

**Douglas County School District  
Board of Trustees  
Agenda for the Regular Board Meeting of  
Thursday, January 15, 2026  
4:00 PM  
Douglas High School-Media Center & Zoom  
1670 Highway 88  
Minden , NV 89423**

**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**

**David Burns, Member**

**Susan Jansen, Member**

**Erinn Miller, Member**

**Markus Zinke, Member**

**District 6, Vacant**

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

The Douglas County School District (“DCSD”) welcomes 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 has been available for study by the Members of the Board since published. The Board may only take action items agendized for possible action, 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 act on the consent items with one motion unless a Trustee requests that a consent item be pulled for individual consideration, in which case the Chairperson of the Board will defer action on the particular consent item or items 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. It is the desire of the Board to make decisions that in the best interests of the District. In making decisions, Members of the Board strive to meet the needs of every student enrolled in DCSD schools and will best serve the interests of the entire District.

Members of the Board of Trustees 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 DCSD.

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](mailto: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.

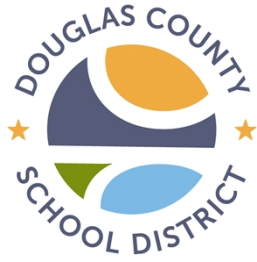
**Personal Appearance at a Board Meeting:** When an individual or group desires to communicate with the Board of Trustees by means of placing an item on the agenda, at a meeting of the Board, the District Superintendent shall be notified no later than 12:00 noon two weeks prior to the scheduled regular 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 11/6/2025



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Regular Board Meeting  
**Douglas High School-Media Center & Zoom**  
**1670 Highway 88**  
**Minden , NV 89423**  
Thursday, January 15, 2026  
4:00 PM

**AGENDA**

Please click the link below to join the webinar: <https://dcsd-k12.zoom.us/j/81575017371> Passcode: JAN2026 Or Telephone: +1 669 900 6833 US Webinar ID: 815 7501 7371 Telephone Passcode: 7516596

New Public Posting Location for future DCSD Public Meetings: Due to the District Office Closure, the new Public Posting location will be 1290 Toler Avenue, 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. Apology of the Board (*For Discussion and Possible Action*)** Presenter: Yvonne Wagstaff, Board President **7**

This item is an official apology to the community in regard to the Open Meeting Law (OML) violation findings.

**3. Interview of Candidates and Selection for District No. 6 Board Vacancy (*For Discussion and Possible Action*)** Presenter: Yvonne Wagstaff, Board President **8**

Current candidates have been notified that brief interviews will take place at this meeting, where they will be asked questions and have 3-minutes for each response. Upon completion of said interviews, the Board will vote on whether to continue accepting applications and interview additional candidates, or choose a new Trustee from the current candidates. Should the Board vote to continue accepting applications, a notice will be posted as required by statute. Should the Board vote to choose a new Trustee from the current candidates, the Board will attempt to fill the vacancy by appointment, where the appointed Board Member will begin serving immediately following the Oath of Office.

**4. Special Recognition (*Information Only*)** Presenter: Frankie Alvarado, Superintendent  
The Superintendent will introduce the student representative that will be joining this meeting and attending future meetings through the end of the school year.

**5. Create a Secretary or Legislative Representative Officer Position (*For Discussion and Possible Action*)** Presenter: Yvonne Wagstaff, Board President

The Board will create an officer position with the title of Secretary or Legislative Representative.

**6. Election of Officers for 2026 (*For Discussion and Possible Action*)** Presenter: Yvonne Wagstaff, Board President

The Trustees will discuss, nominate, and take action on the positions of Board President, Board Vice President, and Board Secretary or Legislative Representative.

**7. Appointment of Board Representatives to Committees for 2026 (For Discussion and For Possible Action)** Presenter: Board President **27**

The Board will make recommendations for representation on numerous committees and boards. It will take action to designate a representative and an alternate representative for each listed body.

- A. Debt Management Commission (2 Year Commitment)
- B. Nevada Association of School Boards — Board of Directors
- C. Douglas County Parks and Recreation Board
- D. School Safety Task Force
- E. Liaison to Tahoe/Douglas Chamber of Commerce
- F. Liaison to Carson Valley Chamber of Commerce
- G. Health Advisory Committee
- H. Budget Committee

**8. Approval of Board Meeting Dates and Locations for 2026 calendar year (For Discussion and Possible Action)** Presenter: Board President **28**

As part of its annual organization, at the January 2025 Board Meeting, the Board approved the schedule of Board Meetings for the 2025 calendar year (February 2025-January 2026). The schedule offered is for meeting location assignments through the end of the 2026 calendar year (February 2026-January 2027).

**9. Public Comment (For Discussion Only)**

Comments will be accepted in person, or through virtual participation via email; [suptoffice@dcsd.k12.nv.us](mailto: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.

**10. 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.

**11. 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.

**12. Consent Items (For Possible 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 Special Board Meeting of December 3, 2025, and the Regular Board Meeting of December 18, 2025.** **29**

Attached are Minutes of the Special Board Meeting of December 3, 2025, and the Regular Board Meeting of December 18, 2025, for review and approval.

**B. Accounts Payable Special and Regular Run Vouchers** **73**

A complete list of payments contained in Accounts Payable Special Vouchers numbers 2655, 2656, 2657, 2658, 2659, 2660, and Regular Run Voucher numbers 2661 and 2662 are attached. Vouchers have been prepared in accordance to 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.

Due to the Business Director being out on medical leave, the budget adjustments for this agenda will be included on the February agenda.

**D. Personnel Report No. 26-01** **180**

Listed on the Personnel Report No. 26-01 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. Bully Report Qtr 2 (Oct-Dec)** Presenter: Shannon Brown, Executive Director of Educational Services **182**

**13. Fiscal Emergency - NRS 288.150 (For Discussion and Possible Action)** Presenter: Frankie Alvarado, Superintendent **199**

The Board of Trustees will consider and take possible action to formally declare a state of Severe Financial Emergency as defined under NRS 288.150. This declaration is based on a determination that the district meets specific statutory conditions, such as a general fund ending balance of less than 4% of actual expenditures or the inability to meet payroll and debt obligations. Following this action, the district must notify the Department of Taxation and the Committee on Local Government Finance to initiate a mandatory plan of corrective action. This process may include state-level oversight and technical assistance to stabilize the district's fiscal health and protect educational operations.

**14. School Consolidation (For Discussion and Possible Action)**

Because the Board has not taken action on school consolidations, the Board will discuss and may take action to provide direction to staff regarding the possible consolidation of schools within the district. Discussion and Possible Action may include, without limitation, direction to staff regarding possible future consolidation scenarios for future and further consideration by the Board in open meeting.

**15. Evaluation Tool Review (For Discussion and Possible Action)** **202**

Presenter: Yvonne Wagstaff, Board President

Discussion and possible action to review, discuss, approve, approve with conditions, revise, or deny the Superintendent Evaluation Instrument and Job Description for January 2026 - December 2026 only. Future evaluation tools are subject to change.

**16. Student Representative Report (Discussion Only)**

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

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

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

A. **NASB Report** Presenter: Trustee Wagstaff

B. **State Board of Education** Presenter: Trustee Jansen

C. **Health Advisory Committee** Presenter: Trustee Gneiting

D. **Douglas County Parks and Recreation** Presenter: Trustee Zinke

**18. Superintendent Report (Administrative Report, Discussion Only)**

Superintendent, Frankie Alvarado, will report to the Board regarding activities of the past month and upcoming District events that may be of interest to them.

### 19. **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. Summary of Donations**

**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:**

Pacific Coast Wire & Cable donated \$500 to the SNP Angel Fund to be split between all schools.

Cheryl & Robert Haynes donated \$100 to the SNP Angel Fund for PWLMS.

Leslie Bianchi donated \$1,000 to the SNP Angel Fund to be split between all schools.

Crystal Angels donated \$1,500 to ASPIRE, some of which will be used to cover the cost of travel for the SOS Ski Program.

Elizabeth Crawford (Estate of Juan Nunez) donated a 2016 Subaru Legacy valued at \$4,750 to the DHS Automotive Program.

#### **B. Monthly Update of Enrollment Counts**

**212**

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

#### **C. School Performance Plans**

**214**

Each school site has provided a performance plan for review.

### 20. **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](mailto: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](http://www.dcsd.k12.nv.us)  
State of Nevada website: <https://notice.nv.gov>

As your school board we would like to take this opportunity to sincerely apologize to our community for the past actions and Open Meeting Law violations that have occurred from this Board. We recognize the serious concerns these actions have caused, and we deeply regret the loss of public trust. Please know we accept accountability and we are fully committed to rebuilding that trust by learning from our mistakes and moving forward with integrity. As a Board, we are dedicated to diligent training, hard work, and complete transparency as we put the past behind us and refocus on serving our students and community with the professionalism, respect, and accountability you deserve.



To: DCSD Superintendent and Board of Trustees.  
From: Ted Martell, district 6 resident  
Re: Letter of intent  
Date: 12/18/25

My name is Theodore (Ted) Martell. My wife, Karen, and I moved to Gardnerville in October of 2017. Since that time, I have actively followed the often turbulent politics and questionable actions of the School Board and District.

My interest in the District stems from a long career as a Probation Officer, as well as my roles as a parent, grandparent, and concerned citizen. I firmly believe that the health, wellness, and education of our youth are paramount to the strength and future of our community.

It appears that the District is now moving in a more positive and productive direction, with students and the community's best interests taking priority. I am very interested in being personally involved in continuing and strengthening this positive momentum.

I fully understand that the District faces significant challenges ahead, including staff recruitment and retention, serious budget shortfalls, and a declining student population. Addressing these realities will require difficult and, at times, unpopular decisions, and a comprehensive long-term strategic plan. I am prepared to engage thoughtfully and collaboratively in this important work.

Below is a summary of my professional, educational, and personal background:

### **Professional Experience**

#### **Contra Costa County Probation Department (1988–2018)**

Over my 30-year career, I held multiple positions and ranks, beginning as a Juvenile Probation Counselor and ultimately retiring as the Probation Director of the Contra Costa County Juvenile Hall.

During this time, I served as an instructor and facilitator for numerous in-house trainings and mandated courses, which I would be happy to discuss in greater detail during the interview process.

I also served as an **Adjunct Instructor** for the Los Rios Community College District at the Law Enforcement/Criminal Justice Center, in Sacramento. Specializing in Peace Officer Supervisory Core Training and Leadership.

Additionally, I worked as a **consultant for the Contra Costa County Office of Education**, primarily focused on campus/classroom safety and security.

### **Early life Work Experience**

- Lifeguard and Swim Instructor, Bay Area YMCA (1983–1985)
- Seasonal Lifeguard and Waterfront Director, San Francisco Bay Area Girl Scouts, Camp Two Sentinels, Kirkwood, CA (1985–1988)
- Various part-time jobs, babysitter, newspaper delivery, landscaping, laborer, movie theater doorman, and youth baseball umpire

**Education**

- College Park High School, Class of 1985 (Pleasant Hill, CA)
- Diablo Valley College, Pleasant Hill, CA (1985–1988), 60+ units
- John F. Kennedy University, Orinda, CA, Bachelor of Arts in Liberal Arts, emphasis in Psychology
- Multiple advanced Peace Officer Training Courses and Certifications.

**Personal Background**

I have been happily married to my wife, Karen, since 1989. We were high school sweethearts and are the proud parents of two adult children, both college graduates with successful careers.

Long before retirement, we knew that Carson Valley would be our home for this next chapter of our lives. We love Douglas County and share a strong sense of social interest and community involvement.

**In closing:**

I appreciate your consideration and look forward to the selection process. I hope to be deemed a strong candidate who can work collaboratively and cooperatively with current Board Members and the Superintendent.

Please feel free to contact me with any questions.

Respectfully submitted,  
Ted Martell  
[925-695-6269](tel:925-695-6269)



**Heather Jackson**

Gardnerville, NV 89410  
(775)230-0908  
hjackson7800@gmail.com

23 December 2025

Dear Superintendent Alvarado and Board of Trustees,

Please accept this letter of interest for the open position of School Board Trustee representing District 6. For most of my life, I have resided in the Carson Valley and have lived in the Ruhenstroth neighborhood for the past 18 years. I understand that this appointment will expire at the end of the year and it is my intention to run for the position this November. My strong desire to help kids succeed, love for this community, and passion for education have led me to seek this position.

I have been involved in the schools of Douglas County in many capacities including as a student, parent, volunteer, tutor, and former member of the school board. My parents were both educators in Douglas County, and I was taught the importance of a good education. I have had three sons graduate from Douglas, and my youngest son will graduate on January 15th.

I spent five years teaching Algebra A/B, Algebra II, and Precalculus at Sierra Lutheran High School and have volunteered in classrooms at the elementary, middle, and high school levels. Currently, I tutor several students at Douglas High School. After COVID, I volunteered a couple days a week in math and science classrooms at both Pau Wa Lu and Carson Valley Middle School. During this time I worked with individuals, small groups, and occasionally taught class lessons. These experiences have given me a strong understanding of the challenges our staff and students are currently facing in the classroom.

I also enjoy serving in the community. For the past three years I have been a Court Appointed Special Advocate (CASA). In this role I gather information on the needs and wishes of children and advocate for their best interest in court. I also serve lunch once a week at the senior center. Through the Project Santa program, I work with the Douglas County Chamber of Commerce, Community Food Closet, and many service clubs throughout our community to help provide Christmas to over 150 families in our valley each year. I am very familiar with the needs and resources throughout our wonderful community.

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My professional background at Bently Nevada as a mechanical engineer has taught me important problem-solving skills, how to effectively listen and work as a team, and critical thinking. I have experience working within a budget and cutting overhead costs while increasing productivity.

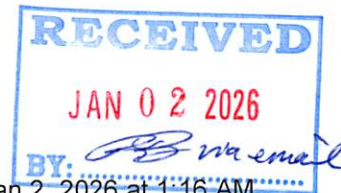
Currently our district's most serious challenge is our financial situation. I am familiar with Pupil Centered Funding and the recent meeting with the Department of Taxation. This problem will require constant oversight and thoughtful decision-making over a lengthy period of time. During my previous experience on the school board I learned a lot about the budget structure and process for our district. I understand the step and column pay scale, specific budget categories, self funded insurance, and importance of an ending fund balance. I understand the very difficult decisions that must be made and feel that my experience in the schools and community can be of assistance in these discussions.

Of course the budget is not our only challenge. As Superintendent Alvarado has said many times, the needs of our students have changed in these past five years. Student behavior, lack of engagement, and students falling behind are a few of the challenges we continue to face. I am ready to work alongside you in supporting the students, families, school staff, and community in educating our children and helping them achieve future success.

Sincerely,



**Heather Jackson**



Robert J. Houchin, DDS <rjhouchin@gmail.com>  
To: suptoffice@dcsd.k12.nv.us

Fri, Jan 2, 2026 at 1:16 AM

2 January 2026

To: Douglas County Nevada School Board  
From: Robert J. Houchin, DDS

I request that I be considered for the Appointment to the Douglas County School District Board of Trustees

My interest in serving in this position originates from a deep desire to ensure that every student in our community has access to a safe, high quality education. Our schools shape the future of our community and I wish to assist in making thoughtful, responsible decisions which support students, families and educators. As a local resident in the district, I have seen, first hand, both the strengths and challenges in our schools.

My experience of 70 years in business, decades in healthcare, education and participation in youth programs has given me skills in budgeting, problem solving and leadership which I believe will be a valuable addition to the board of trustees. I will listen to students, families, teachers and staff and utilize that input to make balanced and informed decisions. I believe strong school boards work collaboratively, even when people disagree. I am committed to respectful, transparent decision making. I am particularly interested in;

- Supporting teachers and staff so they can focus on teaching and student well being

- Improving communication and trust between the district and families

- Ensuring responsible, transparent use of district funds

- Promoting academic excellence while also addressing mental health and social-emotional needs

- Making sure all students, regardless of background, have equal opportunities to succeed

Serving of the school board is a way I can give back to the community and help build a school system which we can all be proud to pass on to the next generation.

I seek this position, not to push a personal agenda but to work hard, ask good questions and represent our community's students and families with integrity.

I graduated from high school in the Covina Valley Unified School District in 1965. While in high school, I tutored fellow students in all levels of high school math courses.

I attended one year of college at UC Berkeley 1965 - 1966.

From 1 December 1966 to 30 November 1969 I served on active duty in the United States Navy as a Hospital Corpsman, serving 20 months in the Republic of South Vietnam at the Naval Support Activity Station Hospital, DaNang. While in Vietnam, I taught algebra to the local Vietnamese.

Upon my release from active duty, I returned to college in September 1970. I attended Citrus Community College, both day and night school and double session summer school at both Citrus College and University of California, Los Angeles, completing 59 semester units in one academic year. I was honored with the "Gold Key of Knowledge" from Citrus College, having been nominated by the Departments of Chemistry, Physics, English and History. I was one of 10 to receive this recognition. I have an AS degree in Science from Citrus College. I spent the next two years at Loyola University of Los Angeles where I received a BS degree in Biology. Academic year 1973 - 1974 was spent at California State University, Los Angeles for a Masters Degree in Microbiology. From 1974 to 1978 I attended Georgetown University School of Dentistry in Washington, DC and was awarded a Doctor of Dental Surgery degree in May 1978. Following graduation, I returned to the Dental School, on an annual basis for eight years,

at the request of the Department Head of Operative Dentistry, to train the graduates in how to pass the California Dental Board Examination.

I served on the advisory board of Sonrise Christian School while my children attended from 1982 to 1990.

I also served on the Red Cross Board in Covina and I am a Past President of the Covina Rotary Club.

I have been the Trustee and Investment manager of my wife's family trust since 2005 and have managed an \$ 18 million trust and \$ 7 million ranch for 20 years.

As a businessman I managed a Bowling Alley, Theater, 25 Burger King stores and a Commercial Print Shop. I have owned and operated 30 dental practices and as many as nine at one time. Together with a partner, I held the Master Lease to build Dental Offices in Walmart Stores nationally.

As a member of the healthcare community, a large component of what I do is teach. The concept of "physician as teacher" has two primary definitions:

#### 1. Etymological and Professional Obligation

The word "doctor" originates from the Latin word *docere*, which means "to teach". This etymology highlights a foundational professional obligation for all physicians to educate:

- **Patient Education:** Physicians have a central role in educating patients and their families about health maintenance, diagnoses, treatment options, and lifestyle modifications to foster comprehension and informed decision-making.
- **Public Health Education:** This role extends to educating the public on general health and hygiene laws, disease prevention, and other topics concerning individual and communal well-being.

#### 2. The Formal Clinical and Academic Role

In a formal sense, a teaching physician (also known as a clinician-educator or faculty physician) is a licensed physician who is responsible for the education and supervision of medical students, interns, residents, and fellows in both academic and clinical settings.

Key aspects of this formal role include:

- **Mentorship and Role Modeling:** Teaching physicians act as mentors and role models, molding the professional attitudes, culture, and ethics of the next generation of physicians.
- **Hands-on Training and Supervision:** They provide direct instruction, oversee procedures, participate in all significant decision-making, and ensure the safe and effective delivery of patient care by trainees.

- **Curriculum Development and Evaluation:** These individuals often hold dual roles, balancing clinical practice with academic responsibilities such as developing curricula, providing formal lectures, conducting assessments, and evaluating residents' readiness for independent practice.
- **Advancing Medical Knowledge:** Many teaching physicians are also involved in research, contributing to medical advancements and integrating the latest evidence and standards of care into their teaching and practice.

In essence, "physician as teacher" defines a core component of the medical profession, ranging from effective patient communication to the formal responsibility of training future healthcare professionals.

[Douglas County School District \(DCSD\)](#) faces major challenges including severe budget deficits due to declining enrollment (fewer kids, more retirees), Nevada's [Per-Pupil Funding Plan](#)

redirecting local funds, rising operational costs (inflation, special ed), and pressure for solutions like staff cuts, school closures (especially Lake Tahoe schools), or a 4-day week, all while dealing with increased state financial oversight.

### Key Challenges

#### Financial Crisis & Budget Deficit:

1.

- **Declining Enrollment:** A significant drop (around 15%) in student numbers, driven by an aging population and high housing costs pushing young families out, directly reduces state funding.
- **[Funding Model Issues:](#)** Nevada's funding formula shifts locally generated revenue to a state pool, leaving Douglas County with less local control and less money.
- **Rising Costs:** Inflation, increased staff compensation, and unfunded mandates (like special education) strain the general fund.

2. **Population Shift:**

- Douglas County is becoming a retirement community, with a large, growing older population, leading to fewer school-aged children.
3. Potential School Closures/Consolidation:
    - Low enrollment at schools like Zephyr Cove Elementary and George Whittell High (Lake Tahoe area) makes consolidation a serious discussion, impacting the local community.
  4. State Scrutiny:
    - The district is under heightened oversight from the State Department of Taxation due to its financial instability, risking external takeover if issues aren't resolved.
  5. Proposed Solutions & Impacts:
    - Budget Cuts: Hiring freezes, staff reductions, textbook freezes, and potential four-day weeks for secondary schools are being considered.
    - Community Opposition:
      - Parents and students fear losing their schools and community identity if consolidations happen.
  6. Operational Strain:
    - The district is exploring asset sales (like the district office) and other measures to stabilize finances, even as they manage increasing legal costs from community challenges.
    - [Please acknowledge receipt of this request.](#)
  7. Respectfully,
  8. Robert James Houchin, DDS
  9. [1857 Genoa Street](#)
  10. [Topaz Lake, Nevada 89410](#)
  11. (909) 576-3999

Trish "Granny" Smith Robinson  
1450 Topaz Ranch Dr  
Wellington, NV 89444  
(775) 901-0931

To whom it may concern;

I would like to express my interest for the vacating DCSD district 6 school board member position. I have lived in Topaz Ranch Estates at my current address over 15 years. My son and 3 grandsons reside with myself and my husband. Both my husband & I are currently retired. I as an Insurance auditor working from home to assist in raising our grandsons. Prior to this I've worked at several auto repair & body shops since 1986. My husband Tony retired from the Federal Gov as the work leader Fac Maint at Mountain Warfare Training Center, Bridgeport, CA. I attended Mt San Jacinto CC with a emphasis on Criminal Law starting in my High School Sophomore year. However, not graduating due to marriage and children.

I volunteered regularly at Minden Elementary from 2016 to 2024. Starting in 2017 I had 3 boys at MES so I usually volunteered the entire day, dividing my time between the 3 classrooms. I usually worked with kids that were struggling academically. I so enjoyed working with these kids, and it gave me the opportunity to witness the strengths and weaknesses in our classrooms today. I feel that I could be a integral addition to the recent School Board. I believe that the education system should be about the kids, and I will work hard for them and the families of Douglas County.

