	47.3%	69.6%	49.9%
7TH	47.5%	46.7%	45.7%	52.3%	58.5%	50.6%
8TH	60.9%	59.2%	54.6%	50.4%	57.4%	51.7%

Graduation Data

	22-23	23-24	24-25	
DIPLOMA TYPE	STANDARD	200	198	TBA
	ADVANCED	99	98	TBA
	ADULT	N/A	N/A	TBA
	CCR	84	107	TBA
	ADJUSTED	7	6	TBA
COMPLETERS	HSET/GED	13	4	TBA

Summative Assessment

	22-23	23-24	24-25	
ELA	SBAC- GRADES 3-8 % PROFICIENT	46.6%	41.0%	48.0%
	SBAC- GRADES 3-8 STATE RANKING	4 TH	7 TH	4 TH
	ACT- GRADE 11 % PROFICIENT	47.2%	45.2%	49.2%
	ACT- GRADE 11 STATE RANKING	5 TH	7 TH	4 TH
MATH	SBAC- GRADES 3-8 % PROFICIENT	34.0%	33.7%	37.3%
	SBAC- GRADES 3-8 STATE RANKING	5 TH	6 TH	4 TH
	ACT- GRADE 11 % PROFICIENT	26%	24.3%	29.9%
	ACT- GRADE 11 STATE RANKING	1 ST	2 ND	1 ST
SCIENCE	SBAC- GRADES 3-8 % PROFICIENT	33.5%	23.4%	30.8%
	SBAC- GRADES 3-8 STATE RANKING	5 TH	10 TH	4 TH 91
	GRADE 11 % PROFICIENT	31.7%	25.6%	25.1%
	GRADE 11 STATE RANKING	1 ST	1 ST	4 TH

By The Numbers

	22-23	23-24	24-25
DISTRICT ENROLLMENT	5,312	5,032	4,927
EMPLOYEES	746	755	712
CERTIFIED EMPLOYEES	394	398	366
SCHOOLS	13	13	13
K-5 STUDENT/TEACHER RATIO	22:1	21:1	22:1
PER PUPIL EXPENDITURES	\$12,882	\$13,134	*\$13,288
AVERAGE DAILY ATTENDANCE	92.9%	93.6%	94.0%
GRADUATION RATE	84.1%	86.1%	TBA
TRANSIENCY RATE	16.9%	15.0%	13.9%
CHRONIC ABSENTEEISM	24.3%	20.5%	18.9%
CERTIFIED RETENTION RATE	92%	95%	91%
CLASSIFIED RETENTION RATE	84%	79%	84%

DCSD Governance & Superintendent Goals 2026-27

District Governance and Superintendent Alignment Intent: A Commitment to Collaborative Governance and Informed Decision Making.

The overarching intent behind these District goals is to establish a framework for continuous improvement, ensuring that every decision and action directly contributes to maximizing student potential. This framework is built upon the foundational principles of responsible fiscal management, clear and legally compliant governance, a commitment to student achievement and well-being, and active community partnership.

Central to this intent is the seamless alignment between the Superintendent's operational leadership and the District Board's strategic governance. The Superintendent is empowered and accountable for developing and implementing the operational strategies, programs, and resource allocations necessary to achieve the specific, measurable targets outlined within each goal area. This includes driving improvements in student achievement, managing the District's financial health, ensuring regulatory compliance in all policies, fostering community engagement, and proactively safeguarding the school environment.

In its governance role, the District Board provides strategic direction, exercises diligent oversight, and ensures accountability. The Board's responsibility extends to:

- **Authorize the development of a fiscally prudent budget.** Monitor approved budgets and capital improvement plans for sustained long-term financial sustainability.
- **Instructional and operational program approvals,** including textbook and curriculum authorization, personnel recommendations, interlocal agreements, and the purchase of equipment and services.
- **Approving policies and resource allocations** that directly support the attainment of these ambitious goals, ensuring fiscal responsibility and adherence to all legal requirements (including NRS 4% ending fund balance and the 1% contingency).
- **Monitoring progress** against the established metrics for student achievement, financial stability, policy effectiveness, community involvement, and safety.
- **Transparency and communication** with all stakeholders, reflecting the District's dedication to serving the community and its students.
- **Upholding its fiduciary and stewardship duties,** ensuring that every decision is made in the best interest of the students and the long-term viability of the District.