My goals for this position are to make the very best with what we have to work with. Possibly reintroducing things like cursive writing and ways to enrich comprehension skills. I realize that times are financially challenging within our school district. So its essential to make the best decisions for the betterment of our community and school district with a non partisan view. Our schools are filled with wonderful, dedicated staff and I would love the opportunity to work with all of them for the best success.

Sincerely;

Trish Robinson



To Whom it May Concern,

It is my pleasure to write this character reference for Trish Robinson, who is pursuing the Douglas County School District School Board seat Area 6 vacated by Katherine Dickerson. "Granny Trish" is a valued volunteer in our school community and a devoted grandmother to three boys who currently attend Pau-Wa-Lu Middle School and Douglas High School. Trish has been involved in all three of her grandson's education since they were in kindergarten.

I was the fourth-grade teacher for two of Trish's grandsons. During their time at Minden Elementary School, Trish was a consistent and positive presence on campus. She approached every interaction with kindness and genuine care for both students and staff. Whether she volunteered weekly in the classroom, helped during school events, or simply offered a warm smile and encouraging words, she contributed greatly to a welcoming and nurturing school environment.

As a grandmother and community member, Trish modeled responsibility, respect, and compassion. Her involvement reflected a strong commitment not only to her own grandchildren, but to the success and well-being of all students. She understood the importance of structure, encouragement, and positive relationships, and she interacted with children in ways that were consistently supportive.

"Granny Trish" is well known by students and families in her community. She often offered to drive and care for students in her area so they could attend after-school events and activities. She made sure families in the TRE community were aware of events happening at Minden Elementary School by posting flyers and personally reaching out to members of the community. Students knew they could count on Granny Trish—whether they needed a place to wait as the bus was running late on snowy days, do homework, use the Internet, or have a snack or meal.

Trish was dependable, respectful, and worked well with teachers and staff. She was always willing to help where needed and did so with a positive attitude and a generous spirit.

I was grateful for her dedication and the meaningful role she played in my classroom and the MES school community. Trish consistently demonstrated what it means to be a caring, responsible, and trustworthy member of our community.

Sincerely,



Lauren C. Hayes-Spires

To Whom It May Concern,

I am pleased to write this letter on behalf of Trish, who volunteered in my fourth-grade classroom and proved to be a regular in our learning community.

Throughout her time with us, Trish supported students during small-group rotations, offering guidance, encouragement, and patience as she helped reinforce reading, writing, and math skills. She also assisted with holiday crafts and classroom projects, bringing creativity, enthusiasm, and a warm presence that made every activity more enjoyable for the students.

Trish quickly became loved by the children, who looked forward to her visits and felt comfortable working with her. Her positive attitude, reliability, and willingness to help wherever needed made a lasting impact on both the students and our classroom environment.

I am grateful for the time and energy she dedicated to our class.

Sincerely,  
Elizabeth Hanson  
Fourth Grade Teacher  
Minden Elementary School

December 24, 2025

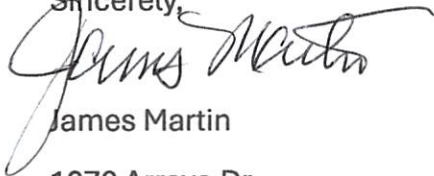
Superintendent

Douglas County School District

Dear Sir:

I would like to be considered for the vacant trustee position. My background and experience, I believe, make me a good objective candidate. Attached is a resume, an introduction, and a statement identifying the problems facing the school district. Your consideration is appreciated.

Sincerely,



James Martin

1070 Arroyo Dr

Gardnerville, NV. 89410

619-778-9819

[jmajfriday@aol.com](mailto:jmajfriday@aol.com)



December 24, 2022

Superintendent  
Douglas County School District

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James Martin

1070 Andy Dr

Gardnerville, NV 89410

618-778-9819

jmartinday@aol.com

**James Martin**

**1970 B.A Sacramento State College, Public Administration**

**1970 Ranger, Yosemite National Park**

**1971 San Diego Police Department, Police Officer**

**Retired Supervising Investigator, 32 years, San Diego County District Attorney. 1972-2004 Investigated complex and serious felonies: major crime, fraud, organized crime, narcotics, child support, hazard materials.**

**Past president of Genessee Highlands Condo Assn. Three years, a 504 unit condominium community in San Diego County**

**Past president of California District Attorney Investigators Association.**

**Past president of Tecolote Youth Baseball, San Diego, CA**

**Canvasser for Tahoe Regional Planning Association, 2020.**

**Case Manager Douglas Family Support Council 2015**

**Audit team with Liberty Utilities, 2020, auditing electric meters.**

**College Instructor San Diego Police Academy. ITT Technical Institute.**

**California Junior College Teaching Credential**

**Licensed California Private Investigator since 1982 Cal. Lic. 14611**

**Douglas County School District Substitute Bus Driver, Substitute Teacher  
2023-2024**

James Martin

1970 B.A. Sacramento State College, Public Administration

1970 Ranger, Yosemite National Park

1971 San Diego Police Department, Police Officer

Retired Supervising Investigator, 33 years, San Diego County District Attorney, 1972-2004 Investigated complex and serious felonies: major crimes: fraud, organized crime, narcotics, child support, hazard materials.

Past president of Genesee Highlands Condo Assn. Three years a 204-unit condominium community in San Diego County

Past president of California District Attorney Investigators Association.

Past president of Tecolote Youth Baseball, San Diego, CA

Counselor for Tahoe Regional Planning Association, 2020.

Case Manager Douglas Family Support Council, 2015

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College Instructor San Diego Police Academy, ITT Technical Institute.

California Junior College Teaching Credential

Licensed California Private Investigator since 1982, C.I.L. 14811

Douglas County School District, Substitute Bus Driver, Substitute Teacher

2023-2024

## **Background**

**James Martin**

**After graduation from college my career path started with the National Park Service as a Park Ranger in Yosemite, Police Officer San Diego Police Department, and an Investigator San Diego District Attorney retiring in 2000.**

**I have been the President of several professional and social organizations, negotiated for wage and benefits as a member of the District Attorney's Office, completed two years of graduate studies at Sacramento State College and San Diego State University.**

**My two sons received congressional appointments from Senator Barbara Boxer and attended a United States military academy in New York . I understand as a parent the efforts and contribution involved in succeeding in a public school system.**

**I moved to Carson Valley in 2015. I believe I can make a valuable contribution to the Douglas County School District.**

## **Challenges Facing School Districts**

*There are three major issues facing school districts.*

**Expenses exceed income**

**Educator retention**

**Declining enrollment**

### **Balance Sheet**

All districts are challenged to fund their salaries, maintenance, transportation, infrastructure upgrades, and supplies. State, local, and federal funding are the primary sources of income for the district. Grants, endowments, and donations may add to income. The task to reduce costs may be consolidation of services, elimination of positions through downsizing, hiring freeze, and budget reduction in the support divisions.

An increase in resources could be of some benefit. A fee for extra curricular activities might be in order. Reaching out to community partners in fund raising efforts. The very unpopular tax increase, which would require legislation. Renegotiate labor contracts.

### **Retention**

Retention of school teachers is an ongoing problem. Salary and benefits must be competitive with other jurisdictions throughout the state. Class size and work environment are always an issue. The largest outlay in the budget are salary and benefits. Cutting salary and benefits work against retention but reduce that budgetary item. Creative solutions and thinking outside the box will have to be brainstormed.

### **Declining Enrollment**

Enrollment will be an ongoing problem for the district. I see the trend and it will continue to drop. Douglas County does not plan for affordable housing or an increase in the minimum wage or even business or industry that will provide good paying jobs. Each year Douglas High School graduates about 400 students. Some graduates will go on to college, join the armed forces, or enter the family business. The remaining students will not find a studio or a one bedroom apartment or a substantial entry level salary unless they move from Douglas County. A family with school age children will not be able to find affordable rental units in Douglas county. The senior population will continue to increase. We must encourage young adults to our community to enjoy our resources and recreation. This can be done by changing the Douglas County Master Plan and ideology.

## Challenges Facing School Districts

There are three major issues facing school districts.

Expenses exceed income

Educator retention

Declining enrollment

School Street

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# Douglas County School District

EMPOWER • PREPARE • INSPIRE • CONNECT

## BOARD MEMORANDUM

**Date: January 15, 2026**

**To: DCSD Board of Trustees**

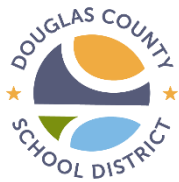
**Re: Board Trustee Interview Questions**

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1. How long have you lived in the district, and what has been your involvement with DCSD schools? What do you feel is the best thing about our schools?
2. What is your understanding of the primary role of an individual board member, the Board as a collective, and the Superintendent?
3. What is your understanding of the current financial challenges facing the district, and what specific expertise or perspectives do you offer to help address them?

**DOUGLAS COUNTY SCHOOL DISTRICT**  
**BOARD OF TRUSTEES – 2026 COMMITTEE ASSIGNMENTS**

Appointment Position	Board Member(s) 2026 Appointments
<b>Debt Management Commission</b>	<u>Trustee:</u>  <u>Alternate:</u>
<b>Board of Directors – Nevada Association of School Boards</b> *Meetings every two months (approx. 2-3 hrs. each), annual conference (2-3 days), trainings (2-4 ½ days), committee work (voluntary participation, participation with legislative activities during legislative years. Board member provides monthly updates to the Board at regular board meetings.	<u>Director:</u>  <u>Alternate:</u>
<b>Douglas County Parks and Recreation Board</b> *6-8 meetings per year (approx. 2 hrs. each). Covers various projects related to the county. Very little of the discussion relates to the school district. The school district role on the committee is to convey issues/concerns that are not handled by staff or may be political in nature.	<u>Trustee:</u>  <u>Alternate:</u>
<b>School Safety Task Force</b> *Meets quarterly with community group that includes East Fork Fire, DCSSO and administrators from each school (approx.. 1-1.5 hours). Includes table top activities related to safety protocols.	<u>Trustee:</u>  <u>Alternate:</u>
<b>Liaison to Tahoe/Douglas Chamber of Commerce</b>	<u>Trustee:</u>  <u>Alternative:</u>
<b>Liaison to Carson Valley Chamber of Commerce</b>	<u>Trustee:</u>  <u>Alternate:</u>
<b>DCSD Construction Maintenance Sub-Committee</b>	<u>Trustee:</u>  <u>Alternate:</u>
<b>Health Advisory Committee</b>	<u>Trustee:</u>  <u>Alternative:</u>
<b>Budget Committee</b>	<u>Trustee:</u>  <u>Alternate:</u>



# DOUGLAS COUNTY SCHOOL DISTRICT

## 2026 BOARD OF TRUSTEES - MEETING SCHEDULE

DRAFT

Date	Location	Start Time
Thursday, February 26, 2026	Valley	4:00 PM
Thursday, March 19, 2026	Valley	4:00 PM
Thursday, April 9, 2026	Lake	4:00 PM
Tuesday, May 19, 2026	Valley (Budget Hearing)	4:00 PM
Thursday, June 25, 2026	Lake	4:00 PM
Thursday, July 16, 2026	Valley	4:00 PM
Thursday, August 20, 2026	Valley	4:00 PM
Thursday, September 17, 2026	Valley	4:00 PM
Thursday, October 15, 2026	Lake	4:00 PM
Thursday, November 19, 2026	Valley	4:00 PM
Thursday, December 17, 2026	Valley (Budget Hearing)	4:00 PM
Thursday, January 21, 2027	Valley	4:00 PM

**\*\* Meetings at the Lake are always weather permitting\*\***

Board meeting locations are listed as Valley or Lake. The exact location will be determined prior to each meeting and will be posted pursuant to Nevada Open Meeting Law. Special meetings of the Board, and Sub-Committee Meetings, may be scheduled from time to time if required and will be posted pursuant to Nevada Open Meeting Law.

**Douglas County School District  
Board of Trustees  
Regular Board Meeting  
Airport Training Center & Zoom  
Wednesday, December 3, 2025  
4:00 p.m.**

**DRAFT**

**Minutes**

**Present:**

**Trustees**

Yvonne Wagstaff, President  
Melinda Gneiting, Vice President

David Burns, Member  
Susan Jansen, Member  
Erinn Miller, Member  
Markus Zinke, Member

**District Office Administrators:**

Frankie Alvarado, Superintendent  
Jeannie Dwyer, Executive Director of Human Resources  
Cheryl Mayfield, Executive Director of Inclusive Education  
Shannon Brown, Executive Director of Educational Services (arrived 5:08)  
Leslie Peters, Assistant Director of Education Services  
Ashley Mitchell, AGPM Administrator

**Others Present:**

Ryan Russell, Legal Counsel

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

**1. Call to Order  
(For Possible Action)**

Trustee Wagstaff called the meeting to order at 4:00 p.m. and provided the expectations for behavior during the meeting. Trustee Wagstaff led the Pledge of Allegiance.

MOTION: Trustee Miller made a motion for a flexible agenda. Seconded by Trustee Gneiting.

Trustee Wagstaff made the public aware that Item #7 is being removed from the agenda.

PUBLIC COMMENT: None

VOTE: 5-0 PASS

**2. Public Comment (For Discussion Only)**

Comments will be accepted in person, or through virtual participation via email; [suptoffice@dcsd.k12.nv.us](mailto: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 for 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.

**PUBLIC COMMENT:** Christine Ensign, teacher, spoke on certified employee wages that she brought up at the November meeting, she is still looking for numbers instead of percentages in regard to wages and enrollment and tried to align with the deficit the District is in.

Adrienne Sawyer, parent, spoke on the wages paid to Joey Gilbert Law Firm and would like the Board to try to reclaim those moneys.

Chris Masterson, father, speaks in regard to cost cuts and where those cuts will come from. He had questions in regard to the 97% increase in the Administrative fund, consolidation of facilities, and possible sale of capital assets, and where those monies would go.

### **3. Acceptance of Financial Audit for Fiscal year Ended June 30, 2025 (For Discussion and Possible Action)**

David Silva is joining via zoom to go over the audit and Sue Estes is here in person to answer any questions. Mr. Silva takes time to describe the multiple parts of the audit and goes into detail on each section to clarify what is being presented.

Trustee Zinke converses with Mrs. Estes about special education funding, grants funding, and the local investment pool. Mrs. Estes clarifies for the Board that there are two funds that feed into special education, the District general fund and the State funding with a 13% cap, so if our enrollment numbers are maintained we will continue to get that "full" funding from the State, it is not a full funding for the entire fund. Grants funding, Mrs. Estes clarifies that after the December amendment these numbers will change as grants that are ending or spent will be pulled from the fund. She goes on to explain that the books MUST match the e-page, so the total grant has to show year after year and not the used funds. The local investment pool is made up of all the funds together, investments cannot be pulled and put into a specific fund. The investment pool can only be used for "cash", it is an asset for the District reserve. She will provide the verbiage for the investment pool so that is may be clearer on what goes in and where it can be used once it is pulled out. Superintendent Alvarado added to the discussion that we have reached out to the Nevada Department of Treasury.

Trustee Jansen and Mrs. Estes converse in regard to special education expenditure increases and the fact that special education has increased over the years and most likely will not decrease.

Trustee Miller asks about the differing deficit numbers, specifically on page 10 and page 29 and then page 31. Mrs. Estes clarifies that Mr. Silva explained this difference, page 10 shows GASB requirements, which is the compilation of assets that are not identified in the individual funds.

Page 31, she asks why the GT does not show anything in the budget, but then we show funds used. Mrs. Estes explains that one (1) person gets paid from the grant fund (program 270) combined with the special education fund (program in 200s). The auditor doesn't break them down by program he pulls the 200s together.

Trustee Wagstaff questions the non-major vs major governmental funds. Mr. Silva explains that the methodology set by the accounting standards on how financial statements are put together. Anything related to major funds gets presented in the first section of the financial statement and the non-major are in the back. GASB uses this methodology to show that the selected major-funds are the ones used to understand the activities of the school district, the non-major are not weighted the same and therefore do not hold the same role in the financial reporting process.

**PUBLIC COMMENT:** Christine Ensign, which page in the audit is the one that actually shows where we stand? Where did the 4M go to (cash), what did it cover? Where is the 2.78M that we received? Mrs. Estes will get this information to her.

MOTION: Trustee Zinke makes a motion to accept the financial audit for fiscal year ended June 30, 2025, as presented. Seconded by Trustee Miller.

VOTE: 5-0 PASS

#### **4. School Facility Capacity Review (*For Discussion Only*)**

Ashley Mitchell presents capacity review for open enrollment. Gyms are not included in the numbers along with specialist using a classroom. The only classrooms reflected are full time available classes that can be assigned to teachers with a full roster. Jeannie Dwyer includes information that is available for the Board on the open spaces not being utilized.

Trustee Wagstaff asked where the information was collected from. Mrs. Dwyer said they used the site map and then the Principals had to go room by room to list how each room is being utilized.

Trustee Gneiting asks about declining enrollment projections. Mrs. Dwyer clarifies that it takes 4-years-worth of data to make the projections. The District is currently starting that process now and they should have more information come June 2026.

PUBLIC COMMENT: None

#### **5. Transportation Services Overview (*For Discussion Only*)**

Blair Hinsz presents the transportation averages and explains that transportation is for students that live one mile or further from their homes with the exception of students that live close, but for safety reasons with crossing roads they are picked up the transported. Over the years (8) routes have been merged and with the driver shortage last year directors covered routes as well. We are now in an aide shortage for our inclusive education routes. TRE routes equal out to \$3.73 per student per trip vs the average of \$1.79 The department does their best to make sure field trips are covered by drivers that are not on OT.

Trustee Zinke asks how many inclusive education routes there are and whether they can be combined to consolidate or does a state requirement impede that. Mr. Hinsz verified there are (7) routes. Superintendent Alvarado explains that individual transportation is written into an IEP if the student qualifies for the service. Mr. Hinsz explains that there are some students that have difficulty with long drives and we try not to disrupt their day with the trip to school. There is a set limit of time within their IEPs. Dr. Mayfield clarifies tolerance of time on the bus is met and not exceeding. We do have students in special programs that also need a single bus. It is in NRS that a bus is utilized for transportation for safety purposes, so we cannot utilize a District SUV.

Mr. Burns asks how many buses we have and how many of them do we actually use every day. We have 64 buses in the fleet and 39 are used daily, however, this can vary daily if there are field trips. Travis Keene has worked hard to eliminate unnecessary items in the fleet. The back up buses keep us from a large bind when we have buses that break down.

Trustee Gneiting asks what caused the overage in budget? In 1-week, they had 24 field trips, OT for drivers due to the driver shortage and subs for drivers with limited hours per school year.

Trustee Wagstaff asks how routes are created. We use a routing software within Infinite Campus that pulls addresses and creates stops accordingly.

Trustee Miller asks if the aides on the routes are only for inclusive education or general education? Inclusive Education with the addition of (1) TRE route that has an aide due to 70 students and a long route along HWY 395. She then asks if the determined for a bus stop at 1 mile distance (house to school) can be widened to 3 miles.

PUBLIC COMMENT: Kristy Stoddard, bus driver, doesn't want students to lose the opportunity to go on field trips. Field trips are part of her pay and with not being able to go OT it causes loss of drivers for field trips. The other thing to think about is drivers can only go so far and pick up so many and get students to school on time.

Elizabeth Martin, fleet maintenance secretary, states with the white fleet there are a few suburbans that get used for sports or cocurricular activities. With the driver shortage that did increase, but this does take away from bus drivers. The white fleet budget has been cut in half and we need to look at all angles of cutting costs. The wear and tear on the fleet and the maintenance cost for their increased use may outweigh the cost of a bus and driver.

Online: Joshua Laing, teacher and parent, being a rural district. We have many children that live in areas that have no sidewalks and that is a safety concern.

### **6. FY 2026 Grants Overview (*For Discussion Only*)**

Ashley Mitchell goes over our grants in the general stance. There is only one grant, CTE Competitive, that we have control of. The grant received pays solely for the TOSA position we hired to assist the program. The other grants are for specific uses and are received annually. The last page of the slide presentation gives clear information on how grants are managed.

Mrs. Mayfield gives details on the use of the Disability Innovation Fund.

PUBLIC COMMENT: None

### **7. Inclusive Education Services Overview (*for Discussion Only*)**

Item moved to December 18, 2025, Regular Board Meeting.

### **8. Enrollment vs Staffing Ratios (*Administrative Report*) (*For Discussion Only*)**

Superintendent Alvarado shares the data that the Board asked for. He gives a clear and thorough breakdown of staffing categories and what is funded from each.

Information on the staff per pupil comparisons are given and dollar amounts will be provided to the Board at a future meeting.

Trustee Miller that a dollar amount assigned to the categories may be helpful in future meetings.

Trustee Zinke asks if there are particular issues that have created the increase in personnel per student ratio. Superintendent Alvarado speaks on the mental health issues that are on the rise in our students and with increase in inclusive education numbers and the needs that the District is required to serve. There will be programs that need to be implemented in the next year or more.

Trustee Miller asks if we are getting parents involved with the behavior plans for IEP students and giving them the structure to follow at home that is being implemented at school.

PUBLIC COMMENT: None

## 9. Budget Reduction Ideas (*for Discussion Only*)

This is an open platform for the Board to present ideas to the public. Items 9 and 10 will be combined for this discussion.

Trustee Zinke feels we need to take a deep dive into the Investment Pool funds. He points out that a reduction in staff and transportation needs to be done. Who fills the void of multiple administrators that are not at all sites?

Superintendent Alvarado gives detailed information on his works with Mrs. Dwyer on the data Trustee Zinke is asking for and that the information will be presented to the Board at the January meeting.

Mrs. Peters speaks as an advocate for Elementary Vice Principals. She was a Principal at a Title I school pre and post pandemic, with the activation of NFPS, and bullying reports. Her concern is if we remove that position we end up with Principals that can't be academic advisors because they are tied up with investigations and reports. She feels we will lose administrators to neighboring districts.

Trustee Burns speaks on the student to capacity ratios that have been presented. We have approximately (4) schools that are running at half or less capacity. So, if you can combine these schools, shuffling teachers and staff, you can decrease the cost of running (2) schools.

Trustee Jansen states they can't make staffing decisions before they make site decisions.

Trustee Gneiting asks if we combine schools and kept teachers could it drive the teacher/student ratio down.

Superintendent Alvarado expected this to be an avenue that might be brought up and he has already started prepping to bring this information to the Board. If the Board chooses to combine schools and retain all teachers it would bring class sizes down lower than they are present day.

Trustee Wagstaff asks about selling the District Office since we are not currently utilizing it, is the Town of Minden interested in purchasing the building along with the dog park that they have recently approach the Board to take over? With the Board giving Superintendent the approval to speak with the Town of Minden in this regard he will reach out to them.

The Board has an extensive conversation in regard to the state coming in and taking the authority from the Board and make decisions for the District.

PUBLIC COMMENT: Christine Ensign speaks on maintaining ratios. She lives at the Lake and loves it, but the cost of ZCES and GWHS is like running a private school and we can't afford that.

ONLINE: Jeremy Hight, teacher, 4-day week was discussed at the last meeting, but can we see the numbers on what the cost would be for all valley schools.

ONLINE: Joshua Laing, how would combining SES and CCMES affect the Title I funding? Ashley Mitchell explains that they would lose the Title I funding and why.

Katie Jensen, teacher and parent of (2) students, it is difficult to look at these kids and tell them that they are only worth 1/3 of other kids.

ONLINE: Terilyn, Lake parent, there are a lot of people that will not send their students to the valley for school. Can you figure out the cost per student without the extra cost that was incurred for the repairs to the school.

Beth Bunch agrees that emotions need to be taken out of it to make fiscal decisions. The schools in Carson City that she saw vacated became office buildings and the playgrounds became dog parks.

Amanda Laca, teacher and parent, compares the costs of a child at GWHS vs DHS being about \$20,000 per student. With an estimate of 75 kids that is \$1.5million. The same comparison for teachers, if there are 10 Lake teachers that make \$20,000 more compared to new teacher salaries that's only \$200,000.

ONLINE: Maureen Stamper, ZCES parent, comments in regard to consolidating the schools at the Lake. At least half of the parents decided they would send their students to South Lake Tahoe schools. This was a big decline for the Lake schools and because of the pandemic students came back to the NV Lake schools.

**10. Future Agenda Topics – Budget Planning and Fiscal Decisions (*For Discussion Only*) Items** specifically related to the budgetary planning, fiscal policy, and financial decision-making.

Combined with Item 9 for the purpose of the discussion.

**11. Second Period of Public Comment (*For Discussion Only*)**

PUBLIC COMMENT:

**12. Adjournment**

Meeting adjourned at 8:27 p.m.

Approved and Submitted by:

Renée Bidart  
Executive Secretary

Upon approval by the Board of Trustees in a public meeting, these minutes become the official minutes of the meeting held on the above date. Board minutes are kept on a permanent basis and are available for public review in the office of the Superintendent.

**Douglas County School District  
Board of Trustees  
Regular Board Meeting  
Airport Training Center & Zoom  
Thursday, December 18, 2025  
4:00 p.m.**

**DRAFT**

**Minutes**

**Present:**

**Trustees**

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

**District Office Administrators:**

Frankie Alvarado, Superintendent  
Jeannie Dwyer, Executive Director of Human Resources  
Shannon Brown, Executive Director of Educational Services  
Leslie Peters, Assistant Director of Educational Services  
Cheryl Mayfield, Executive Director of Inclusive Education  
Amy Kidman-Delaney, Assistant Director of Inclusive Education  
Ashley Mitchell, AGPM Administrator

**Others Present:**

Prairie Jackson, Student Representative

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

**1. Call to Order  
(For Possible Action)**

Trustee Wagstaff called the meeting to order at 4:00pm and provided the expectations for behavior during the meeting. DHS JROTC to lead the Pledge of Allegiance.

PUBLIC COMMENT: None

MOTION: Trustee Miller makes a motion for a flexible agenda. Seconded by Trustee Zinke.

VOTE: 5-0 PASS

**2. Apology of the Board**

Trustee Wagstaff announces that this item will be moved to January when all members are in attendance.

### 3. Public Comment (*For Discussion Only*)

*Item taken out of order*

Comments will be accepted in person, or through virtual participation via email; [suptoffice@dcsd.k12.nv.us](mailto: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 for 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.

**PUBLIC COMMENT:** Stella Roper, parent and CPA, comments on several of the comments on the survey being inaccurate. She shares information in regard to a stabilized enrollment of 142 students and projection for 160 next year. Our District has (3) attendance zones and the Lakes schools are the only one that qualifies for attendance funding, approximately \$5.5million.

Anita McClean, Whittell student for 4-months, defends GWHS's consideration of closure or consolidation. She feels the staff is invested in her success and she doesn't feel she would be doing as well as she is with (3) AP classes and a 4.2 GPA if she were attending DHS. She holds the Board accountable for student futures.

Melissa Rouse, parent at ZCES, advocates for the Lake Schools and shares information on the staffing consolidation that is already in progress there and the abundance of families filling in the budget gaps.

Jenny Lane, 5<sup>th</sup> generation of students in Lake schools. The Lake schools have been pulled from since the early 2000s.

Brian Patrick, Indian Hills resident, talked to one of the Principals about the rumors of consolidation. He feels you do not "carve the heart out" of the district by closing an elementary school. You need to look at the consolidation of the middle schools instead.

Bren McClean, parent, speaks on Whittell being the heart of their rural community. Students thrive at Whittell with confidence due to the personal connection and support from the entire staff.

India Smith-Vargas, junior at GWHS, comments on how safe and accepted she was when enrolling.

Garth Alling, DC resident, feels that all decisions should be put off until after DCSD receives results from an outside third-party review in April 2026. Closing the Lake schools would have a large impact on the community planning for the future.

Ben Johnson, ZCES parent, shares various information on the comments and numbers given. He feels the District should go back to the State and ask for a portion of the valley attendance zones be changed to rural.

Jesse Ward-Karet, Stateline resident, shares concerns and asks the District to move slowly on major cuts. It is clear we need a CFO. Take it up with Legislature and with the Board that oversees the funding model.

Kim Carringer, Tahoe Regional Planning Agency, closely following the concerns of the District budget affecting community resilience, transportation impacts, the Basin's workforce, and the environment. Their working on housing policies to incentivize more affordable housing across the region. Access to local schools is important to maintain employees in the Basin.

**ONLINE:** Jeremy Hight, shares his disappointment in the administrative level of the district giving accurate numbers. Teachers last negotiated 11% and 5%, the Board at that time decided to increase administrative level officials, Superintendent Teri White et al, the same percentage even though they had already signed their contracts.

ONLINE: Terilyn, parent of ZCES student, appreciates all the hard work students, staff and administration puts in every day to make the Lake schools work. Having a school just 5-minutes from home is important and beneficial, she volunteers and if need for health emergencies she can be there quickly.

ONLINE: Chris Molton, Tahoe resident, don't make rash decisions on school closures.

ONLINE: Todd Poth, DC resident, states that the current Board and Superintendent are not at fault for the position the district is in at this time. It was from the past. He encourages the Board to state that they will not close a school in 26-27. Commit that if you are going to close schools give families enough notice.

ONLINE: Chris Larson, parent of 2 students at ZCES, makes it clear that this budget crisis can not become a Lake vs Valley problem. PCFP gives DCSD more monies for the Lake rural schools and would like the District to show the accurate numbers.

Alicia Islander, parent of PWLMS student, reports that she recently withdrew her student from DCSD due to her frustration of the Ms. Carter's disrespect and dismissiveness in her student's safety.

Caroline Schilling, Senior at Whittell, advocates for GWHS and praises the teachers support to their students. The school provides amazing opportunities and encourages the students try new things. They push the students to do the hard things that need to be done.

15-minute break 6:24pm, Reconvene 6:40 PM

#### **4. Budget Augmentations and Amendments (For Discussion & Possible Action)**

*Item taken out of order and combined with Item #5*

Sue Estes presents the information on the highlights of the budget. With revenue being reduced, the ending fund in the negative, and trying to get to a balanced budget. We have already lost \$1.8million before we even began the first of the year. We need to go back to the Legislature for a new way of funding. We still have cash available with investments, but if funds are pulled they need to be used explicitly.

Mr. Alvarado clarifies that the reductions was for Fiscal year 2024 not fiscal year 2025 and was for (9) total positions. Both Superintendent Alvarado and Mrs. Estes explains that Item #4 is the presentation and Item #5 is the action item that covers both.

Trustee Miller asks about the statute that says funds can be paid out of the debt service fund to purchase buses. Mrs. Estes explains that it can be pulled and put into the Capital Project fund to cover bus purchases and possibly some IT related items.

PUBLIC COMMENT: Catherine Nielsen, Executive Director of NGCDD, speaks on the fact that the District is not billing Medicaid for eligible student services and her business can help DCSD with the process as there are several large grants than can help get them started.

Christine Ensign gives an example of the difficulty in understanding the budget. When comparing budgets for 2024, 2025, and presently we the same amount of revenue with 31 less employees. So why don't we see a \$3.5 million savings.

Trustee Zinke asks Mrs. Estes to explain the difference in funds pointed out by Mrs. Ensign. The vacancies are still showing in the budget. Since there were no employees there were no costs so they should not have been counted. The way DCSD has to report it requires a budget for vacancies, but now we are down to who is really in the classroom, 215 classroom teachers.

Sue Estes clarifies that the difference in teacher numbers is due to the state requiring budgeting for vacant positions. We are down to true numbers now with removing seven of the vacant positions. When speaking on teacher positions the only ones presented are the ones paid through the general fund, not grants or special education.

**5. Resolution to Approve an Augmented and Amended budget for FY 2025-2026, to include Revisions for Certified Enrollment, Audited Fund Balance, Carry Forward Amounts, and Recommended Augmentation to Specific Funds  
(For Discussion & Possible Action)**

*Item taken out of order and combined with Item #4*

MOTION: Trustee Gneiting makes a motion to approve the augmented and amended budget for fiscal year 25-26, Resolution 25-03. Seconded by Trustee Jansen.

VOTE: 5-0

MOTION: Trustee Gneiting makes a motion to approve resolution of the augmented and amended budget, fiscal year 25-26, Resolution 25-04. Seconded by Trustee Jansen.

VOTE: 5-0

MOTION: Trustee Gneiting makes a motion to approve the augmented and amended budget for fiscal year 25-26, Resolution 25-05. Seconded by Trustee Jansen.

VOTE: 5-0

**6. Special Recognition**

*Item taken out of order*

Mrs. Dwyer introduces Claira Barnett, Leeann Caires, Natalie Pitts, and Amber Walling as the heroes who assisted in a recent medical situation at GES involving one of our bus drivers. On October 14, 2025, one of our bus drivers experienced a sudden and serious medical emergency while on duty. In the midst of this frightening situation, a GES student, Claira Barnett (4th grade), and a group of our dedicated staff members, Amber Walling, Inclusive Education Teacher, Natalie Pitts, Secretary II, and Leeann Caires, Risk & Benefits Coordinator, immediately sprang into action.

Rather than panicking, these individuals displayed remarkable composure. Claira demonstrated a maturity far beyond her years in assisting during the crisis. Claira noticed that her bus driver was not responding or acting normal and quickly ran for help. The staff members worked quickly to secure the scene and aid their colleague. The collective response not only ensured the safety of the other students on board but also ensured that our driver received immediate and critical care.

**7. Consent Items (For Possible Action)**

*Item taken out of order*

**A. Minutes of the Special Board Meetings of November 13, 2025, and November 14, 2025, and minutes of the Regular Board Meeting of November 20, 2025.**

Attached are Minutes of the Special Board Meetings of November 13, 2025, and November 14, 2025, and Minutes of the Regular Board Meeting of November 20, 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 2646, 2647, 2648, 2649, 2650, 2651, 2652, and Regular Run Voucher numbers 2653 and 2654 are attached. Vouchers have been prepared in accordance to state law and copies of the Vouchers are available for review by the public at the Superintendent's office prior to the meeting.

**C. Personnel Report No. 25-12** Jeannie Dwyer, Executive Director of HR

Listed on the Personnel Report No. 25-12 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.

**D. 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 by the public at the Board of Trustees as required by NRS 354.598005.

**E. Resignation of Trustee Katherine Dickerson, District 6**

The Board of Trustees accepts the written resignation of Trustee Katherine Dickerson effective November 30, 2025. The District has advertised the vacant District 6 seat in the Record Courier beginning November 26, 2025. The Board of Trustees will interview and may appoint a candidate to the District 6 seat at the January 15, 2026, Regular Board meeting. If appointed, the appointed member will serve the term to December 31, 2026.

Due to a conflict-of-interest Trustee Wagstaff will refrain from voting on voucher 2651.

Trustee Miller asks that the creation of a new position for a CFO be pulled from the personnel report as an individual item. Approved by Trustee Wagstaff.

Trustee Gneiting asked that voucher 2654 be pulled as an individual item. Approved by Trustee Wagstaff.

Trustee Wagstaff addresses the public that they will take comments at this time on consent items aside from vouchers 2651 and 2654 and the personnel report.

**PUBLIC COMMENT:** Adrienne Sawyer, parent, voucher 2648 shows a charge for DataDrive: staffing, enrollment, and budget analysis update 2025 development. She also refers to the charges for Expo markers and feels that schools should hold supply drives instead of spending hundreds of dollars on such items.

Mr. Alvarado speaks on DataDrive is a dashboard that is split funded by the Superintendent, AGPM, and HR departments. At the completion, anticipated in January, a staffing report will be shared with the Board of Education.

Trustee Zinke questions voucher 2651 for the basketball charges and if they will be reimbursed. These fees will get reimbursed to the discretionary account by the student activity fund associated with that sport.

**MOTION:** Trustee Gneiting makes a motion to approve the consent items minus the personnel report, voucher 2651 and voucher 2654. Seconded by Trustee Jansen.

**VOTE:** 5-0 PASS

Superintendent Alvarado speaks on the new CFO position, which is a position that has been withing Douglas County School District dating back to the 1970s. It was eliminated by Superintendent White in the late 20-teens and since then we have now endured financial distress and receiving accusations of mismanagement. This position is important to make sure the Board receives information need support the process during the negotiation cycle. It is budgeted for the fiscal year 2027. Approving it will allow the District to go through the recruitment through a national search and advertising process.

The Department of Taxation understands our financial situation and in per conversations they feel the District needs a financial expert. Even though this is a new expense they view it as a necessary expense. Eliminating outside contracts for services will cover over half of the wages for this position.

**PUBLIC COMMENT on Personnel report:** Jeremy Hight, parent, is concerned how the District can open up a new position, but is unable to fulfil the association agreements for teachers and bus drivers.

Trustee Zinke asks for clarification that approving this item opens up the possibility for this position. Superintendent Alvarado spoke that the approval gives the authorization to go through the recruitment and advertising process for a CFO. A contract will always go to the Board for approval.

Trustee Jansen makes a motion to approve 7C, personnel report number 25-12. Seconded by Trustee Zinke.

VOTE: 3-2 FAILS (Trustees Zinke, Wagstaff, and Jansen in-favor) (Trustees Miller and Gneiting opposed)

Trustee Miller makes a motion to approve personnel report 25-12 and pull the potential CFO position. Seconded by Trustee Jansen.

The Trustees converse in depth on the second motion and amending it before voting.

Trustee Zinke amends the motion to accept the personnel report while pulling the CFO hire and having that as a separate agenda item at our March meeting. Seconded by Trustee Miller

VOTE: 4-1 PASS (Trustee Wagstaff opposed)

#### Voucher 2654

Trustee Gneiting questions why roofing costs are coming out of the general fund instead of the capital project fund. Superintendent Alvarado will look into this, but clarifies that Mrs. Estes pays out with a Purchase Order, but then does an internal transfer of the funds to cover it. The journal entry would then follow in the next month. This is a process that needs to be updated.

PUBLIC COMMENT: None

MOTION: Trustee Gneiting makes a motion that we approve voucher 2654. Seconded by Trustee Miller.

VOTE 5-0 PASS

#### Voucher 2651

Trustee Wagstaff reminds the Board that she will not be voting on this item.

MOTION: Trustee Miller makes a motion to approve budget voucher 2651. Second by Trustee Gneiting.

PUBLIC COMMENT: None

VOTE : 4-0 PASS (Wagstaff abstained)

### **8. Professional Services Contract**

Staff requests Board approval for a Professional Services Contract, not to exceed \$13,500, with Hessolutions, LLC and Jensen Professional Services for consulting services. This agreement covers the essential scope of work outlined in the contract. The contract term is from 12/19/2025 to 6/30/2026.

Dr. David Jensen presents an in-depth overview of what the benefits of an external consultant are. He explains a budget reduction strategy that reduces impact to students as much as possible. NRS 288.150 Fiscal Emergency, NRS 288.151 Reductions in Force, NRS 393 Asset Management. Phase 1 – Emergency Negotiations - is to support staff with a clear plan, by April 1<sup>st</sup>. Three areas to look at are compensation, health insurance, and PERS. Immediate expense control with cash flow preservation: hiring freeze, capital swaps, discretionary freeze, and grant funding. Phase 2 – Structural realignment for (FY 26-27) is statutory compliance - RIF criteria prioritize NEPF over seniority; exemptions – define “hard-to-fill” positions (SPED, Secondary Math/Science) to protect critical areas; execution - develop “Recall Lists” and notify by May 1. Facilities and Assets consolidations and asset liquidation. It is imperative to support workstreams: community feedback and financial management.

Trustee Zinke – asks several questions in regard to the cost of the contract and if the hours can be separated out. Dr. Jensen clarifies that 60 hours would be the maximum billable hours for Phase I. If the contract is not approved who is required to do the work listed? It would be the continued coordination between District departments. How would the Department of Taxation view us spending the money on this contract when we didn't approve the agreement, similar dollars, for the bus drivers? The advice for financial assistance came from the Department of Taxation and they see it as a necessary cost. The expertise of these consultants and having them look at the District from a different lens would be beneficial, the District cannot continue to operate as it has and expect a different outcome and they would expedite the process.

Superintendent Alvarado reminds the Board that they approved contracts for \$50,000 with Mr. Gore and Dr. Alsbury for the Board Governance work and the final costs were about \$22,000. The District can reallocate the savings from those contracts, that we have budgeted, to pay for the services in this contract. The District would still save money.

Trustee Jansen asks Superintendent Alvarado if he would like to have the help of these consultants and would they benefit the District. Superintendent Alvarado states with the requests the Board has made and the short window he and the other District Administrators have it would be beneficial. He asks the Board, being on the cusp of losing local control, if they would rather follow the guidance of the Department of Taxation or lose control and let the Department makes decisions.

PUBLIC COMMENT: Stella Roper is hearing that it would benefit the public to know that outside people are helping and it would benefit the District to have people with expertise doing this work for a more efficient and accurate process. Is there a conflict of interest with Jansen and Hess working within Keith Lewis's business? Show variable cost vs fixed cost.

Adrienne Sawyer, parent, asks several questions for clarification on the costs related to staff reduction, reduce salary, suspend differential pay, and change insurance plans with increased premiums and deductibles, and increase contribution to PERS.

Marty Swisher, Gardnerville resident, talks about the catch 22. The entire budget issue and how you deal with it is out of the Boards control. Sometimes you need to do a remodel and contract to get things done, and done well. There are several budget categories and there is already money in the budget for contracts.

Beth Bunch sees the benefit to have someone from the outside come in, they will have empathy but not the emotions involved.

Daniel Hyden feels the best course of action is to avoid this expense since it can be done in- house.

Kristine Ensign would be more willing to hire a CFO instead of a short-term contract to go over the budget.

ONLINE: Shea states the work has been done for a long time without a CFO and she feels we can continue without one. Why are we in this position if this work was supposed to be done in-house and wasn't? If jobs are not being carried out then we have to look at if the person in the role isn't equipped for the job.

ONLINE: Jeremy Hight, teacher and parent, feels the Board can make this item budget neutral by furloughing District Administrators to cover the cost of hiring consultants to do their work.

ONLINE: Terilyn Marino, parent at ZCES, shares information and concerns on the budget and having long-term solutions.

ONLINE: Joshua Lang, states it is the Districts job to do the work and not outsource it.

ONLINE: James Jackson, parent, expected new ideas and ways to save the District money. Shared concerns with hiring the consulting firm, does the Board just want to have someone else make the tough decisions for them.

ONLINE: Todd Poth, we know the numbers are wrong and if we can't trust those numbers we need someone from the outside to look over it. Furlough the Admin for not doing their job.

ONLINE: Chris Larsen nobody has faith in the data and numbers. Personally, he thinks that accepting the contract would be the right thing to do. Dr. Jensen's knowledge of the PCFP model would be very helpful to the District.

AnneMarie Chase, DHS teacher, seems silly to hire the firm who put us in the position we are in by creating the PCFP model.

Trustee Jansen agrees with the public, especially teachers, that she can't trust this firm since Keith Lewis is affiliated with them. She states she never saw the budget when she was Board President, Mr. Lewis never shared that information with her while he was the Superintendent. She also feels the PCFP hurts rural school districts.

Trustee Zinke asks Mr. Jensen what his work with Keith Lewis looks like. They work with him solely on Superintendent searches through Modern Educator. The State taking us over is not an option and the community voted us here to make difficult decisions when needed and we do need help.

Trustee Zinke makes a motion to approve a contract for Hessolutions and JPS at the 60hr maximum as presented. Seconded by Trustee Miller.

VOTE: 4-1 PASS (Trustee Jansen opposed)

### **9. 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.  
This item was taken out of order

*CLOSED SESSION: 4:06pm - RETURN 4:21pm*

### **10. Agreement Between Douglas County School District and Chapter 6 Bus Driver's Association Agreement for 2025-2027 (*For Discussion and Possible Action*)**

The District Negotiations team has reached a tentative agreement with the Chapter 6, Bus Driver's Association for 2025-2027

*Item taken out of order*

Jeannie Dwyer presented the negotiation agreement to the Board and explained the changes for the bus driver's association: route hours vs route maintenance hours, built-in break hours, definitions in language in regard to Lake and Valley hubs and seniority, revised grievance procedure, small adjustments to salary schedule due to PERS increase (\$8,060/yr), and a fair share formula instead of increase in pay.

PUBLIC COMMENT: Christy Stoddard, bus driver, speaks on the impact consolidating schools will have on transportation that is already running very tight schedules, shortage on aides, and has a supervisor already taking furlough days. She presents information on cuts that have been taken within their department already including drivers working together to cover field trips and cover each other's routes so that they each stay under 40 hrs/week.

MOTION: Trustee Zinke makes a motion to deny the agreement between Douglas County School District and Chapter 6 Bus Drivers Association. Seconded by Trustee Gneiting.

VOTE: 5-0 PASS

Trustee Zinke directs Superintendent Alvarado to reopen negotiations. Superintendent Alvarado states that negotiations will be reopened in January.

### **11. Agreement Between Douglas County School District and Douglas County Professional Education Association for 2025-2027 (For Discussion and Possible Action)**

The District Negotiations team has reached a tentative agreement with the Douglas County Professional Educators Association for 2025-2027.