By explicitly linking operational execution with governance oversight across all critical domains, from academic outcomes and fiscal prudence to community relations and student safety, the District commits to a unified and strategic approach. This collaborative intent ensures that resources are effectively deployed, policies are impactful, and the school community is galvanized in the pursuit of an equitable, high-quality education for every student.

Goal 1: To elevate student success and ensure every student is college and career-ready, the District will achieve measurable improvements in key academic and engagement indicators.

Key Metrics for Success:

- **Graduation Rates:** Increase the four-year adjusted cohort graduation rate to **90%** by the end of the 2025-26 school year, and maintain or exceed this rate thereafter.
- **ACT Achievement:** Increase the average composite ACT score to **18.5** by the end of the 2025-26 school year.
- **Student Attendance:** Decrease the chronic absenteeism rate (students missing 10% or more of enrolled days) to no more than **17.5%** by the end of the 2025-26 school year.
- **SBAC Proficiency Rates (English Language Arts):** Increase the percentage of students meeting or exceeding standards on the Smarter Balanced Assessment Consortium (SBAC) English Language Arts assessment to **51%** by the end of the 2025-26 school year.
- **SBAC Proficiency Rates (Mathematics):** Increase the percentage of students meeting or exceeding standards on the Smarter Balanced Assessment Consortium (SBAC) Mathematics assessment to **40%** by the end of the 2025-26 school year.

Goal 2: Foster Fiscal Stewardship and Strategic Resource Alignment

To responsibly manage district resources and ensure long-term financial sustainability, the District will develop and monitor a budget that is fiscally prudent, compliant with all regulatory requirements, and strategically allocates resources to support student achievement and district priorities.

Key Metrics for Success:

- **Financial Health & Compliance:**
 - Develop and implement a **plan to restore the budget ending fund balance to 4%** within **three (3) fiscal years** and subsequently maintain an ending fund balance that meets or exceeds all Nevada Revised Statutes (NRS) requirements annually at this 4% target by the end of the 2025-26 school year.
 - Develop and implement a **plan to re-establish a 1% contingency fund** within the annual budget by the end of the 2025-26 school year, and thereafter maintain this fund to address unforeseen needs.
- **Staffing:**
 - Implement a **phased reduction of staffing** over the next **three (3) fiscal years** to align with current and projected student enrollment trends, ensuring efficient use of personnel resources without compromising educational quality.
 - Develop and report on a staffing plan that demonstrates alignment with enrollment projections by the end of the 2025-26 school year.
- **Strategic Resource Allocation:**
 - Demonstrate clear alignment between **budgetary allocations and the District's strategic plan and governance goals**.
 - Prioritize spending that directly supports the goals outlined for student achievement, attendance, and proficiency rates (as detailed in goal 1).

Goal 3: Strengthen Governance and Policy Alignment for Student Success

To ensure effective leadership and a legally compliant operational framework, the District will continuously strengthen its governance practices and policy infrastructure, aligning them with student needs and strategic priorities.

Key Metrics for Success:

- **Policy & Regulation Modernization:**
 - Complete a comprehensive review and update of all existing Board Policies and Administrative Regulations by the end of the 2025-26 school year, ensuring full **alignment with current legal requirements (NRS, NAC, and federal mandates)**.
 - Establish a clear, cyclical process for ongoing policy review and revision.
- **Strategic Alignment:**
 - Demonstrate explicit connections between **student needs, the District's strategic plan, and Board governance goals** within policy development and decision-making processes.
 - Regularly assess the impact of policy decisions on student outcomes, as measured by achievement, attendance, and graduation rates.
- **Board Development & Training:**
 - Implement an annual professional development plan for Board members focused on governance best practices, legal compliance, and effective oversight of district operations, including financial stewardship and educational outcomes.

Goal 4: Community Engagement and Collaborative Partnerships

To foster a strong, supportive environment for student success, the District will improve its communication, volunteerism, and student voice initiatives, strengthening partnerships with all stakeholders.