*Item taken out of order*

Jeannie Dwyer and Christine Ensign present the agreement for the Association and explained the changes being asked for. Adjusted language around sick leave and possible misuse, accumulated sick leave to personal days, bereavement language adjusted to identify immediate and non-immediate family, personal leave language adjusted with emphasis on exceptions to the exemptions and clarified restriction and exemptions, clarified process for reduction in force, assigned and unassigned time for elementary prep, voluntary transfer timing and response, TOSA language has been updated, MOU for flexible work days only for 2025-26 due to calendar changes, salary schedule has been adjusted and being rectified, PERS coverage. Fiscal impact for this item is \$920,312.

Trustee Miller applauds the update in language for immediate and non-immediate family and for exceptions to bereavement.

Christine Ensign speaks on information being contradictory, incomplete, misleading, or incorrect. As the most expensive district in the state, we only rank 8<sup>th</sup> in pay. We are underfunded as far as cost of living. We should be honoring the contract and not pulling it apart.

Trustee Zinke speaks of the salary schedule being off. Information given shows it is about square with the overpayments and underpayments. Mrs. Dwyer explains that the underpayments have been rectified with a lump sum payout and the rectification of overpayments will be spread out over the next paychecks until June. Trustee Zinke asks if PERS is included in the \$920,312. Mrs. Estes clarifies approximately \$238,000 is for PERS coverage and the rest is pay.

The conversation moves to how much has changed in a short period of time and unfortunately we are in a position where we need to make decisions that are necessary for the future of DCSD so that the state does not take us over.

PUBLIC COMMENT: None

MOTION: Trustee Zinke makes a motion to deny the agreement between Douglas County School District and the Douglas County Professional Education Association. Seconded by Trustee Miller.

VOTE: 4-1 PASS (Trustees Wagstaff, Gneiting, Miller, Zinke in favor) (Jansen – apposed)

Trustee Wagstaff directs Superintendent Alvarado to reopen negotiations. Superintendent Alvarado states that negotiations will be reopened in January.

### **12. Notice of Potential Layoff Due to Reduction in Force (RIF) in Accordance with NRS 288.151 (Administration Positions) (For Discussion and Possible Action)**

*Item taken out of order*

Superintendent Alvarado explains to the Board that the purpose of this item is to protect the District's financial position. Administrators need to be notified about reduction in force by January 1<sup>st</sup> otherwise, if their position is changed to a lower position they would keep their same rate of pay. "Administrator" is defined as a certified

licensed administrator which covers site administrators as well as cabinet administration. Final notices have to be delivered by May 1st. Reductions will take place in the 2026-27 school year.

PUBLIC COMMENT: None

MOTION: Trustee Gneiting makes a motion to approve the Notice of Potential Layoff Due to Reduction in Force in accordance with NRS 288.151. Seconded by Trustee Miller.

VOTE: 5-0 PASS

### **13. Appointment of Board Clerk**

The Board will have a discussion and appoint a new clerk.

Trustee Wagstaff clarifies that the Board needs to appoint a new clerk with the resignation that they finalized in the consent items. Katherine Dickerson was the clerk and they need to appoint a new clerk to continue moving forward until next month when they hold Board elections.

Trustee Miller questions if the Board needs a third officer. Superintendent Alvarado confirms that according to legal counsel, yes. The Board will consider opening a secretary position at the reorganization meeting if this appointment goes through.

Trustee Zinke asks if Ms. Bidart is willing to take on this role. Ms. Bidart replied that from her understanding the work she performs at the meetings is that role's description, so yes.

PUBLIC COMMENT: None

MOTION: Trustee Wagstaff proposes the Board appoint Renée Bidart as their clerk in the interim. Seconded by Trustee Jensen.

VOTE: 5-0

### **14. 2026-27 School Calendar Review (For Discussion and Possible Action)**

At the request of the Board, four (4) draft calendars for 2026-27 are presented for further discussion and possible action.

Ashley Mitchell, AGPM Administrator, presents (4) draft calendars at 182 school days:

- 1<sup>st</sup> Draft is a mock-up of the current year to keep the breaks, start date, and PD days as is.
- 2<sup>nd</sup> Draft shows an earlier start date, 1<sup>st</sup> semester ending in December, and the removal of February break. This one would require some board policy changes as there is one that requires a February break and another that ties Spring break to be midpoint between February and summer.
- 3<sup>rd</sup> Draft shows slightly earlier start, Thanksgiving week off, removal of both breaks, end semester before Christmas. This draft has the least balanced semesters, which would affect the high schools.
- 4<sup>th</sup> Draft shows start as late as possible, no breaks, and get out as soon as possible. First semester would still be in January, removal of both breaks, a later start date, and minimal PD.

Trustee Miller feels Draft 1 is best at this point due to the many unknowns and this would be a constant for families.

Trustee Jansen asks if Draft 1 shows the data that most people chose on the survey. Ms. Mitchell confirmed that it is most aligned with the survey data.

Trustee Zinke questions the timing and approval of a calendar. Ms. Mitchell states that late Spring (March or April) for the State level, but the community wants a draft sooner. NDE won't give regulations until late February at which point she will bring the application to the Board for approval.

Trustee Wagstaff asks if these drafts still accommodate the high school's half days for exams. Ms. Mitchell confirms at this point, yes, there hasn't been any conversation about changing that.

Prairie Jackson, Student Representative, comments on the issues that arise with the calendar running through January. One issue is scholarship due dates on January 1 and the need to attach transcripts.

Trustee Zinke would like to see Draft 2 adding February break back in and adding the (3) days to the end of the semester to bring days back to 185 teacher days. Trustee Zinke rescinds this ask for this draft change.

PUBLIC COMMENT: Andrew Fromdahl, MES Principal, asked the Board to look at historic calendars to get a better perspective on how the calendar got to where it is. There was a two-week adjustment back in 2022.

Scott Chandler, breaks are essential for maintenance and custodial work to get the larger projects do.

ONLINE: Jeremy Hight, parent and teacher, majority of people want to keep the current breaks and end 1<sup>st</sup> semester in December, there are plenty of minutes to do so. Listen to parents and students.

ONLINE: Joshua Lang, parent and teacher, is this really the time to make changes to the calendar? Suggests to leave the calendar alone as the community has made clear in the survey and there is plenty of upset in District as it is.

ONLINE: Terilyn, parent, people are accustomed to the calendar as is and a drastic change would create more chronic absenteeism.

ONLINE: Tim Hayes, parent, much prefers February break for the skiing opportunity and it provides a break that is not aligned with other districts.

Trustee Wagstaff asks if the balance of days in each semester is a preference rather than a requirement. Ms. Mitchell confirms there is a bit of leeway, high school students are required to meet for 7,200 minutes/year to receive credits. Trustee Wagstaff asks that we have a draft that aligns with our current calendar but ends the first semester at Christmas break to give seniors the time to submit scholarship applications.

### **15. Adjusted Cohort Graduation Rate 2025 (*Administrative Report*)**

Ashley Mitchell, AGPM Administrator, presents the Adjusted Cohort Graduation Rate for 2025 to the Board.

Explains the rate, students who graduate on time within the 4 years. She presents the breakdown of number of students that graduated, diploma types earned, and tracking where each of the students go within the 4-years beginning at their 9<sup>th</sup> grade start.

The grad rate for 2025 was 85.85%, it is a 2.23 drop from the previous year. There were 367 students that received standard, advanced, or CTE diplomas; 12 completers which either received an adjusted diploma; 10 students currently enrolled as a 5<sup>th</sup>-year senior; 38 students were considered dropouts.

### **16. Overview of Education Services and PDC (*Administrative Report*)**

Shannon Brown and Leslie Peters present the Board with information on the history of the Administration at the District Office. DCSD has a high teacher retention rate.45wards and nominations over the last few years for Modern Learning. AB355 and SB460 mandate professional development training for teachers. SB460 will also

mandate that the administrator evaluating Principals will need to look over 3% of teacher evaluations under that Principal.

The presentation included the positions of each PDC teacher and the large roll they play in our District to support not only teachers, but Principals. Funding for (3) positions come from Title II, Title III, General Fund, and (1) is 100% funded from NWRPDP. Mr. Brown feels PDC is the largest part of their department and most important for support with licensure renewal providing classes, NEPF, and helping Education Services roll out the work for SB460.

Trustees Gneiting asks how long the District has had (4) PDC coaches. Mrs. Peters states that last year we had five and prior to that is has been (4) as long as Mr. Brown can remember. They are all previous teachers.

**Recess 9:48PM – Reconvene 9:55 PM**

**PUBLIC COMMENT:** Carly Strauss, newly retired, wants to clarify the difference with PD days and PDC training. It is important for new teachers and veteran teachers to have the camaraderie of the PDC training. This is not a luxury position.

Marty Swisher, Gardnerville resident, as a Principal he appreciated the trainers as they will go into the classrooms and help teachers with the struggles they are having during their school days.

**ONLINE:** Amy Carter, Principal PWLMS, the PD days are important at sites as those are the times that provide safe places for teachers to ask questions and get support.

**ONLINE:** Emma Archbold states it is absolutely necessary to have PDC. There isn't always the support at the school site.

Lyndsey Bednar, PDC trainer, their role is very important to support teachers daily. Please keep in mind to use kind words when talking about people's positions.

## **17. Overview of Inclusive Education Services (*Administrative Report*)**

*Item taken out of order*

Cheryl Mayfield, Executive Director of Inclusive Education provides the Board with an overview of the District's Inclusive Education services, focusing on compliance with the Individuals with Disabilities Education Act (IDEA), state requirements, student demographic data, current programs, anticipated programs, CASE funding, Medicaid billing, and grant awards. This is an informational item designed to ensure the Board is informed of the scope, challenges, and efficiencies of Inclusive Education Services.

Cheryl Mayfield and Amy Kidman-Delaney present information to the Board regarding students receiving inclusive education services. All services provided are required by law.

They cover the funding and grants that cover the costs: vocational rehabilitation, NV DOE Grants, and community support. The main focus of their job is making sure they are compliant with federal and state laws with all of the programs that they serve students with. They have applied to be part of a pilot to partnership with UNR and Medicaid for billing staff training. Their department provides CPI training for teachers and paras that interested in the training, not just inclusive education staff. This is training teaches how to restrain a student in the instance that they are a danger to themselves or others. They come across situations with students that staff and admin reach out daily to get guidance on. A large portion of their support is to bridge the gap between families and schools.

Trustee Miller asks about the revenue of billing Medicaid and where it would go. It can go back to the general fund.

Trustee Miller speaks on Medicaid billing and asks where the revenue would go. She asks if they know how many billable services we have per site. This information will be provided to the Board.

Trustee Zinke asks about the dispute resolution cost being un-predictable and absorbent. What is the biggest discrepancy with cost per pupil? Dr. Mayfield explains the IDEA and the breakdown at the federal level. Since the IDEA passed in 1975 they said they would cover 40% of additional special education services to students. The highest they came was 18%, most years it is between 13% and 15%.

Trustee Gneiting asks why inclusive education was so far over budget last year. Dr. Mayfield explains that substitute teachers is one of the areas and they have cut some of that cost by holding CPI training during PD days instead of student days.

### **18. Board Policy 905 – School Visitors (1<sup>st</sup> Reading) (For Discussion Only)**

Jeannie Dwyer highlights both BP 905 and BP 906 with the approval of Trustee Wagstaff. She suggests adding a timeline for visitors to be in school and not just hang out at the school all day. If they want to stay more than a time limit they need to register as a volunteer. With the research Mrs. Dwyer has conducted we have to at least do a risk assessment or questionnaire when we register volunteers or visitors, so that will potentially need to be added to both policies.

Superintendent Alvarado suggest there be a line that prohibits visitors from supervising a classroom.

Trustee Gneiting would recommend it states that they adhere to the dress code of the school.

### **19. Board Policy 906 – Volunteers (1<sup>st</sup> Reading) (For Discussion Only)**

Trustee Wagstaff would like this to state band/choir chaperones, not just band. She asks about stating on overnight stays that volunteers cannot go into student rooms or vice versa. Mrs. Dwyer will verify on the chaperone policy that this is covered. If not she will add it to this policy.

Trustee Gneiting comments that at times the front office is not open for you to check-in, so it would need to state the alternate check-in person or spot.

### **20. Superintendent Evaluation and Final Rating Approval 2025 (For Discussion and Possible Action)**

*Item taken out of order*

The Board reviews the evaluation.

PUBLIC COMMENT: None

MOTION: Trustee Gneiting makes a motion to approve the Superintendent Evaluation and Final Rating Approval for 2025 as presented. Seconded by Trustee Jansen.

VOTE: 5-0 PASS

### **21. Student Representative Report (For Discussion Only)**

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

*Item taken out of order*

Prairie shares information on the events at DHS:

Winter sports are starting, Two freshman basketball games tomorrow, boys and girls teams.

Music department has been going to the elementary schools to get them involved in the program.

Preparing for finals in January

## **22. Board Reports (Information and For Discussion)**

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

Trustee Miller – Finished POOLPACT training, attended special meeting, NASB Conference, and traveled across the country to watch the Mighty Mites Douglas Pop Warner cheer perform along with Friendly's Little Vaceros, attended State Superintendent meeting at DHS.

Trustee Zinke – Parks and Rec came up with a final list where budget money can go and one of those items was to put forth \$100K toward tennis court improvement project at DHS. The restroom at Warrior Way can't come from the room tax and because it is quite the cots.

Trustee Gneiting – attended JHS graduation, NASB Conference, Department of Taxation meeting, and State Superintendent meeting.

Trustee Jansen – attends the Turning Point USA meetings at DHS every other week. There was no State Board of Education meeting that she knew of.

Trustee Wagstaff – attended Matrix subcommittee meeting, a Needs Sensing meeting with Steve Canavero, NASB Conference and award ceremony where Shannon Brown and Leslie Peters were awarded the district level administrator of the year and Mr. Alvarado was awarded Superintendent of the year. She attended the Department of Taxation meeting, Band/Choir concert, CCMES student candy dance, transportation meeting, community town hall meeting at the Lake, and the meeting with Dr Wakefield at DHS.

## **23. Superintendent Report (Administrative Report, Discussion Only)**

Frankie Alvarado, Superintendent

*Item taken out of order*

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

- The Cabinet and Superintendent attended communication meetings at ASPIRE, JVES, GWHS, ZCES, and PWLMS.
- Spoke with Blayne Osborn, the new Assemblyman for Douglas County and Lyon County, advocating for change in pupil centered funding plan and highlighted the effects of declining enrollment in provision within PCFP.
- Spoke with Rick Harris from NASB and he's utilizing Tom Clark, the lobbyist for NASB.
- As part of the NASS academy and a committee chair he will be attending the academy in June
- Met with former State Superintendent Interim, Steve Cavanero, along with Trustees Wagstaff and Gneiting. It was a Need Sensing meeting to discuss what we need as a district and as a rural district and how can they support us.
- State Superintendent meeting at DHS: walked classrooms, met with the Board, and had an individual meeting.
- Met with Jocelyn Crow, the next Student Board Representative
- Met with the Department of Taxation. They gave some very firm directive and depending on what they see we do in the next couple of months they will decide whether or not to put us in receivership. They did not make a decision on severe fiscal emergency or even fiscal watch.
- Attended CVMS choir event
- Attended CC Merry Math event

- Met with the DCAA as a meet and confer to discuss on our financial situation and how we would apply certain policies that the Board has established and administrative regulations that coincide with those policies

## **24. 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.

*Item taken out of order*

### **A. Summary of Donations**

#### **Donations:**

- Sierra Club Great Basin Group donated \$500 to CCMES to be used for the 5th Grade Science Camp.
- PWLMS reports (4) donations received so far this year:
  1. \$500 donation for CLS (donor wants to remain anonymous)
  2. Jethro's hosted a Family Night and donated \$300
  3. Katherine Dickerson donated wigs and costumes to the drama department
  4. Brandon Hill built props and sets for the drama department
- Genoa Volunteer Fire Department donated \$3,500 to JVES to be split evenly for the purchase of books and supplies.

### **B. Summary of Fundraisers:**

#### **To the McKinney Vento district wide fundraiser:**

- Minden Dental - (10) Gift Vouchers for Exam, X-rays, Cleaning & Fluoride Treatment, value unknown
- Carson Valley Inn & Casino - \$5,000
- Dick Campagni's Carson City Toyota - \$2,500
- Cook'd Restaurant - (10) \$30 Gift Cards
- Community Contributions - (1) \$25 Master Card Gift Card, (1) \$25 Smith's Gift Card, (4) \$25 Target Gift Cards, and (1) \$200 Personal Check

### **C. Monthly Update of Enrollment Counts**

Enrollment is up about 105 students

#### **D. Budget Details for Transparency**

<https://www.dcsd.net/about/budget>

Budget details are available to the public on the District website under the "About" heading.

## **25. Adjournment**

Meeting adjourned at 11:07 p.m.

Approved and Submitted by,

Renée Bidart  
Executive Secretary

Upon approval by the Board of Trustees in a public meeting, these minutes become the official minutes of the meeting held on the above date. Board minutes are kept on a permanent basis and are available for public review in the office of the Superintendent.

**From:** Kadi Alfeld <[REDACTED]@gmail.com> **Date:** December 17, 2025 at 1:24:50 PM PST **To:** [board@dcsd.k12.nv.us](mailto:board@dcsd.k12.nv.us)  
**Subject: A Note From A Concerned ZCES Parent**

Dear Members of the Douglas County School Board,

I am writing as a mother of two Zephyr Cove Elementary students in 1st and 3rd grade, and as an active member of our school's Parents Club. Both of my daughters have attended Zephyr Cove Elementary since kindergarten, and our family absolutely loves this school and look forward to seeing our daughters continue on to George Whittell for middle and high school.

ZCES is a special place. From our mascot, Cubby, to our principal and vice principal greeting every student by name each morning, to the incredible teachers and electives like music and art, Zephyr Cove Elementary truly prioritizes community and ensures every student's success. It is a school where children are known, supported, and encouraged to thrive.

I understand the district is facing a significant budget deficit and that school consolidation is being discussed, particularly as some schools operate at low capacity. I respectfully urge the Board to take a close look at the reality of our Lake schools. Since the closure of Kingsbury Middle School, we have already consolidated as much as possible. Our schools operate with minimal staffing, function efficiently and independently, and benefit from a deeply engaged parent community that helps fund additional needs. Despite these limitations, we are thriving — and enrollment at ZCES is rising.

Closing one or both Lake schools would not guarantee families remain in the district; many would likely choose South Lake Tahoe or Incline to keep their children in basin schools, including my children. Instead of viewing our schools as a liability, I encourage the district to view them as a model. Our Lake schools demonstrate how thoughtful staffing, strong leadership, and community involvement can create successful, sustainable schools.

Thank you for your time, transparency, and dedication as you navigate these difficult decisions. I hope the Board will continue to explore all options for financial recovery while preserving the schools that are already operating efficiently and serving students so well. Please include this email in the official meetings of tomorrow's board meeting.

Kindly, Kadi Alfeld

Christina Alling <

@gmail.com>

11:12 AM (40  
minutes ago)

to suptoffice

**SUBMISSION FOR PUBLIC RECORD FOR TONIGHT'S MEETING**

Dear Superintendent Alvarado and Members of the Douglas County School Board,

I am writing as a parent and long-time member of the Zephyr Cove community to express my serious concern regarding the proposed consolidation or closure of **Zephyr Elementary School and Whittell High School**.

My family's connection to these schools spans generations. My husband and his sister both attended Zephyr Elementary School and Whittell High School, and today our two children—one in kindergarten, and one in second grade—are enrolled at Zephyr Elementary School. These schools are not just where our children learn; they are central to our community's identity and stability.

Closing or consolidating these schools would have impacts far beyond individual families. Zephyr Cove is a geographically unique, mountain community, and our schools serve as anchors for families and local businesses. Their loss would disrupt daily life and weaken the fabric of our town.

If these schools were consolidated or if our children were required to be bused to the valley, our family—like many others—would be forced to make difficult decisions, including potentially unenrolling and pursuing alternative education options. This would further reduce enrollment and undermine district stability.

From an educational perspective, consolidation does not solve the district's underlying challenges. These schools already operate with limited resources. Combining under-resourced schools does not improve outcomes; it compounds strain through larger class sizes, longer commutes, and reduced support. Our children deserve accessible, well-supported learning environments.

This proposal also raises equity concerns. Every child in Douglas County deserves equal access to education and resources, regardless of location. Small and mountain communities should not bear a disproportionate burden.

Finally, I urge the district to reach a timely decision and avoid prolonged uncertainty. When decisions linger, students, families, administrators, and teachers may begin to look elsewhere. Clear leadership is essential to maintaining trust, enrollment, and staffing.

I respectfully ask the district to reconsider any plans that would lead to the consolidation or closure of Zephyr Elementary School and Whittell High School and instead invest in their long-term success.

Thank you for your time and consideration.

Sincerely, Christina Alling  
Stateline, NV

Dear Members of the Douglas County School District Board,

I am writing to respectfully express serious concerns regarding the rumored consolidation of CC Meneley Elementary and Scarselli Elementary, specifically the proposal that Scarselli Elementary be closed and that all students and staff be moved to CC Meneley. After careful consideration of multiple factors related to student safety, building capacity, and long-term facility sustainability, it is clear that closing Scarselli Elementary is not in the best interest of all students. In fact, the physical infrastructure and design of Scarselli make it the more appropriate site to house a consolidation, should one be necessary.

Scarselli Elementary has the capacity to support additional students immediately. There are eight or more classrooms currently available that can be used as full-size instructional spaces. These classrooms are well-designed, spacious, and conducive to learning. Importantly, every classroom at Scarselli is equipped with a ceiling-to-wall window. This feature is not only beneficial for natural light and student well-being, but it is also a critical school safety factor. The windows provide a secondary point of egress in every classroom, allowing for additional evacuation options in emergency situations.

In contrast, many classrooms at CC Meneley have windows located high at the top of the wall that are not accessible to students or staff. Additionally, there are several classrooms at CC Meneley that have no windows at all. This lack of accessible exits raises significant safety concerns and limits emergency response options. From a student safety and supervision standpoint, Scarselli's classroom design is demonstrably superior.

The mechanical systems at Scarselli Elementary also present a strong argument for keeping the campus open and utilizing it for consolidation. Scarselli is equipped with newer, more efficient boiler and chiller systems. A boiler system heats water that is distributed throughout the building to provide consistent, reliable heating, while a chiller system cools water to supply air conditioning efficiently across the campus. These systems are known for their durability, energy efficiency, and ability to maintain stable indoor temperatures, which is essential for student comfort and learning. CC Meneley, by comparison, relies on packaged HVAC units, which typically have a shorter lifespan, are less efficient over time, and can be more costly to maintain and replace.

Another critical factor is the condition and type of roofing on each campus. Scarselli Elementary has a metal roof, which is significantly more durable and resistant to weather-related wear and tear. Metal roofs generally last much longer, require less frequent repair, and perform better over time than flat, rubber roofs. CC Meneley's flat rubber roof is more susceptible to damage, pooling water, and ongoing maintenance issues. From a long-term facilities management perspective, Scarselli represents a more sustainable and fiscally responsible option.

When considering classroom capacity, student safety, mechanical efficiency, and building longevity, the evidence strongly supports Scarselli Elementary as the better option to house a consolidation. Closing Scarselli and relocating students and staff to CC Meneley would place students in a facility with fewer safety features, less efficient systems, and greater long-term maintenance concerns. I urge the Board to carefully evaluate these factors and to consider Scarselli Elementary as the more appropriate and responsible choice for consolidation.

Thank you for your time, consideration, and continued dedication to the students, families, and staff of Douglas County School District.

Respectfully,

Mrs. Kristen Bell  
Parent  
5th Grade DCSD Teacher

External

Inbox

Lauren Connolly < .com>

Thu, Dec 18, 12:12 PM (1 day ago)

to [suptoffice@dcsd.k12.nv.us](mailto:suptoffice@dcsd.k12.nv.us)

Dear Trustees and Superintendent,

Please accept this email as a formal public comment for inclusion in the official record, as I am unable to attend the meeting in person.

I am writing as a Douglas County resident, parent, and member of the Lake community regarding the proposed consolidation or closure of Zephyr Cove Elementary and George Whittell High School.

I want to approach this from a different perspective than financial mechanics alone — the perspective of **family decision-making and community stability**.

Families make long-term commitments based on the predictability of essential infrastructure: schools, healthcare, and employment. For many of us, the presence of Lake schools was not a “nice to have” — it was the deciding factor in choosing to live, work, and raise children here. Without these schools, we would not have moved to this community, and we would not remain if they close.

What concerns me most is not just the potential closure itself, but the **irreversibility of the decision** compared to the uncertainty of the data being used to justify it. Families can adjust to short-term financial measures. We cannot adjust to permanent loss of schools once they are gone. The risk being placed on children and families is one-way and irreversible, while the financial analysis behind it remains incomplete and evolving.

This leads to a critical question I ask the Board to consider carefully and address on the public record:  
**How has the Board evaluated the risk of making an irreversible decision now — before enrollment patterns, financial assumptions, and consultant findings are fully understood — versus the risk of waiting to act once the data is complete?**

In addition, the broader community impacts must be considered. Lake Tahoe has already experienced significant hollowing-out due to short-term rentals and seasonal residency. In recent years, we have begun to recover by attracting young families and essential workers. Closing Lake schools would reverse that progress overnight, undermining local businesses, healthcare capacity, and long-term community cohesion.

This is not a question of whether the District needs to manage costs. It is a question of **where the burden of uncertainty should sit**. At present, that burden is being placed squarely on children, families, and a community that has already consolidated, adapted, and operated lean.

I respectfully urge the Board to slow this process, complete the financial review in full, and avoid irreversible actions until the long-term consequences are clearly understood and responsibly weighed.

Thank you for including this comment in the official record and for considering the human and community impacts of these decisions.

Respectfully, Lauren  
Connolly  
Douglas County, Nevada

Meeting December 18

**Michelle Esposito** <

**@gmail.com**>

Dec 18, 2025, 11:56 AM  
(1 day ago)

to falvarado, board, suptoffice

Members of the Board, Superintendent, and District Staff,

Thank you for taking the time to read my email for public comment. My name is Michelle Sullivan. I am the mother of a kindergarten and first-grade student at Zephyr Cove Elementary School, a Lake Tahoe community member, and a small business owner preparing to launch a Tahoe-based business.

My husband and I are writing to express our deep concern regarding the potential closure of Zephyr Cove Elementary School and/or Whittell High School.

While our children are still young, we have absolutely loved our experience at Zephyr Cove Elementary and see tremendous potential for its continued growth. Many families in our community—including friends with younger children—are planning to enroll their kids at Zephyr Cove in the coming years. As Tahoe continues to grow, more families and more children will follow.

We are already seeing class sizes increase year over year as students move through the school system together. This is a positive and healthy trend. I truly believe that, in time, Zephyr Cove Elementary may face the opposite challenge—needing to expand rather than close. For now, it is a school that is growing and should be evaluated with that trajectory in mind.

If the lake-area school were to close, much of the conversation within our community suggests that most, if not all, students would enroll in South Lake Tahoe schools or pursue homeschooling. The daily commute to the valley is significantly longer, particularly dangerous during winter months—which make up much of the school year—and unrealistic for many families.

For our family specifically, we would not send our children to the valley. The commute does not work with our schedules, and our daughter experiences carsickness on buses, making a daily bus ride untenable. Additionally, winter driving conditions would likely result in frequent tardiness, missed school days, or early pickups to ensure our children's safety and allow them to participate in their after-school activities in Tahoe. Given these realities, our only realistic options would be South Lake schools or homeschooling.

If many lake-area families make similar decisions - which sounds like they would, Douglas County would experience a significant loss of enrollment, along with a corresponding reduction in Area Attendance Adjustment funding—funding that is largely derived from our lake-area students. This would create long-term financial consequences extending well beyond the immediate budget cycle.

It has also been shared that four schools within the district are currently operating at approximately 50% capacity. From a logistical and safety standpoint, it would make far more sense to consider consolidation among schools that are geographically close to one another, where commutes are shorter, after-school access is more feasible, and transportation costs are lower. Requiring lake-area students to travel long distances daily—often on hazardous winter roads—adds unnecessary risk, expense, and strain on families.

As a former elementary school teacher, I urge the Board to consider the real, lived experience of the students affected by this decision. Please ask yourselves: if this were your child—whether a kindergartener or a high school student—would you feel comfortable with a long, potentially dangerous winter commute? With days that begin early and end late? With reduced time for family, extracurricular activities, and healthy development?

I respectfully encourage the Board to take additional time, listen to lake-area families, and thoughtfully reconsider any decision that could have lasting consequences for student safety, access to education, district enrollment, and community trust.

Thank you for your time and consideration.  
Respectfully,  
Michelle and Chris Sullivan

My name is Shannon Friedman. I have two children in the Douglas County School District—a 5th grader at Zephyr Cove Elementary School and an 8th grader at George Whittell Middle School. My children have attended Lake schools since kindergarten and have thrived academically and socially. My husband and I both work full time in Stateline, Nevada, and a primary reason we live here is the quality and stability of our local schools.

The Lake schools are not interchangeable with Valley schools. Zephyr Cove and Whittell provide small-school environments, strong relationships, and a culture uniquely tied to the Lake Tahoe community. These qualities directly support student success and cannot be replicated by consolidating students into larger Valley schools. It is very important to our family that our children attend school in the community where we live.

Consolidation or closure of Lake schools would raise serious environmental and safety concerns. Increased daily vehicle trips to the Valley would negatively affect air and water quality—two reasons we chose to raise our family here. In addition, winter travel on US Highway 50 and State Route 207 is frequently hazardous, with long closures due to weather or accidents. Transporting students over these routes presents unacceptable safety risks. I urge the district to fully consider NDOT traffic and crash data in its decision-making.

Closing Lake schools would also harm Douglas County itself. Families are unlikely to move to or remain in Lake communities without local public schools. Many would turn to private school, homeschooling, or relocate out of the county altogether, resulting in further enrollment decline, reduced revenue, and long-term economic impacts. These secondary effects must be acknowledged and analyzed.

We are also concerned about the accuracy and transparency of the financial analyses being used to justify potential closures. Specifically:

- Per-pupil cost comparisons may be misleading for rural and geographically isolated schools.
- Capital improvements, such as ADA upgrades at Whittell, appear to be treated as annual operating costs, distorting site comparisons.
- Staffing cost savings may be overstated, as seniority rules will require displaced Whittell teachers to fill Valley positions.
- Allocated and shared costs lack sufficient transparency and consistency.
- Given that Nevada law recognizes the vulnerability of rural schools, we question whether per-pupil cost alone is a legally sound basis for closure decisions.

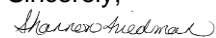
We are further concerned by recent acknowledgments that payroll errors for the 2024–25 school year have not yet been fully corrected. Before making irreversible decisions such as school closures, the Board should ensure the District's financial data and controls are accurate and reliable.

Finally, the per-pupil funding model adopted in 2019 is currently under statewide review due to its disproportionate impact on rural and unique communities like ours. Given that reforms are actively being discussed, it would be premature to close Lake schools based on a funding structure that may soon change. We urge the Board to advocate for state-level solutions and to treat school closures as a last resort.

The Lake schools are not just line items—they are foundational to our families, our community, and Douglas County's future. We respectfully request a fair, transparent, and fully informed decision-making process, meaningful public input, and immediate efforts to remove school closures from consideration for the upcoming school year.

Thank you for taking my comments into consideration.

Sincerely,



Shannon Friedman

**Public comment for meeting 12/18/25**

Inbox

**Casey Marie Hirsch via [dcsd.kl2.nv.us](mailto:dcsd.kl2.nv.us)**

11:04 AM (41  
minutes ago)

to board

Hello,

I am writing against closing the Lake Tahoe schools. My daughter is in kindergarten at ZCES and is thriving there. She has been learning so much and we've fallen in love with all the teachers and other staff.

Please do not close the school.

If the school closes, I will have no other option than to withdraw my daughter from DCSD completely and seek other education for her on the California side of the lake. Which I wholeheartedly believe the majority of parents would do, negatively impacting Douglas County's school funding even more.

Closing the Lake Tahoe schools would negatively impact housing, workforce stability, property values, long term residency, families access to education, and the overall strength of the community. It would truly be devastating to the Lake Tahoe members of Douglas County.

Please do not close the school.

Barton is building a new hospital in 89448 - I foresee staffing being an issue if the lake schools close.

As the parent of a kindergarten student, I fully oppose consolidating ZCES and Whittell - I do not want my 5 year old at the same school as 18 year olds. That is wildly inappropriate.

As a chemotherapy RN, closing the lake schools would significant impact my ability to work and care for cancer patients in the community. There aren't many chemotherapy RNs and I'd much prefer to continue caring for our community as I have been.

Thank you for your time and consideration,  
Casey Hirsch RN, BSN

**December 17, 2025**

**Re: December 18, 2025 Regular Board Meeting – Public Comment**

Dear Douglas County School District Board of Trustees:

We respectfully submit the following questions for the Board's consideration regarding items on the December 18, 2025 agenda:

- **Agenda Item 7.E – Resignation of Trustee Katherine Dickerson**

As the Board considers appointing a replacement trustee, what qualifications—specifically in terms of relevant experience and education—will the Board prioritize in selecting a candidate?

- **Agenda Item 8 – Professional Services Contract**

Upon reviewing the proposed scope of work for Hess Solutions, LLC and comparing it to the responsibilities outlined in the current Superintendent's job description, there appears to be significant overlap. Please explain the necessity of hiring this firm and clarify what additional value or expertise it will provide beyond existing district leadership. Additionally, the proposal includes HR Policy and Procedure Development billed at \$100 per hour without a stated cap or estimated number of hours. We request that the Board provide an estimated total cost for this portion of the work.

- **Agenda Item 11 – Agreement Between Douglas County School District and Douglas County Professional Education Association (2025–2027)**

This agenda item appears to conflict with several discussion topics identified in the Hess Solutions, LLC study. For example, the study references potential compensation reductions, increases to health insurance premiums and co-pays, and reevaluation of district contributions to PERS, while the DCPEA–DCSD contract presentation reflects proposed increases in these areas. How does the Board intend to reconcile these seemingly contradictory approaches?

- **Agenda Item 12 – Notice of Potential Layoff Due to Reduction in Force (NRS 288.1512)**

With respect to this item and any potential future layoffs affecting teachers or student support staff, what criteria will the Board use to determine reductions? Will decisions be based solely on seniority, or will job performance, qualifications, and merit also be considered?

- **Board of Trustees Information and Transparency**

In a prior email to each Board member, we requested that the "Meet the Board of Trustees" page on the DCSD website include more comprehensive information than a photograph alone. We respectfully renew this request. To date, only one Board member has provided details regarding their experience and education relevant to the responsibilities and decisions facing the district. Given the Board's emphasis on transparency, we believe the public should have access to this information for all trustees. Please advise when this information will be made available.

Thank you for your time and consideration.

Respectfully,

**Kevin and Colleen Julian**

**Public Comment from a District Parent**

Inbox

**'Dean Moore' via Dist - DCSD Board Members - Public**

10:39 AM (55  
minutes ago)

to board

Hi,

My name is Dean Moore. I am a father and uncle to students attending George Whittell High School. A significant determining factor in my decision to have my child attend this school is the fact that I was born and raised in Stateline, NV. Like my three older brothers, I attended Zephyr Cove Elementary, Kingsbury Middle School, and graduated from Whittell. My mother worked at Kingsbury Middle School.

Our community thrives because families in our area call these schools "home".

The thought of the district potentially closing these schools raises significant concerns. It could have a devastating effect on the community, driving long-term residents out of the area and harming Douglas County School District in ways that go beyond financial considerations. This isn't just about saving money by closing the Lake Schools to fund valley schools. This is about the impact on hundreds of students, families, and the local economy.

Personally, if the Lake schools were to close, our children would no longer attend school in Douglas County. The idea of busing students from the lake over Kingsbury during the winter months, when it typically snows between October and April, seems both impractical and unsafe. Currently, the bus schedules already take over an hour each way, with two buses running, and the logistics of transporting students in such conditions are difficult to comprehend.

Keeping Zephyr Cove and Whittell is essential to the livelihood of the students, staff and families who call this place home. Closing them would undermine the stability and future of our community and Douglas County.

Thank you for your time and consideration.

External

Inbox

Andrew Page <@gmail.com>

11:53 AM (3 hours ago)

to falvarado, dburns, mgneitin, sjansen, emiller, ywagstaf, mzinke, suptoffice

Hi There,

I am writing to have my voice added to the public comment for tonight's open comment, and wanted to ensure it arrived before the 12pm deadline we were given.

I am a father of an 18 month old, and my wife and I are hoping to have another child in the next year or two. We live in Zephyr Cove, and moved to this area before having kids with an eye to eventually putting our children through school down the street at Zephyr Elementary and Whittell High. Simply put, if these schools are no longer a viable option, or are no longer an option entirely, our alternative is not to send our children to school over the hill in Carson City. That is not a commute we are comfortable with any time of year, let alone the winter, and puts us too far away from being able to be at school if and when needed, and away from friends and relationships our children are building. **If the lake schools are ever consolidated, our alternative would be to consider sending our child to South Lake, or moving our family out of Douglas County altogether to a county with a school system we can be confident in.**

To that end, the idea of leaving this community is heartbreaking. Our neighbors are our family. Our neighbor across the street married my wife and I. Everyone watches each other's dogs, shovels each other's driveways, prepares meals for one another when people are sick. We trust any of our neighbors with our children. This community has become our life, and demonstrates the life and sense of community that is possible at the lake. Any consideration of closing the lake schools is a big red flag to any families considering moving to the Douglas County part of the lake that they are not wanted.

We've seen more youth enter into the neighborhood in the time we've lived here. We know the wonderful children at Tahoe Mountain Academy that are excited to see our children build friendships with through elementary school and high school. Those friendships become much more fragmented and challenging when the majority of your pupils live 45+ minutes away from the community you live in.

Aside from crippling our ability to continue to build a more complete and balanced community, in the long-term, this would certainly have negative impacts on property values and full time resident rates in Douglas County's lake communities, and these impacts need to be studied and factored into any financial assessment of the lake schools. Barton is building a new hospital in Stateline. Do we not want any of the corresponding nurses, doctors, and staff members to be able to send their kids to school here? What kind of impact will that have on Barton's ability to attract the doctors, nurses, and staff they need? Barton is making this community more complete by offering more immediate and thorough medical services. Now is not the time to take away from this community by closing or consolidating our schools.

Other people have brought to attention the concerning process by which the finances are being audited, the timing of the consultancy auditing Douglas County's finances with a report due in April, despite voting occurring in February, etc. These are extremely concerning and must be thoroughly looked into, with accountability as to why the timing of the consultancy was so badly botched, but my focus is on my community and the people I call family who live in our neighborhood.

Thank you for your consideration.

Andrew Page (36), Catherine Page (36), Cameron Page (18 months)

Dear Trustees and Superintendent,

Please accept this email as a formal public comment for inclusion in the official record, as I am unable to attend the meeting in person.

I am writing as a Douglas County resident and parent regarding the proposed consolidation or closure of Lake-area schools, including Zephyr Cove Elementary and George Whittell High School.

I want to be clear at the outset: our community understands the District faces financial pressure, and we do not deny the need for responsible cost control. What we are deeply concerned about is the **speed, basis, and reliability of the financial information** currently being used to justify irreversible decisions that would permanently damage our community.

Several points are critical and deserve to be formally on the record:

First, the financial data underpinning these proposals is not sufficiently reliable to support decisions of this magnitude. The District has acknowledged payroll and pension errors affecting teachers, audit (internal and external) surprises that were not forecast or flagged in advance, and a prolonged absence of a Chief Financial Officer. When fundamental controls and forecasting have demonstrably failed, it is neither prudent nor responsible to move directly to school closures without independent validation of the numbers and assumptions being relied upon.

Second, while I understand that a consultant has now been contracted to review the District's budget, I also understand that the Nevada Department of Taxation is expecting recommendations as early as January - only weeks after the consultant has begun work, and months before the end of their contracted engagement. Acting on partial findings halfway through a review process is not due diligence. It is a rush to judgment that risks locking the District into permanent and damaging decisions made on incomplete analysis and flawed assumptions.

Third, the per-pupil funding comparisons being used do not reflect the realities of Lake schools. Zephyr Cove and Whittell have already been consolidated into lean middle and high school operations. Shared resources look to be attributed only to Lake Schools. Capex and Opex numbers look to be missattributed and not amortized properly. Further consolidation would not represent efficiency gains (especially given the deed restrictions and associated costs of closure which are not reflected in the analyses); it would represent the dismantling of essential community infrastructure. Not only do the numbers you are using look wrong, the principle itself is flawed even if the numbers were right. Per-pupil averages obscure transportation costs, staffing constraints, special education realities, geographic isolation, and the fact that many assumed savings will not materialize in practice.

Fourth, the Board must fully account for second-order and permanent impacts. I understand that around 70% of families in the Basin have moved here from out of state. Many families, including mine, moved to the Lake community specifically because of these schools. If they close, we won't and other families will not simply transfer to Valley schools - there are not the jobs there. We and they will leave Douglas County entirely, most often just relocating down the highway to South Lake, California. That loss to Douglas County is permanent and includes students, skilled workers, healthcare professionals, local business owners, and long-term taxpayers. The resulting damage to the County's tax base and workforce will far exceed any short-term accounting savings, and be a death knell for a community already hollowed out by rising house prices & air BnB rentals and to be frank, the constant threat of school closures which has been hanging over us for many years now making it harder to enrol and retain students - ie this is exacerbating the challenges we have.

Fifth, this situation has not arisen from a sudden collapse in Lake enrollment. Lake-area enrollment declined many years ago yes, but has since stabilized and is now growing, and would grow quicker I am sure if we didn't have the threat of closure coming up every few years. The recent financial shock appears to be driven by district-wide enrollment decline, the end of "hold harmless" funding, and prior mismanagement. It is deeply concerning that Lake schools are being asked to absorb disproportionate and irreversible harm from failures that are so sudden and not of their making.

Finally, this raises a serious governance question that I ask the Board to address directly and on the record:

**How can the Board justify making permanent structural decisions based on financial data that has proven inconsistent, unclear, and insufficiently understood - particularly when audits failed to flag the severity of the situation, internal controls and forecasting were demonstrably inadequate, and a consultant-led review has barely started, and won't be completed let alone independently scrutinised and validated by the time recommendations are being demanded?**

Before taking any action to close or further consolidate Lake schools, I respectfully urge the Board to:

- • Pause irreversible decisions
- • Allow the contracted financial review to be completed in full and then opened to public scrutiny
- • Commission independent validation of the District's financial position and cost assumptions
- • Fully assess the long-term enrollment, workforce, and tax-base impacts of Lake school closures
- • Consider interim measures that do not permanently damage communities already operating lean

We are not asking the Board to ignore fiscal reality. We are asking the Board to ensure that decisions of this magnitude are grounded in verified data, sound analysis, and a full understanding of long-term consequences - not rushed reactions made midway through an incomplete and already challenged process.

Thank you for including this comment in the official record and for your consideration of the broader implications of these decisions.

Respectfully,

James Parker  
Douglas County, Nevada

**Public comment for school board**

Inbox

**Chris**

@

**via dcsd.k12.nv.us**

11:26 AM (3 hours ago)

to board

Hi,

I have questions regarding the financial numbers for per pupil and how the district does not seem to have a grasp of our financial situation as we have changed so drastically. I have grown up in this community as a kid and went to all the lake schools and now I have three boys that are in 4th, 2nd, and kindergarten. I am worried about their future and how much it could change. Our schools at the lake are already very efficient and almost too efficient at what they do for the limited amount of admin and teachers we have.

The questions I have are:

- It is my understanding that DCSD does not currently have a clear grasp of its financial position. **Should the District prioritize fixing its financial systems and controls before making irreversible decisions such as school closures and program cuts?**
- Community members have expressed concern regarding the accuracy and reliability of DCSD's current budget reports, particularly in light of acknowledged payroll errors and internal control weaknesses. **How does the District verify that its current budget reports accurately reflect its true financial position, and can DCSD confirm whether the budget figures being presented to the public are fully reconciled with underlying financial systems?**

Chris Pavich D.C.

Members of the Board, Superintendent and District Staff,

My name is Averi Pereira I am a mother to two children, one at Zephyr Cove Elementary and one at Whittell. I am the owner of a childcare center in Stateline where we send many of our graduates. I am a volunteer at the lake school and in the Tahoe community. My children have been attending the Lake schools since kindergarten. I am writing to express my deep concern regarding the potential consolidation or closure of schools serving the Lake communities. Such actions would raise serious environmental, safety, financial, and long-term economic concerns that I urge the Board to fully consider before making any decisions.

The Lake community has already consolidated schools. In 2008, Lake schools were consolidated in response to declining enrollment, resulting in Whittell now serving grades 6-12. Since that time, our community has continuously adapted and worked to support the District. To consolidate again would place an additional burden on a community that has already made significant sacrifices.