Key Metrics for Success:

- **School-Based Communication:**
 - Implement **regular, school-specific newsletters** for every school in the District by the end of the 2025-26 school year, providing timely updates on academic progress, events, and opportunities for involvement.
 - Measure parental and community readership/engagement with newsletters through Parent Square analytics.
- **Enhanced Volunteer Program:**
 - Increase the total number of active **district volunteers** by **10%** by the end of the 2025-26 school year, with a focus on diverse participation across all school sites.
 - Expand volunteer opportunities to include support for academic programs, mentorship, and extracurricular activities.
 - Implement a standardized, user-friendly process for volunteer recruitment, onboarding, and recognition.
- **Student Voice:**
 - Establish and implement a **Student Congress** at the middle and high school level by the end of the 2025-26 school year, providing a formal platform for student input on policies, programs, and school climate.
 - Conduct bi-annual meetings of the Student Congress, ensuring that student perspectives are formally presented to district leadership and, when appropriate, to the Board.

Goal 5: Ensure a Safe, Inclusive, and Supportive Learning Environment

To cultivate an optimal environment for student well-being and academic success, the District will implement comprehensive safety measures, address harmful behaviors, and promote a positive school climate for all.

Key Metrics for Success:

- **Bullying Prevention & Awareness:**
 - Implement an annual **bullying prevention and intervention training program for all students** across relevant grade levels, beginning in the 2025-26 school year.
 - Track and report on student and staff perceptions of school safety and bullying incidence through annual surveys, aiming for a **10%** reduction in reported bullying incidents year-over-year.
- **Behavioral Support & Intervention:**
 - Reduce the total number of **student suspensions and expulsions** by **10%** by the end of the 2025-26 school year, with a focus on implementing restorative practices and positive behavioral interventions.
 - Analyze disaggregated data on suspensions and expulsions to identify and address disproportionality among student subgroups.
- **Safety Planning & Preparedness:**
 - Conduct a comprehensive review and **enhance all school and district safety plans** by the end of the 2025-26 school year, incorporating best practices in emergency preparedness, threat assessment, and crisis response.
 - Ensure all staff participate in annual safety drills and training, and that safety plans are communicated effectively to students and parents.

ENROLLMENT COUNTS - ALL

ENROLLMENT NUMBERS BY MONTH - 24-25

SCHOOL	BOARD MEETINGS										
	August	September	October	November	December	January	February	March	April	May	June
201-GES	293	293	298	301	293	296	299	296	295	293	290
202-ZCES	155	156	153	153	151	152	149	149	149	148	147
205-CCMES	361	360	364	363	362	368	370	370	367	366	368
206-JVES	338	370	366	367	369	368	364	363	366	366	364
207-SES	310	306	305	307	307	308	306	305	309	312	311
209-PHES	257	257	261	259	264	264	261	262	264	265	258
210-MES	372	368	371	374	378	381	372	375	375	380	382
301-CVMS	607	593	593	593	598	593	592	591	588	584	583
302-PWL	463	459	461	459	453	450	441	438	438	435	434
501-DHS	1569	1518	1520	1510	1505	1497	1484	1477	1463	1459	1450
502-GWHS	148	138	139	138	138	139	142	141	140	139	138
503-JHS	15	19	24	25	24	23	16	20	20	20	21
504-AAHS	68	78	82	83	82	75	72	73	73	75	70
601-DNO	3	5	5	5	7	7	8	9	9	13	14
901-ALT	3	3	4	5	5	5	4	4	7	9	12
903-DCAS		8	14	17	20	20	23	24	27	29	28
TOTAL	4962	4931	4960	4959	4956	4946	4903	4897	4890	4893	4870

ENROLLMENT NUMBERS BY MONTH - 25-26

SCHOOL	BOARD MEETINGS									
	August	September	October	November	December	January	February	March	April	May
201-GES	289	281	279							
202-ZCES	150	154	152							
205-CCMES	325	337	342							
206-JVES	328	338	343							
207-SES	288	297	297							
209-PHES	245	252	251							
210-MES	339	348	355							
301-CVMS	637	666	664							
302-PWL	422	428	426							98
501-DHS	1,469	1,439	1430							
502-GWHS	143	137	138							
503-JHS	21	24	26							
504-AAHS	83	105	106							
601-DNO										
901-ALT	6	4	5							
903-DCAS		15	14							
TOTAL	4745	4825	4828	0	0	0	0	0	0	0
DIFFERENCE FROM PRIOR YEAR	217	106	132							

Revised 10/8/2025

This table shows **ALL** enrollments including PKEC, Grade 13 (UG), Adults, and those students taking a class enrolled in homeschool, private school, or charter school.



June



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