Consolidating or closing Lake schools would mean winter travel on U.S. Highway 50 and State Route 207. These routes are frequently hazardous, with extended closures due to severe weather or accidents. Transporting students over these routes on a daily basis presents unacceptable safety risks. I strongly urge the District to fully incorporate Nevada Department of Transportation traffic volume and crash data into its analysis.

Beyond safety and environmental impacts, closing Lake schools would harm Douglas County itself. Families are far less likely to move to or remain in Lake communities without access to local public schools. Many would turn to private schooling, homeschooling, or relocate outside the county altogether, accelerating enrollment decline and reducing District revenue. These secondary and long-term economic effects must be acknowledged and analyzed.

Notably, the District's own published findings indicate that enrollment at Lake schools has remained steady and is increasing, while enrollment in Valley schools is declining. It is difficult to reconcile these facts with proposals to close schools in communities where enrollment is growing. Closing Lake schools under these circumstances does not align with either demographic data or sound long-term planning.

The loss of local schools would also undermine broader community development efforts. Barton Hospital is in the process of expanding by adding a hospital in Stateline, Nevada.

Attracting and retaining qualified doctors, nurses, and healthcare professionals depends in part on the availability of local public schools. Without them, our community risks losing essential professionals and their families--an outcome that would negatively affect both public health and the local economy.

I am also concerned about the accuracy and transparency of the financial analyses being used to justify potential closures. Specifically:

- Per-pupil cost comparisons may be misleading when applied to rural and geographically isolated schools.
- Capital improvement needs, such as ADA upgrades at Whittell, appear to be treated as annual operating expenses, distorting site-to-site comparisons.
- Given that Nevada law recognizes the unique vulnerability of rural schools, it is questionable whether per-pupil cost alone constitutes a legally sound basis for closure decisions.

Before making irreversible decisions such as school closures, the Board should ensure the District's financial data, systems, and internal controls are accurate and reliable.

Finally, the per-pupil funding model adopted in 2019 is currently under statewide review due to its disproportionate impact on rural and unique communities like ours. With potential reforms actively being discussed, it would be premature to close Lake schools based on a funding structure that may soon change. I urge the Board to advocate for state-level solutions and to treat school closures as a last resort.

Thank you for your time and consideration of these concerns. I respectfully ask that the Board take a comprehensive, transparent, and community-centered approach before making any decision that would permanently affect Lakes schools and the families and communities they serve.

Sincerely,

A handwritten signature in black ink that reads "AVERI PEREIRA". The signature is written in a cursive, slightly slanted style. The letters are connected, and there are some loops and flourishes, particularly in the 'A' and 'E's. The signature is positioned above the printed name.

Averi Pereira

Email for public comment

External

Inbox

**Edmund Pillsbury** <@gmail.com>

10:47 AM (54  
minutes ago)

to suptoffice

Members of the Board, Superintendent, and District Staff,

My name is Edmund Pillsbury MD. I have been a resident of Douglas County for 13 years and am the father of four students at ZCES and Whittell High School. I am currently on the medical staff of Carson Valley Medical Center and Barton Memorial Hospital.

I am writing to express my dismay about the potential closure of the Lake Schools. My children have had and continue to have an incredibly enriching experience at the Lake Schools. The teachers, administrators, and coaches are dedicated to providing our children with a world class education and environment.

Closing either one of the schools would require my children to be in a bus / car for up to an hour each way commuting down to the valley schools. Not only is this incredibly dangerous from a practical standpoint it also wastes the valuable time of our children commuting. They will have less time for sports, enrichment, and academics. This will directly have a negative impact on their educational and emotional development. This will be an incredibly dislocating event for the children attending the Lake Schools as they won't be educated in the community they live in everyday.

Closing the lake schools will abandon the taxpayers of Douglas county that live at the lake. How do we expect young families to move to the lake and support the new hospital at Stateline and other businesses without a reasonable educational option for their children in the neighborhood?

The lake schools have already suffered consolidation once. Closing the lake schools because of a budget shortfall would implode the lake community and rob our children of their right to a solid public school education.

Please be conscientious of the dramatic effects this would have on our lives and the lives of our children.

Commuting down Kingsbury grade to the valley schools is NOT a reasonable alternative for our children.

Respectfully,  
Edmund Pillsbury MD  
Father / Physician / Douglas County Resident

From: 'Ryan Spittler' via Dist - DCSD Board Members - Public <[board@dcsd.k12.nv.us](mailto:board@dcsd.k12.nv.us)>

Date: December 17, 2025 at 10:15:39 AM PST

To: [board@dcsd.k12.nv.us](mailto:board@dcsd.k12.nv.us)

**Subject: Public Comment for Upcoming Board Meeting – Fiscal Accountability and Administrative Priorities**

Reply-To: Ryan Spittler <[board@dcsd.k12.nv.us](mailto:board@dcsd.k12.nv.us)>

Dear Members of the Douglas County School Board,

I am writing to submit public comment for the upcoming board meeting. I appreciate the difficult position the district is in, but I feel strongly that the current conversation is focusing on the *wrong solutions* before the *real problems* have been addressed.

**First and foremost: the district must get its financial house in order.**

Before any serious discussion of school closures or consolidations can happen, the district needs a clear, credible understanding of its finances - something that, based on what has been presented publicly, does not currently exist.

That starts with knowing exactly where money is coming from and how it is being allocated:

- Per-student funding
  - Valley vs. Lake allocations
  - Staffing costs tied to the correct schools
- Capital improvements and compliance costs (including ADA requirements) that should not be distorted into “per-student” comparisons

We have heard repeated examples of teachers being charged to the wrong schools, expenses allocated incorrectly, and capital improvement costs skewing operational narratives. These are not small bookkeeping issues - they fundamentally undermine the conclusions being drawn.

Major, irreversible decisions like closing or consolidating schools **cannot** be made without an accurate financial picture. Right now, that picture is incomplete at best.

If the district lacks the internal expertise to fix this, then the solution is to **hire the appropriate financial and accounting professionals** and address the root causes of mismanagement, not to rush toward cuts that permanently damage communities.

Additionally, any outside contractor brought in to analyze or “right-size” the district must be required to evaluate **all schools and the district as a whole**, not just target older facilities or specific communities while ignoring system-wide administrative growth.

**Which brings me to administration.**

The biggest red flag in all of this is not classroom costs - it is administration.

General administrative spending increased by **97% from FY22 to FY26**, including areas such as:

- Superintendent's office
- Front desk administration
  - Family engagement
  - Communications

Any serious financial review must start at the top. If nearly doubling administrative costs doesn't trigger immediate scrutiny, then the process itself is flawed.

**At the school level, the lake schools should be viewed as a model, not a problem.**

Three schools operating across two campuses with **one principal and one vice principal** is a clear example of efficiency. Rather than dismantling what works, the district should be asking why similar administrative consolidation has not been pursued at the valley schools.

**Finally, once financial mismanagement is corrected, a proper audit is completed, and reasonable internal changes are made, the district's focus should shift outward, not inward.**

The structural funding shortfall facing this district is not something families or small schools created. It is the result of state-level decisions by the legislature. After the district has demonstrated fiscal responsibility and credibility, the board should be aggressively pursuing state-level solutions to address those funding gaps.

Closing schools before doing this work sends the message that the district is willing to sacrifice communities instead of fixing its own systems.

I urge the board to slow down, demand accurate data, address administrative growth, and fix the financial foundation before taking actions that cannot be undone.

Thank you for your time and for considering this comment.

Respectfully,

Ryan Spitler  
Parent - Whittell High School

Fwd: DCSD public comment

External

Maureen Stamper < @gmail.com >

Thu, Dec 18, 12:06 PM  
(1 day ago)

to suptoffice

Inbox

Good evening,

I have lived and worked in Stateline and Zephyr Cove for 16 years and I have 3 children who currently attend Zephyr Cove Elementary School. They have all been there since kindergarten or pre K.

I attended the DCSD information meetings regarding further consolidation of the Lake Schools based on the declining enrollment numbers in 2018- a couple years prior to my oldest registering for kindergarten. I was really discouraged hearing about possible consolidation, further cuts to arts, music, sports, and extracurricular programs at the Lake Schools. As someone who attended the highest ranked public schools in the country in the suburbs of Washington D.C. and has a bachelor's degree in music, I could not see any Nevada public schools as a good option for my kids at that time. Over the next couple of years, with the help of other parents in the district, changes in administrative staff, and an increase and stabilization in enrollment numbers, I saw significant (and unexpected) improvements at the Lake Schools in the programs and opportunities offered to the students. We have an outstanding number of volunteers and parents who have all invested countless hours, energy, and resources into saving our schools. The support for our schools by the community was evident when the MPR at ZCES was packed full of attendees for the winter concert on a Tuesday afternoon.

Additionally, I became a single mom 2 and a half years ago and I felt it was very important to keep my kids at the same school and in the same community as so many other things were changing for them. I went from being their full-time care giver and a stay-at-home parent to working full time and volunteering as often as I could to keep some sense of normalcy for them. They have been through a lot in the past few years, and it would be unconscionable to put them through another major upheaval that they did not ask for. I won't commute 30-45 minutes to work every day so I can't expect them to ride a bus for that long to attend school, or leave and come home in the dark during the winter months. I had to do that in middle school and high school sitting in suburban DC traffic, it was miserable, and my attendance suffered. I wouldn't be able to attend school events, volunteer frequently, or be able to pick them up within 15 minutes if they get sick at school and were that far from where I work.

If our options become having to commute over Kingsbury to go to school, or switch to a school in South Lake Tahoe, I would likely choose going to school in South Lake Tahoe so we could continue to be in the same community.

Respectfully,  
Maureen Stamper

Members of the Board, Superintendent, and District Staff,

Thank you for taking the time to read my email for public comment. My name is Shannon Stevens. I am the mother of three Whittell students, a small business owner, a volunteer on the Whittell High School Boosters board, and a Lake Tahoe community member.

I am here to express deep concern regarding the potential closure of Zephyr Cove Elementary School and/or Whittell High School.

Closing one or both lake schools would require students to travel approximately 20 miles each way to their nearest elementary, middle, or high school—over a mountain pass that is routinely impacted by winter storms, chain controls, road closures, and serious accidents.

Beyond the safety risks, this extended daily commute represents significant time away from students' families, limits their ability to participate in after-school activities, and disrupts important routines. These factors directly affect students' social connections, emotional health, and overall mental well-being, particularly during the long winter months.

If these closures move forward, many families that I have spoken with have stated they will remove their children from the district entirely. This would result in a loss of enrollment and a corresponding reduction in the Area Attendance Adjustment funding, which I believe is primarily derived from the lake school students — creating long-term financial consequences that extend beyond the immediate budget cycle.

Additionally, it is my understanding that the land on which Whittell and Zephyr Cove schools sit was deeded by George Whittell specifically for educational purposes. Closing these schools jeopardizes the district's ability to continue using this land in alignment with that intent—an issue that deserves serious consideration. There would be no more Zephyr Cove beach parking that creates additional outside income for the entire school district.

It is also important to recognize that Whittell High School provides unique and valuable programming that cannot simply be relocated. Whittell's fire science program is the result of community partnerships and significant local fundraising, to include the installation of a helipad in coordination with the Tahoe Douglas Fire Protection District. This helipad will support the only fire helicopter in the Lake Tahoe Basin, providing regional wildfire response benefits well beyond the school itself. If Whittell closes, this program and infrastructure would no longer be viable.

The lake community has already faced consolidation. Kingsbury Middle School was closed in 2008 due to declining enrollment, and Whittell High School now serves grades 6–12. Further consolidation places a disproportionate burden on a rural community that has continuously adapted and supported the district.

Finally, district-published enrollment data shows that enrollment at the lake schools is steady and climbing, while enrollment in the valley is declining. Closing schools where enrollment is stable or increasing contradicts both the data and long-term planning principles. Barton is adding a new hospital to the Stateline, NV area. It would be a shame to lose out on qualified doctors, nurses, and other staff because the area cannot support these incoming families.

I respectfully urge the Board to pause, reconsider, and engage in meaningful collaboration with lake-area families before making a decision that could permanently damage our students' safety, educational access, and community trust.

Submission for public record at Dec 18 DCSD meeting

External

Inbox

Lindsay Townsend <@gmail.com>

Dec 18, 2025, 11:55 AM  
(1 day ago)

to board, falvarado, supoffice

My name is Lindsay Townsend and I am a parent of two Lake School students. My son is in 5th grade at Zephyr Cove and my daughter is in 8th grade at Whittell. We have lived in Lake Tahoe for 20 years, but made the move from South Lake Tahoe to Stateline (and the Lake Schools) in 2020 during COVID. We have been so happy with our schools and feel so fortunate to have landed here.

That being said, in the 5 years since we moved over to the Lake Schools, talk of our schools closing has been discussed and threatened several times. To be having this discussion yet again frankly is exhausting. In addition, this information inevitably gets around to the students as well, which makes everyone feel uneasy and adds extra stress. My daughter told me that yesterday during Spanish all the kids were talking about which school they would transfer to if Whittell did close. Most, if not all, said they would transfer to South Tahoe High.

From a parent's perspective, with only two years until my daughter will be driving herself to school, I would feel very uncomfortable with my teenage (new) driver going over Kingsbury Grade twice a day, not to mention in stormy/icy weather. We've already had multiple accidents on Kingsbury this season due to ice and it hasn't even snowed yet! From a safety standpoint, asking students and families to travel a long distance over a mountain pass in winter conditions is unsafe and unreasonable. My husband works in California so we would be able to send our children to California schools for free. Many families in Douglas County have at least one parent who works in California, so many others will have this option too. While this isn't what we want, this is what we would choose should Whittell be closed.

The Lake Schools have already been through consolidation and are running extremely efficiently with VERY limited resources, as you are aware. Our enrollment has stabilized and even the high school is looking more full than it has in many years. Additionally, our schools actually bring in positive cash flow with our beach parking and 4th of July parking programs. To eliminate this school while there is such good momentum would be terrible for the students, families, and the community as a whole. If consolidation must happen, I think it would be fair to ask a school in the Valley to do this, as I don't think any of them have been forced to consolidate in the past.

That being said, I would like to see the District and the Board exhaust all other options before considering consolidation of any of the schools. This feels like it should be the absolute last resort, as it will be hugely disruptive to everyone involved and could have a serious negative impact on the community (especially ours at the Lake). I would like to see the District and the Board get to a point where they fully understand the financials, how we got here, and some real concrete numbers associated with the budget cut options they are considering. As a taxpayer, it feels as though our money has been mismanaged by the District and now the District is threatening our schools and livelihoods as a result. This just doesn't feel fair. The cuts should be made from any place that wouldn't directly affect the students and families.

I also want to extend my gratitude to all of you. I realize that you probably didn't volunteer for the School Board thinking you would encounter something like this. You are likely working way harder than anticipated and I hope you know that you are valued and appreciated by the families in this District.

Thank you so much for all that you are doing. I hope we can find a fair resolution that works for everyone.

Sincerely,  
Lindsay Townsend

## Douglas County School District

### Voucher Detail Listing

Voucher Batch Number: 2662

01/08/2026

Fiscal Year: 2025-2026

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
1000BULBS.COM						
Check Group:						
4T LED VAPOR FIXTURE		1	25262223	INV1046758 12/18/2025	100.000.0000.000.2620.610.03000.50.421	\$79.52
SHIPPING		1	25262223	INV1046758 12/18/2025	100.000.0000.000.2620.610.03000.50.421	\$12.72
Check #: 179013						
PO/InvoiceTotal:						\$92.24
Vendor Total:						\$92.24
7UP/RC BOTTLING COMPANY OF RENO						
Check Group:						
SNAPPLE, DIET, Variety, 24/20 oz. "HS"		15	25261792	452016725 12/17/2025	600.000.0000.000.3100.610.03000.50.421	\$360.00
Check #: 179014						73
PO/InvoiceTotal:						\$360.00
Vendor Total:						\$360.00
ABC HEATING AND SHEET METAL						
Check Group:						
DOWNSPOUT FAB		1	25262245	11898 1/5/2026	100.000.0000.000.2620.610.03000.50.421	\$103.00
Check #: 179015						
PO/InvoiceTotal:						\$103.00
Vendor Total:						\$103.00
ACCOLADES						
Check Group:						
Silver 4x12 nameplate holders	3456	4	25262069	12125 12/12/2025	100.000.0000.000.2320.610.03000.50.421	\$76.00
Check #: 179016						
PO/InvoiceTotal:						\$76.00
Vendor Total:						\$76.00

## Douglas County School District

### Voucher Detail Listing

Voucher Batch Number: 2662

01/08/2026

Fiscal Year: 2025-2026

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
ACE HARDWARE	3550					
Check Group:						
ANCHOR		3	25262160	177995/1 12/16/2025	100.000.0000.000.2620.610.03000.50.421	\$3.87
ANCHOR		2	25262160	177995/1 12/16/2025	100.000.0000.000.2620.610.03000.50.421	\$2.58
ANCHOR		1	25262160	177995/1 12/16/2025	100.000.0000.000.2620.610.03000.50.421	\$1.29
					Check #: 179017	
						PO/InvoiceTotal: <u>          </u> \$7.74
Check Group:						
FASTENERS		2	25262217	177517/1 12/18/2025	100.000.0000.000.2620.610.03000.50.421	\$0.80
FASTENERS		6	25262217	177517/1 12/18/2025	100.000.0000.000.2620.610.03000.50.421	\$74 \$23.34
TUBE STRAP		1	25262217	177531/1 12/18/2025	100.000.0000.000.2620.610.03000.50.421	\$0.59
					Check #: 179017	
						PO/InvoiceTotal: <u>          </u> \$24.73
Check Group:						
STRETCH WRAP		1	25262243	178074/1 1/5/2026	100.000.0000.000.2620.610.03000.50.421	\$19.99
GLUE		1	25262243	178074/1 1/5/2026	100.000.0000.000.2620.610.03000.50.421	\$9.99
TAPE		1	25262243	178074/1 1/5/2026	100.000.0000.000.2620.610.03000.50.421	\$9.59
TAPE		1	25262243	178074/1 1/5/2026	100.000.0000.000.2620.610.03000.50.421	\$11.99
GLUE		2	25262243	178074/1 1/5/2026	100.000.0000.000.2620.610.03000.50.421	\$19.98

## Douglas County School District

### Voucher Detail Listing

Voucher Batch Number: 2662

01/08/2026

Fiscal Year: 2025-2026

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
TAPE		1	25262243	178074/1 1/5/2026	100.000.0000.000.2620.610.03000.50.421	\$11.99
TAPE		1	25262243	178074/1 1/5/2026	100.000.0000.000.2620.610.03000.50.421	\$11.99
FASTNERS		1	25262243	178099/1 1/5/2026	100.000.0000.000.2620.610.03000.50.421	\$5.49
FASTENERS		8	25262243	178102/1 1/5/2026	100.000.0000.000.2620.610.03000.50.421	\$43.92
LUBE		2	25262243	178102/1 1/5/2026	100.000.0000.000.2620.610.03000.50.421	\$39.98
LUBE		2	25262243	178102/1 1/5/2026	100.000.0000.000.2620.610.03000.50.421	\$27.98
Check #: 179017						
						75
PO/InvoiceTotal:						\$212.89
Vendor Total:						\$245.36
ALLISON MORIAN						
Check Group:						
Parent Gift: Craft Supplies		1	25262326	DEC 2025 1/7/2026	100.012.0000.100.1000.610.03201.10.421	\$8.03
Student Christmas gift		1	25262326	DEC 2025 1/7/2026	100.012.0000.100.1000.610.03201.10.421	\$24.00
Student Christmas gift and craft supplies		1	25262326	DEC 2025 1/7/2026	100.012.0000.100.1000.610.03201.10.421	\$18.47
Check #: 179018						
PO/InvoiceTotal:						\$50.50
Vendor Total:						\$50.50
AMAZON BUSINESS CAPITAL SVCS						
Check Group:						
Touch Display Pen		1	25261408	134X-R7CV-9VJP 12/30/2025	100.000.0000.430.1000.610.03504.30.421	\$19.08

## Douglas County School District

### Voucher Detail Listing

Voucher Batch Number: 2662

01/08/2026

Fiscal Year: 2025-2026

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Student Tampons		1	25261408	1M9J-W9NK-4W GY 12/30/2025	100.000.0000.430.1000.610.03504.30.421	\$84.66
Receipt Book		1	25261408	1M9J-W9NK-4W GY 12/30/2025	100.000.0000.430.1000.610.03504.30.421	\$6.64
Classroom Organizer Cart		1	25261408	1M9J-W9NK-4W GY 12/30/2025	100.000.0000.430.1000.610.03504.30.421	\$89.54
Triple Laptop Screen Extender		1	25261408	1M9J-W9NK-4W GY 12/30/2025	100.000.0000.430.1000.610.03504.30.421	\$181.99
Stapler (3 pack)		1	25261408	1M9J-W9NK-4W GY 12/30/2025	100.000.0000.430.1000.610.03504.30.421	\$9.03
Sensory Stickers		1	25261408	1M9J-W9NK-4W GY 12/30/2025	100.000.0000.430.1000.610.03504.30.421	\$15.99 76
Fidget Toys		1	25261408	1M9J-W9NK-4W GY 12/30/2025	100.000.0000.430.1000.610.03504.30.421	\$12.99
Scientific Calculators		20	25261408	1M9J-W9NK-4W GY 12/30/2025	100.000.0000.430.1000.610.03504.30.421	\$195.80
PBIS Earbuds		3	25261408	1M9J-W9NK-4W GY 12/30/2025	100.000.0000.430.1000.610.03504.30.421	\$50.94
Disposable Cups		1	25261408	1M9J-W9NK-4W GY 12/30/2025	100.000.0000.430.1000.610.03504.30.421	\$16.99
Presentation Remote		2	25261408	1M9J-W9NK-4W GY 12/30/2025	100.000.0000.430.1000.610.03504.30.421	\$19.98
Black Expo Markers		1	25261408	1M9J-W9NK-4W GY 12/30/2025	100.000.0000.430.1000.610.03504.30.421	\$23.49

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Digital Clock		1	25261408	1M9J-W9NK-4W GY 12/30/2025	100.000.0000.430.1000.610.03504.30.421	\$9.69
Manilla Folders		1	25261408	1M9J-W9NK-4W GY 12/30/2025	100.000.0000.430.1000.610.03504.30.421	\$14.00
Plastic Forks		1	25261408	1M9J-W9NK-4W GY 12/30/2025	100.000.0000.430.1000.610.03504.30.421	\$15.49
Plastic Spoons		1	25261408	1M9J-W9NK-4W GY 12/30/2025	100.000.0000.430.1000.610.03504.30.421	\$20.89
Check #: 179019						
PO/InvoiceTotal:						\$787.19
Check Group:						
Who is Shohei Ohtani?		1	25261711	134C-94CM-CJC K 1/7/2026	100.011.0000.000.2220.640.03205.10.421	\$15.30
Who is Taylor Swift?		1	25261711	134C-94CM-CJC K 1/7/2026	100.011.0000.000.2220.640.03205.10.421	\$14.93
Midnight on the Moon Graphic Novel- Magic Tree House		1	25261711	134C-94CM-CJC K 1/7/2026	100.011.0000.000.2220.640.03205.10.421	\$16.27
Little People Big Dreams- Kamala Harris		1	25261711	13WF-R4RQ-P7C X 1/7/2026	100.011.0000.000.2220.640.03205.10.421	\$15.95
A Waffle Lot of Love!		1	25261711	14YF-LKQF-MHC 4 1/7/2026	100.011.0000.000.2220.640.03205.10.421	(\$0.88)
The Day the Books Disappeared- Hardcover- S. Wagner- Library Book Order		1	25261711	16DJ-DV1K-TK9G 1/7/2026	100.011.0000.000.2220.640.03205.10.421	\$9.93
Yeti Is Not Ready for School		1	25261711	16DJ-DV1K-TK9G 1/7/2026	100.011.0000.000.2220.640.03205.10.421	\$14.10

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Grumpy Monkey School Stinks!: A Graphic Novel		1	25261711	16DJ-DV1K-TK9G 1/7/2026	100.011.0000.000.2220.640.03205.10.421	\$4.97
This Book is Dangerous!		1	25261711	16DJ-DV1K-TK9G 1/7/2026	100.011.0000.000.2220.640.03205.10.421	\$11.33
Everything's Wrong!: A Bear, A Hare, and Trouble Everywhere		1	25261711	16DJ-DV1K-TK9G 1/7/2026	100.011.0000.000.2220.640.03205.10.421	\$15.28
The Wild Robot on the Island		1	25261711	16DJ-DV1K-TK9G 1/7/2026	100.011.0000.000.2220.640.03205.10.421	\$8.01
Plastic Storage Bins, Extra Large- 6 pk		2	25261711	16DJ-DV1K-TK9G 1/7/2026	100.011.0000.000.2220.640.03205.10.421	\$79.98
Grumpy Monkey Freshly Squeezed: A Graphic Novel		1	25261711	16DJ-DV1K-TK9G 1/7/2026	100.011.0000.000.2220.640.03205.10.421	\$5.23
Who is Caitlin Clark?		1	25261711	16DJ-DV1K-TK9G 1/7/2026	100.011.0000.000.2220.640.03205.10.421	<del>\$13.99</del> 78
Who is Lionel Messi?		1	25261711	16DJ-DV1K-TK9G 1/7/2026	100.011.0000.000.2220.640.03205.10.421	\$11.19
Taylor Swift: The New York Times Best Seller		1	25261711	16DJ-DV1K-TK9G 1/7/2026	100.011.0000.000.2220.640.03205.10.421	\$5.74
Queen Elizabeth		1	25261711	16DJ-DV1K-TK9G 1/7/2026	100.011.0000.000.2220.640.03205.10.421	\$8.80
Steve Irwin		1	25261711	16DJ-DV1K-TK9G 1/7/2026	100.011.0000.000.2220.640.03205.10.421	\$5.95
Michael Jackson		1	25261711	16DJ-DV1K-TK9G 1/7/2026	100.011.0000.000.2220.640.03205.10.421	\$9.69
Princess Diana		1	25261711	16DJ-DV1K-TK9G 1/7/2026	100.011.0000.000.2220.640.03205.10.421	\$9.20
Prince		1	25261711	16DJ-DV1K-TK9G 1/7/2026	100.011.0000.000.2220.640.03205.10.421	\$9.03
PartyPooper: A Side-Splitting Birthday Disaster- Diary of a Whimpy Kid		3	25261711	16DJ-DV1K-TK9G 1/7/2026	100.011.0000.000.2220.640.03205.10.421	\$21.93

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Hot Mess: A Laugh Out Loud Summer Disaster- Diary of a Whimpy Kid		3	25261711	16DJ-DV1K-TK9G 1/7/2026	100.011.0000.000.2220.640.03205.10.421	\$16.44
Moon Rising: A Graphic Novel- Wings of Fire		1	25261711	16DJ-DV1K-TK9G 1/7/2026	100.011.0000.000.2220.640.03205.10.421	\$13.99
Winter Turning: A Graphic Novel- Wings of Fire		1	25261711	16DJ-DV1K-TK9G 1/7/2026	100.011.0000.000.2220.640.03205.10.421	\$9.30
Escaping Peril: A Graphic Novel- Wings of Fire		1	25261711	16DJ-DV1K-TK9G 1/7/2026	100.011.0000.000.2220.640.03205.10.421	\$9.67
Little People Big Dreams- Simone Biles		1	25261711	16DJ-DV1K-TK9G 1/7/2026	100.011.0000.000.2220.640.03205.10.421	\$8.49
Little People Big Dreams- Stan Lee		1	25261711	16DJ-DV1K-TK9G 1/7/2026	100.011.0000.000.2220.640.03205.10.421	\$14.28
Little People Big Dreams- Harry Styles		1	25261711	16DJ-DV1K-TK9G 1/7/2026	100.011.0000.000.2220.640.03205.10.421	\$15.99
Boo the Library Ghost		1	25261711	16DJ-DV1K-TK9G 1/7/2026	100.011.0000.000.2220.640.03205.10.421	\$8.08
Mistaco: A Tale of Tragedy y Tortillas		1	25261711	16DJ-DV1K-TK9G 1/7/2026	100.011.0000.000.2220.640.03205.10.421	\$8.37
I'm Sorry You Got Mad		1	25261711	16DJ-DV1K-TK9G 1/7/2026	100.011.0000.000.2220.640.03205.10.421	\$18.21
The Humble Pie (The Food Group)		1	25261711	16DJ-DV1K-TK9G 1/7/2026	100.011.0000.000.2220.640.03205.10.421	\$10.66
Jessi Ramsey- Pet Sitter: A Graphic Novel- The Baby-Sitters Club		1	25261711	16DJ-DV1K-TK9G 1/7/2026	100.011.0000.000.2220.640.03205.10.421	\$16.66
Dog Man: Big Jim Begins- A Graphic Novel		2	25261711	16DJ-DV1K-TK9G 1/7/2026	100.011.0000.000.2220.640.03205.10.421	\$11.06
Dog Man: Big Jim Believes- A Graphic Novel		2	25261711	16DJ-DV1K-TK9G 1/7/2026	100.011.0000.000.2220.640.03205.10.421	\$14.62
Pizza and Taco: Dare to Be Scared!		1	25261711	16DJ-DV1K-TK9G 1/7/2026	100.011.0000.000.2220.640.03205.10.421	\$4.72

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
The Snow Thief		1	25261711	16DJ-DV1K-TK9G 1/7/2026	100.011.0000.000.2220.640.03205.10.421	\$7.24
When Santa Wrote Back!: A Funny and Heartwarming Christmas Picture Book for Kids		1	25261711	16DJ-DV1K-TK9G 1/7/2026	100.011.0000.000.2220.640.03205.10.421	\$12.11
A Waffle Lot of Love!		1	25261711	1MQP-XWVT-J1Y 1/7/2026	100.011.0000.000.2220.640.03205.10.421	\$12.99
Talons of Power: A Graphic Novel- Wings of Fire		1	25261711	1MQP-XWVT-J1Y 1/7/2026	100.011.0000.000.2220.640.03205.10.421	\$24.99
Little People Big Dreams- Steven Spielberg		1	25261711	1TTF-PX6T-GRV 1/7/2026	100.011.0000.000.2220.640.03205.10.421	\$17.57
Talons of Power: A Graphic Novel- Wings of Fire		1	25261711	1VYX-XMCX-1DG 1/7/2026	100.011.0000.000.2220.640.03205.10.421	(\$0.77) 80
					Check #: 179019	
					PO/InvoiceTotal:	\$560.59
Check Group:						
SHARPIES		1	25261807	1MXW-QRJN-FC DH 12/30/2025	100.051.0000.100.1000.610.03501.30.421	\$20.87
SHARPIES FINE TIP		2	25261807	1MXW-QRJN-FC DH 12/30/2025	100.051.0000.100.1000.610.03501.30.421	\$10.00
COLORED PENCILS		1	25261807	1MXW-QRJN-FC DH 12/30/2025	100.051.0000.100.1000.610.03501.30.421	\$51.99
TAPE		1	25261807	1MXW-QRJN-FC DH 12/30/2025	100.051.0000.100.1000.610.03501.30.421	\$28.44
BELT		1	25261807	1MXW-QRJN-FC DH 12/30/2025	100.051.0000.100.1000.610.03501.30.421	\$26.49

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
REPLACEMENT BELT		1	25261807	1MXW-QRJN-FC DH 12/30/2025	100.051.0000.100.1000.610.03501.30.421	\$30.94
CUPS		1	25261807	1MXW-QRJN-FC DH 12/30/2025	100.051.0000.100.1000.610.03501.30.421	\$14.39
SUGAR		1	25261807	1MXW-QRJN-FC DH 12/30/2025	100.051.0000.100.1000.610.03501.30.421	\$19.68
ALKA SELTZER		1	25261807	1MXW-QRJN-FC DH 12/30/2025	100.051.0000.100.1000.610.03501.30.421	\$15.18
DOUBLE BUBBLE		1	25261807	1MXW-QRJN-FC DH 12/30/2025	100.051.0000.100.1000.610.03501.30.421	\$9.98
FORKS		1	25261807	1MXW-QRJN-FC DH 12/30/2025	100.051.0000.100.1000.610.03501.30.421	\$22.98 81
PLATES		1	25261807	1MXW-QRJN-FC DH 12/30/2025	100.051.0000.100.1000.610.03501.30.421	\$33.59
SYRUP		4	25261807	1MXW-QRJN-FC DH 12/30/2025	100.051.0000.100.1000.610.03501.30.421	\$19.68
CRISCO		2	25261807	1MXW-QRJN-FC DH 12/30/2025	100.051.0000.100.1000.610.03501.30.421	\$7.94
Check #: 179019						
PO/InvoiceTotal:						\$312.15
Check Group:						
DVD PLAYERS		4	25261808	1GTH-94GK-TWF P 12/30/2025	100.051.0000.100.1000.610.03501.30.421	\$360.52
LINED PAPER		1	25261808	1GTH-94GK-TWF P 12/30/2025	100.051.0000.100.1000.610.03501.30.421	\$74.76

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
PENCILS		1	25261808	1GTH-94GK-TWF P 12/30/2025	100.051.0000.100.1000.610.03501.30.421	\$62.22
SHARPIES		2	25261808	1GTH-94GK-TWF P 12/30/2025	100.051.0000.100.1000.610.03501.30.421	\$25.07
CONSTRUCTION PAPER		2	25261808	1GTH-94GK-TWF P 12/30/2025	100.051.0000.100.1000.610.03501.30.421	\$27.90
COLORED PENCILS		2	25261808	1GTH-94GK-TWF P 12/30/2025	100.051.0000.100.1000.610.03501.30.421	\$72.24
CRAYOLA MARKERS		2	25261808	1GTH-94GK-TWF P 12/30/2025	100.051.0000.100.1000.610.03501.30.421	\$100.33
Check #: 179019						<u>82</u>
PO/InvoiceTotal:						\$723.04
Check Group:						
USB CABLE		1	25261910	1FVQ-M6R4-FPT F 12/30/2025	100.051.0000.100.1000.610.03501.30.421	\$14.99
HEADPHONES		1	25261910	1VQD-P9M3-K4P 4 12/30/2025	100.051.0000.100.1000.610.03501.30.421	\$117.09
AA BATTERIES		1	25261910	1VQD-P9M3-K4P 4 12/30/2025	100.051.0000.100.1000.610.03501.30.421	\$9.34
AAA BATTERIES		1	25261910	1VQD-P9M3-K4P 4 12/30/2025	100.051.0000.100.1000.610.03501.30.421	\$20.55
KEYBOARD MOUSE SET		5	25261910	1VQD-P9M3-K4P 4 12/30/2025	100.051.0000.100.1000.610.03501.30.421	\$93.62
USB CABLE		3	25261910	1VQD-P9M3-K4P 4 12/30/2025	100.051.0000.100.1000.610.03501.30.421	\$42.12

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
ARDUINO BOARD		1	25261910	1VQD-P9M3-K4P 4 12/30/2025	100.051.0000.100.1000.610.03501.30.421	\$46.36
SCREWDRIVER KIT		6	25261910	1VQD-P9M3-K4P 4 12/30/2025	100.051.0000.100.1000.610.03501.30.421	\$30.12
DOCKING STATION		2	25261910	1VQD-P9M3-K4P 4 12/30/2025	100.051.0000.100.1000.610.03501.30.421	\$273.98
FLASH DRIVE		8	25261910	1VQD-P9M3-K4P 4 12/30/2025	100.051.0000.100.1000.610.03501.30.421	\$87.08
AP PREP BOOK		7	25261910	1VQD-P9M3-K4P 4 12/30/2025	100.051.0000.100.1000.610.03501.30.421	\$134.28
RASBERRY PI		2	25261910	1VQD-P9M3-K4P 4 12/30/2025	100.051.0000.100.1000.610.03501.30.421	\$27.34 83
Check #: 179019						
PO/InvoiceTotal:						\$896.87
Check Group:						
50 pcs wood slices		4	25261939	1LHP-WKMF-X7C M 12/30/2025	100.014.0000.100.1000.610.03206.10.421	\$61.00
Oil Pastels		1	25261939	1LHP-WKMF-X7C M 12/30/2025	100.014.0000.100.1000.610.03206.10.421	\$18.67
White Pastels		1	25261939	1LHP-WKMF-X7C M 12/30/2025	100.014.0000.100.1000.610.03206.10.421	\$13.98
Tagboard		3	25261939	1LHP-WKMF-X7C M 12/30/2025	100.014.0000.100.1000.610.03206.10.421	\$42.87
20 pk Legos (2T)		2	25261939	1LHP-WKMF-X7C M 12/30/2025	100.014.0000.100.1000.610.03206.10.421	\$35.98

Check #: 179019

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
PO/InvoiceTotal:						\$172.50
Check Group:						
PILOT The Better Ball Point Pen Refillable & Retractable Ballpoint Pens, Fine Point, Blue Ink, 6 PACK		2	25262033	1QV4-XMYM-DFV W 1/5/2026	100.000.0000.000.2510.610.03000.50.421	\$19.04
Check #: 179019						
PO/InvoiceTotal:						\$19.04
Check Group:						
Red White Twisty & Swirl Lollipops 32pk (16 Twist & 16 Swirl), Valentine's Day Lollipops Candy Individually Wrapped Bulk - Red Can...		3	25262034	16LN-3GGY-NWH Y 1/7/2026	100.015.0000.100.1000.610.03207.10.421	\$38.97
32 Pack Twist & Swirl Lollipops Suckers Individually Wrapped Bulk (16 Twist & 16 Swirl), St. Patrick's Day Candy Suckers, Green & White Twi...		3	25262034	16LN-3GGY-NWH Y 1/7/2026	100.015.0000.100.1000.610.03207.10.421	\$41.97
Something Blue Twisty & Swirl Lollipops 32pk (16 swirl &16twist) - Lollipops Candy Individually Wrapped Bulk for Wine Day - Candy Loll... by EORA		3	25262034	16LN-3GGY-NWH Y 1/7/2026	100.015.0000.100.1000.610.03207.10.421	\$41.97
Check #: 179019						
PO/InvoiceTotal:						\$122.91
Check Group:						
JOYIN Bubble Bottles 6/12/24/36PCS (4oz Solution), Bubbles Wand Bulk for Party Favors for Kids, Toddler Summer Outside Toys Gift for Kids (12)		1	25262040	13CD-JDKN-MJY P 12/30/2025	250.000.0000.200.1000.610.03000.50.421	\$17.81
Tul Retractable Gel Pens 0.5mm Needle Point, Blue 4/pk		6	25262040	13CD-JDKN-MJY P 12/30/2025	250.000.0000.200.2000.610.03000.50.421	\$41.76
TUL Retractable Gel Pens, Needle Point, 0.5 mm, Gray Barrel, Assorted Bright Ink Colors, Pack Of 8		1	25262040	13CD-JDKN-MJY P 12/30/2025	250.000.0000.200.2000.610.03000.50.421	\$14.49

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Amazon Basics Classification Folder with Prongs, Pressboard, 2 Dividers, 2-Inch Expansion, 12.17 x 10.67 inch (Letter) Size, Red, Pack of 10		2	25262040	13CD-JDKN-MJY P 12/30/2025	250.000.0000.200.2000.610.03000.50.421	\$29.98
WallDeca Academic Planner 2025-2026, Daily, Weekly & Monthly Planner, July 2025 - June 2026, Student Notes Pages, Twin-Wire Binding Day and Weekly Agenda for School & Work (8.5 x 11-Inches, Black)		1	25262040	13CD-JDKN-MJY P 12/30/2025	250.000.0000.200.1000.610.03000.50.421	\$9.49
TUL Retractable Gel Pens, Needle Point, 0.7 mm, Gray Barrel, Blue Ink, Pack of 12		2	25262040	19MH-WQH3-QW DW 12/30/2025	250.000.0000.200.2000.610.03000.50.421	\$39.04
Check #: 179019						
					PO/InvoiceTotal:	\$152.57
Check Group:						
Roast Ridge Single Serve Coffee pods, 100 ct		1	25262085	1NDF-7GHH-NJN J 12/30/2025	100.012.0000.100.1000.610.03201.10.421	\$39.51
The Original Donut Shop Keurig Single Serve K cup		1	25262085	1NDF-7GHH-NJN J 12/30/2025	100.012.0000.100.1000.610.03201.10.421	\$35.99
Check #: 179019						
					PO/InvoiceTotal:	\$70.60
Check Group:						
Magnetic rings fidget toy, 9 count		1	25262086	1KLH-TWMQ-N1J F 1/7/2026	100.017.0000.100.1000.610.03210.10.421	\$11.75
Check #: 179019						
					PO/InvoiceTotal:	\$11.75
Check Group:						
Chapin USA 16200 2-Gallon Made in USA Garden Pump Sprayer with Ergonomic Handle, Trigger Shut Off, Adjustable Cone Nozzle & in-Tank Filter, for Spraying Weeds, Insects, Fertilizers, Translucent White		1	25262120	1Y3R-4NVW-36R 4 12/30/2025	100.033.0000.920.1000.610.03302.20.421	\$24.99

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Real Clean 48 inch Microfiber Wet Mop Refill Pads for Flat Microfiber Mop Frames (Pack of 12)		1	25262120	1Y3R-4NVW-36R 4 12/30/2025	100.033.0000.920.1000.610.03302.20.421	\$142.95
Real Clean 48 inch Commercial Microfiber Mop Kit		1	25262120	1Y3R-4NVW-36R 4 12/30/2025	100.033.0000.920.1000.610.03302.20.421	\$82.50
Meister Premium Mat Tape for Wrestling, Grappling and Exercise Mats - Clear 24 Rolls (1 case)		2	25262120	1Y3R-4NVW-36R 4 12/30/2025	100.033.0000.920.1000.610.03302.20.421	\$299.90
Check #: 179019						
PO/InvoiceTotal:						\$550.34
Check Group:						
Walkie Talkie Covert Acoustic Tube Earpiece with Mic PTT Compatible with Motorola RDM2070d CP200 CP200d CLS1110 CLS1410 CLS1413 CLS1450 GP300 Radio (Pack of 10)		1	25262123	1797-61KP-HXHQ  1/6/2026	100.033.0000.100.1000.610.03302.20.421	\$26.99
Walkie Talkie Covert Acoustic Tube Earpiece with Mic PTT Compatible with Motorola RDM2070d CP200 CP200d CLS1110 CLS1410 CLS1413 CLS1450 GP300 Radio (Pack of 10)		1	25262123	1D3F-MCVW-P6K Q  1/6/2026	100.033.0000.100.1000.610.03302.20.421	(\$34.09)
Walkie Talkie Covert Acoustic Tube Earpiece with Mic PTT Compatible with Motorola RDM2070d CP200 CP200d CLS1110 CLS1410 CLS1413 CLS1450 GP300 Radio (Pack of 10)		1	25262123	1RQR-LW4L-JGD J  1/6/2026	100.033.0000.100.1000.610.03302.20.421	\$34.09
GoodQbuy 2Pcs Flexible Spring Air Tube Replacement Walkie Talkie Earphone Earpiece Coil Acoustic Air Tube for Two-Way Radio Headsets (White)		1	25262123	1RQR-LW4L-JGD J  1/6/2026	100.033.0000.100.1000.610.03302.20.421	\$7.59
Check #: 179019						
PO/InvoiceTotal:						\$34.58
Check Group:						
BROTHER CONT LENGTH PAPER		1	25262128	1H37-1DP4-JJWH  12/30/2025	100.051.0000.000.2220.610.03501.30.421	\$18.99
Check #: 179019						

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
						PO/InvoiceTotal: \$18.99
Check Group:						
Pediatric Eye Chart for Kindergarten child		1	25262146	1196-T6LK-FHCK 12/30/2025	100.012.0000.000.2130.610.03201.10.421	\$9.99
BCP Fasteners 100 Qty 1/4" x 1" 304 Stainless Steel Fender Washers		1	25262146	1196-T6LK-FHCK 12/30/2025	100.012.0000.000.2620.610.03201.10.421	\$13.90
Non-slip rubber chair leg caps, 24 pk		3	25262146	1196-T6LK-FHCK 12/30/2025	100.012.0000.000.2620.610.03201.10.421	\$50.97
Magnetic eye glass repairing kit, Eyeglass repair tool kit		1	25262146	1196-T6LK-FHCK 12/30/2025	100.012.0000.000.2130.610.03201.10.421	\$9.99
Check #: 179019						PO/InvoiceTotal: \$84.85 87
Check Group:						
TR-LIFE Plate Stands for Display - 6 Inch Stand + Metal Frame holder stand Picture, Decorative Plate, Book, Photo Easel (2 Pack)		4	25262159	1QH3-HPFP-H1M 12/30/2025	100.033.0000.000.2220.610.03302.20.421	\$39.96
MYNT3D ABS 3D Pen Filament Refill Pack (10 Color, 3m Each)		1	25262159	1QH3-HPFP-H1M 12/30/2025	100.033.0000.000.2220.610.03302.20.421	\$9.79
The Great Gatsby (Deluxe Hardbound Edition) (Fingerprint! Classics)		1	25262159	1QH3-HPFP-H1M 12/30/2025	100.033.0000.000.2220.640.03302.20.421	\$12.79
Check #: 179019						PO/InvoiceTotal: \$62.54
Check Group:						
Secura-60 minute Visual Countdown Timer- Blue- E. Benitez Del Real- PTO Teacher Allowance		1	25262195	19Q9-RRLD-KQH 1/7/2026	100.011.0000.100.1000.610.03205.10.421	\$15.49
Check #: 179019						PO/InvoiceTotal: \$15.49
Check Group:						

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1/3 pans		1	25262199	1qw9-tw99-htwr 1/6/2026	100.031.0000.300.1000.610.03301.20.421	\$37.99
adapter bars		1	25262199	1qw9-tw99-htwr 1/6/2026	100.031.0000.300.1000.610.03301.20.421	\$20.96
clear plastic lids		1	25262199	1qw9-tw99-htwr 1/6/2026	100.031.0000.300.1000.610.03301.20.421	\$32.66
Check #: 179019						
PO/InvoiceTotal:						\$91.61
Check Group:						
Orange wristbands		1	25262238	1xkw-l93t-9qpj 1/6/2026	100.031.0000.100.1000.610.03301.20.421	\$27.99
Post-Its		2	25262238	1xkw-l93t-9qpj 1/6/2026	100.031.0000.100.1000.610.03301.20.421	\$31.34
orange cardstock paper		1	25262238	1xkw-l93t-9qpj 1/6/2026	100.031.0000.100.1000.610.03301.20.421	88 \$17.99
Check #: 179019						
PO/InvoiceTotal:						\$77.32
Check Group:						
Hanukkah Bear		1	25262262	13C3-4DND-1NQ R 1/7/2026	100.013.0000.000.2220.640.03202.10.421	\$10.50
Dream		1	25262262	13C3-4DND-1NQ R 1/7/2026	100.013.0000.000.2220.640.03202.10.421	\$10.79
The North Star		1	25262262	13C3-4DND-1NQ R 1/7/2026	100.013.0000.000.2220.640.03202.10.421	\$10.82
Don't Rush Fish		1	25262262	13C3-4DND-1NQ R 1/7/2026	100.013.0000.000.2220.640.03202.10.421	\$11.41
Playing from the heart		1	25262262	13C3-4DND-1NQ R 1/7/2026	100.013.0000.000.2220.640.03202.10.421	\$11.73

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The Humble Pie		1	25262262	13C3-4DNV-1NQ R 1/7/2026	100.013.0000.000.2220.640.03202.10.421	\$11.99
The poppy Lady		1	25262262	13C3-4DNV-1NQ R 1/7/2026	100.013.0000.000.2220.640.03202.10.421	\$12.61
Dragons Can't eat snow cones		1	25262262	13C3-4DNV-1NQ R 1/7/2026	100.013.0000.000.2220.640.03202.10.421	\$13.82
You & Me		1	25262262	13C3-4DNV-1NQ R 1/7/2026	100.013.0000.000.2220.640.03202.10.421	\$13.93
The Smallest Girl of Christmas		1	25262262	13C3-4DNV-1NQ R 1/7/2026	100.013.0000.000.2220.640.03202.10.421	\$13.94
Thr flower Theif		1	25262262	13C3-4DNV-1NQ R 1/7/2026	100.013.0000.000.2220.640.03202.10.421	\$14.39 89
The 9 Candles of Hanukkah		1	25262262	13C3-4DNV-1NQ R 1/7/2026	100.013.0000.000.2220.640.03202.10.421	\$14.95
Just one Flake		1	25262262	13C3-4DNV-1NQ R 1/7/2026	100.013.0000.000.2220.640.03202.10.421	\$15.19
So Few of Me		1	25262262	13C3-4DNV-1NQ R 1/7/2026	100.013.0000.000.2220.640.03202.10.421	\$15.26
The Everything Tail		1	25262262	13C3-4DNV-1NQ R 1/7/2026	100.013.0000.000.2220.640.03202.10.421	\$15.99
How does Santa go down the chimney		1	25262262	13C3-4DNV-1NQ R 1/7/2026	100.013.0000.000.2220.640.03202.10.421	\$16.65
The Big snow		1	25262262	13C3-4DNV-1NQ R 1/7/2026	100.013.0000.000.2220.640.03202.10.421	\$18.66

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The snow theif		1	25262262	13C3-4DNV-1NQ R 1/7/2026	100.013.0000.000.2220.640.03202.10.421	\$7.24
Happy Dreamer		1	25262262	13C3-4DNV-1NQ R 1/7/2026	100.013.0000.000.2220.640.03202.10.421	\$7.33
The Girl who drank the moon		1	25262262	13C3-4DNV-1NQ R 1/7/2026	100.013.0000.000.2220.640.03202.10.421	\$7.49
Shmelf the Hanukkah Elf		1	25262262	13C3-4DNV-1NQ R 1/7/2026	100.013.0000.000.2220.640.03202.10.421	\$7.88
Fry Bread		1	25262262	13C3-4DNV-1NQ R 1/7/2026	100.013.0000.000.2220.640.03202.10.421	\$8.14
Little Red Sleigh		1	25262262	13C3-4DNV-1NQ R 1/7/2026	100.013.0000.000.2220.640.03202.10.421	\$8.54 90
Who would win complete series		1	25262262	13C3-4DNV-1NQ R 1/7/2026	100.013.0000.000.2220.640.03202.10.421	\$92.99
Hanukkah Pajamakkahs		1	25262262	1GGT-634J-3DF6 1/7/2026	100.013.0000.000.2220.640.03202.10.421	\$18.99
Check #: 179019						
PO/InvoiceTotal:						\$391.23
Check Group:						
INVOICE#1VGK-JXXX-9GMD HP COLOR LASERJET B5L37A TONER COLLECTION UNIT - LASER-COLOR		1	25262263	1vgk-jxxx-9gmd 1/8/2026	100.000.0000.000.2570.610.03000.50.421	\$23.00
Check #: 179019						
PO/InvoiceTotal:						\$23.00
Check Group:						
SZYUCHEN STEERING WHEEL COVER, BLACK, 14.5-15" (#534 & #533)		2	25262280	1NFP-YMT4-G6G 7 1/5/2026	100.000.0000.000.2650.619.03000.50.421	\$39.98

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
HUSKY LINERS WEATHERBEATER FLOOR MATS, FRONT ROW, 2-PC BLACK-18221 (#533)		1	25262280	1NFP-YMT4-G6G 7 1/5/2026	100.000.0000.000.2650.619.03000.50.421	\$80.99
HUSKY LINERS WEATHERBEATER FLOOR MATS, FRONT ROW, 2-PC BLACK-18231 (#534)		1	25262280	1NFP-YMT4-G6G 7 1/5/2026	100.000.0000.000.2650.619.03000.50.421	\$80.99
PROMOTIONS & DISCOUNTS		1	25262280	1NFP-YMT4-G6G 7 1/5/2026	100.000.0000.000.2650.619.03000.50.421	(\$4.00)
Check #: 179019						
PO/InvoiceTotal:						\$197.96
Check Group:						
ELECTRONIC SPECIALTIES 190 RELAY BUDDY AUTOMOTIVE RELAY TESTER		2	25262281	17H6-RPWY-GPV T 1/5/2026	100.000.0000.000.2730.619.03000.50.421	\$137.74
BRAUN 406416KS HYDRAULIC FLUID 1 QT, GENUINE BRANABILITY LIFT OIL FOR BRAUN WHEELCHAIR AND VEHICLE LIFTS		2	25262281	17H6-RPWY-GPV T 1/5/2026	100.000.0000.000.2730.619.03000.50.421	\$159.90
4PK 896H-1CH-S-R1 AUTOMOTIVE RELAY 12V 50A 5-PIN SPDT MINI ISO, SEALED & RESISTOR, 0.250" QUICK CONNECT		1	25262281	1XTC-F19D-H9F6 1/5/2026	100.000.0000.000.2730.619.03000.50.421	\$13.99
896H-1CH-S-R1 AUTOMOTIVE RELAY (PACK OF 4) 12VDC 50AMP 5-PIN RELAY QUICK CONNECT RELIABLE PERFORMANCE		1	25262281	1XTC-F19D-H9F6 1/5/2026	100.000.0000.000.2730.619.03000.50.421	\$16.99
Check #: 179019						
PO/InvoiceTotal:						\$328.62
Check Group:						
SUNEX TOOLS 216ZULD 1/2-INCH DRIVE 1/2-INCH 12-POINT DRIVELINE SOCKET		5	25262286	1F1M-JWJ7-LKM G 1/5/2026	100.000.0000.000.2730.619.03000.50.421	\$113.45

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
SUNEX TOOLS 2695 1/2 INCH DRIVE DRIVELINE LIMITED CLEARANCE SOCKET SET, 12-POINT, 9 PC METRIC 8MM-17MM, CR-MO STEEL, HEAVY DUTY STORAGE CASE		1	25262286	1X1F-DLYK-GLL R  1/5/2026	100.000.0000.000.2730.619.03000.50.421	\$141.94
SUNEX 212ZUDL 1/2-INCH DRIVE 3/8-INCH 12-POINT DRIVELINE SOCKET		6	25262286	1X1F-DLYK-GLL R 1/5/2026	100.000.0000.000.2730.619.03000.50.421	\$139.98
Check #: 179019						
PO/InvoiceTotal:						\$395.37
Check Group:						
SHARPIE S-GEL PENS, MEDIUM (0.7MM), 12 CT		2	25262287	1HVD-WNKR-9F NF 1/5/2026	100.000.0000.000.2730.610.03000.50.421	\$24.44
Check #: 179019						
PO/InvoiceTotal:						<del>92</del> \$24.44
Check Group:						
SMEAD PRESSBOARD FILE FOLDER WITH SAFESHIELD FASTENERS, 2 FASTENERS, 1/3 CUT TAB, 2" EXPANSION, LEGAL SIZE, GRAY/GREEN, 25 PER BOX (19934)		1	25262300	1MR6-JRHY-XRP D  1/5/2026	100.000.0000.000.2730.610.03000.50.421	\$69.73
Check #: 179019						
PO/InvoiceTotal:						\$69.73
Check Group:						
HYDRATION		1	25262324	16N4-1PK6-CKR6  1/6/2026	100.000.0000.000.2620.610.03000.50.421	\$28.90
LED		1	25262324	1HK9-H16C-G9G D 1/6/2026	100.000.0000.000.2620.610.03000.50.421	\$118.99
Check #: 179019						
PO/InvoiceTotal:						\$147.89
Check Group:						

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Vgoodall 50 pcs Small Gift Boxes 2x2x2" Mini Party Favor boxes		1	25262369	1KKQ-JGK4-MCY X 1/7/2026	100.052.0000.300.1000.610.03502.30.421	\$11.75
Master Feng Ravioli Stamp Maker Cutter w/Roller Wheel Set Mold w/wooden handle and Fluted edge pasta press		1	25262369	1KKQ-JGK4-MCY X 1/7/2026	100.052.0000.300.1000.610.03502.30.421	\$11.99
Col-Pary Cosplay Party Supplies Set-Wand Pencil black glasses w/Round Frame No Lenses for 12pcs ea.		1	25262369	1KKQ-JGK4-MCY X 1/7/2026	100.052.0000.300.1000.610.03502.30.421	\$13.59
LEGO Minifigures Harry Potter Fantastic Beasts Building kit 8 pcs		2	25262369	1KKQ-JGK4-MCY X 1/7/2026	100.052.0000.300.1000.610.03502.30.421	\$29.80
Lilmanta 4 pack pinstriped formail necktie set		1	25262369	1KKQ-JGK4-MCY X 1/7/2026	100.052.0000.300.1000.610.03502.30.421	\$14.99
Paper 2 eat edibles wafer paper sheets standard - .30mm-25sheets		1	25262369	1KKQ-JGK4-MCY X 1/7/2026	100.052.0000.300.1000.610.03502.30.421	\$16.82 93
Pack of 6 wax seal stamps - wooden hilt & wax seal stamp Harry Potter 6pcs ventage prints		1	25262369	1KKQ-JGK4-MCY X 1/7/2026	100.052.0000.300.1000.610.03502.30.421	\$17.99
Hanaive 100 pack table tennis balls multi colored 40mm plastic balls bulk		1	25262369	1KKQ-JGK4-MCY X 1/7/2026	100.052.0000.300.1000.610.03502.30.421	\$18.99
Organic Blue Spirulina Powder 30 Servings -100% vegan Protien		1	25262369	1KKQ-JGK4-MCY X 1/7/2026	100.052.0000.300.1000.610.03502.30.421	\$19.75
FengWu 2 pcs Acrylic Tube 3" 75mm od x2mm wall thinkness clear plastic pipe tube 15.5"		2	25262369	1KKQ-JGK4-MCY X 1/7/2026	100.052.0000.300.1000.610.03502.30.421	\$45.58
Fuljooy 120pcs rustic wood grain dessert paper plate 9"		1	25262369	1KKQ-JGK4-MCY X 1/7/2026	100.052.0000.300.1000.610.03502.30.421	\$23.99
Wax Seal Spoon Sealing Spoon w/wooden handel wax sealing stamp melting spoon wax seal warmer		1	25262369	1KKQ-JGK4-MCY X 1/7/2026	100.052.0000.300.1000.610.03502.30.421	\$5.99

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Portable smoke infuser gun w/wooden chip hose dome & drinking lid electric smoker machine for cocktails		1	25262369	1KKQ-JGK4-MCY X 1/7/2026	100.052.0000.300.1000.610.03502.30.421	\$54.87
Yoption 12 pcs sealing wax sticks w/wicks antique light gold totem fire manuscript seal for wax seal stamp		1	25262369	1KKQ-JGK4-MCY X 1/7/2026	100.052.0000.300.1000.610.03502.30.421	\$9.58
Trendables Plastic Bowls Disposable Bowls 24oz Set of 50 clear		1	25262369	1TF1-9C14-P9JD  1/7/2026	100.052.0000.300.1000.610.03502.30.421	\$59.39
Check #: 179019						
PO/InvoiceTotal:						\$355.07
Vendor Total:						\$6,698.24
AMCS GROUP INC - DOSSIER						
Check Group:						
DOSSIER DOD FUEL AND METER IMPORT, 5-FEB-2026 TO 4-MAY-2026		1	25262298	193170  1/5/2026	100.000.0000.000.2730.651.03000.50.421	\$1,194.41
DOSSIER DOD FULL USERS-PAID USERS, 5-FEB-2026 TO 4-MAY-2026		6	25262298	193170  1/5/2026	100.000.0000.000.2730.651.03000.50.421	\$1,054.38
Check #: 179020						
PO/InvoiceTotal:						\$1,166.79
Vendor Total:						\$1,166.79
AMERICAN EXPRESS						
Check Group:						
MIKE - SOUTHWEST AIRLINES - DHS GIRL'S BASKETBALL TO SAN DIEGO 20 x 464.30		1	25262386	01122026  1/7/2026	100.051.0000.920.1000.580.03501.30.421	\$9,286.00
MIKE - COURTYARD SAN DIEGO - DHS GIRLS BASKETBALL		1	25262386	01122026  1/7/2026	100.051.0000.920.1000.580.03501.30.421	\$1,646.18
MIKE - SEE'S CANDY FUNDRAISER		1	25262386	01122026  1/7/2026	100.051.0000.100.1000.610.03501.30.421	\$903.70

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MIKE - QUALITY INN - WRESTLING TO WINNEMUCCA		1	25262386	01122026 1/7/2026	100.051.0000.920.1000.580.03501.30.421	\$590.00
MIKE - SOUTHWEST AIRLINES - SOFTBALL TO LAS VEGAS - DEPOSIT		1	25262386	01122026 1/7/2026	100.051.0000.920.1000.580.03501.30.421	\$1,026.57
MIKE - BEST WESTERN FALLON - SPORTS TRAVEL HOTEL		1	25262386	01122026 1/7/2026	100.051.0000.920.1000.580.03501.30.421	\$1,824.69
MIKE - SOUTHWEST AIRLINES - DEPOSIT FOR SPORTS TRAVEL		1	25262386	01122026 1/7/2026	100.051.0000.920.1000.580.03501.30.421	\$796.81
MIKE - SOUTHWEST AIRLINES - DEPOSIT FOR SPORTS TRAVEL		1	25262386	01122026 1/7/2026	100.051.0000.920.1000.580.03501.30.421	\$1,104.00
MIKE - HOLIDAY INN - BOYS BASKETBALL EL DORADO HILLS		1	25262386	01122026 1/7/2026	100.051.0000.920.1000.580.03501.30.421	\$1,353.44 95
SEAN - COMFORT SUITES REDDING - BASKETBALL TOURNAMENT - EMPLOYEE		1	25262386	01122026 1/7/2026	100.052.0000.920.1000.580.03502.30.421	\$1,071.00
SEAN - COMFORT SUITES REDDING - BASKETBALL TOURNAMENT - STUDENTS		1	25262386	01122026 1/7/2026	100.052.0000.920.1000.519.03502.30.421	\$2,856.00
ASHLEY - NAEHCY - DUES RENEWAL		1	25262386	01122026 1/7/2026	100.000.0000.000.2192.810.03000.50.421	\$100.00
CHERYL - DELTA AIRLINES -CREDIT FOR CEC CONFERENCE CANCELLED TRIP		1	25262386	01122026 1/7/2026	280.639.0000.200.2213.580.03000.50.421	(\$1,700.91)
FRANKIE - OPENAI - MONTHLY SUBSCRIPTION FOR AI TOLOLS FOR ADMINS		1	25262386	01122026 1/7/2026	100.000.0000.000.2320.810.03000.50.421	\$20.00
HAILEY - GRAMMERLY - GRAMMAR ASSISTANCE FOR WEB POSTS		1	25262386	01122026 1/7/2026	100.000.0000.000.2322.610.03000.50.421	\$144.00
HAILEY - JIBJAB - ECARDS FOR WEBSITE		1	25262386	01122026 1/7/2026	100.000.0000.000.2322.610.03000.50.421	\$36.00

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
HAILEY - DESCRIPT - TRANSCRIPTION SERVICES FOR THE WEBSITE		1	25262386	01122026 1/7/2026	100.000.0000.000.2322.610.03000.50.421	\$24.00
HAILEY - ADOBE - WIDGETS FOR THE WEBSITE		1	25262386	01122026 1/7/2026	100.000.0000.000.2322.610.03000.50.421	\$49.99
SHANNON - SOUTHWEST AIRLINES - PORTRAIT OF A LEARNER		1	25262386	01122026 1/7/2026	100.000.0000.000.2190.580.03000.50.421	\$2,189.76
SHANNON - WISCONSIN CENTER FOR MADISON - WIDA MODELS FOR EL TEACHERS		1	25262386	01122026 1/7/2026	100.000.0000.420.1000.640.03000.50.421	\$1,280.00
SHANNON - AXOMO - HOPE SQUAD T-SHIRTS FOR MES		1	25262386	01122026 1/7/2026	100.000.0000.000.2190.610.03000.50.421	\$202.91
SHANNON - THE D LAS VEGAS - HOTEL FOR FUTURE LEARNER CONFERENCE		1	25262386	01122026 1/7/2026	100.000.0000.000.2210.580.03000.50.421	\$825.60 96
SHANNON - SP GREEN OUR PLANET - PDC IN-SERVICE CLASS		1	25262386	01122026 1/7/2026	100.000.0000.000.2210.610.03000.50.421	\$120.00

Check #: 179021

PO/InvoiceTotal: \$25,749.74

Vendor Total: \$25,749.74

ANNA WILLIS

Check Group:

ROLLS,PIE		2	25262210	THANKSGIVING SPED 12/30/2025	250.051.0000.200.1000.610.03501.30.421	\$13.98
PIE CRUST		1	25262210	THANKSGIVING SPED 12/30/2025	250.051.0000.200.1000.610.03501.30.421	\$2.50
FROZEN VEGIES		1	25262210	THANKSGIVING SPED 12/30/2025	250.051.0000.200.1000.610.03501.30.421	\$2.99

## Douglas County School District

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Fiscal Year: 2025-2026

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
CARROTS		1	25262210	THANKSGIVING SPED 12/30/2025	250.051.0000.200.1000.610.03501.30.421	\$2.99
WHITE ONION		1	25262210	THANKSGIVING SPED 12/30/2025	250.051.0000.200.1000.610.03501.30.421	\$0.76
TRISCUIT		1	25262210	THANKSGIVING SPED 12/30/2025	250.051.0000.200.1000.610.03501.30.421	\$4.29
ROASTER		1	25262210	THANKSGIVING SPED 12/30/2025	250.051.0000.200.1000.610.03501.30.421	\$6.49
SAND BAG		1	25262210	THANKSGIVING SPED 12/30/2025	250.051.0000.200.1000.610.03501.30.421	\$2.49
PLATES		1	25262210	THANKSGIVING SPED 12/30/2025	250.051.0000.200.1000.610.03501.30.421	\$5.99 97
FOIL		1	25262210	THANKSGIVING SPED 12/30/2025	250.051.0000.200.1000.610.03501.30.421	\$4.59
GALLON BAGS		1	25262210	THANKSGIVING SPED 12/30/2025	250.051.0000.200.1000.610.03501.30.421	\$4.99
CLN SCNT		1	25262210	THANKSGIVING SPED 12/30/2025	250.051.0000.200.1000.610.03501.30.421	\$6.99
TO REIMBURSE FOR WELCHS COCKTAIL		2	25262210	THANKSGIVING SPED 12/30/2025	250.051.0000.200.1000.610.03501.30.421	\$6.00
FRIED ONIONS		1	25262210	THANKSGIVING SPED 12/30/2025	250.051.0000.200.1000.610.03501.30.421	\$3.99
GREEN BEANS		2	25262210	THANKSGIVING SPED 12/30/2025	250.051.0000.200.1000.610.03501.30.421	\$1.98

## Douglas County School District

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
MAYO		1	25262210	THANKSGIVING SPED 12/30/2025	250.051.0000.200.1000.610.03501.30.421	\$6.49
GREEN BEANS		1	25262210	THANKSGIVING SPED 12/30/2025	250.051.0000.200.1000.610.03501.30.421	\$0.99
CRANBERRY		1	25262210	THANKSGIVING SPED 12/30/2025	250.051.0000.200.1000.610.03501.30.421	\$1.79
SOUP		1	25262210	THANKSGIVING SPED 12/30/2025	250.051.0000.200.1000.610.03501.30.421	\$1.25
CAN MILK		1	25262210	THANKSGIVING SPED 12/30/2025	250.051.0000.200.1000.610.03501.30.421	\$2.69
CHEESE		1	25262210	THANKSGIVING SPED 12/30/2025	250.051.0000.200.1000.610.03501.30.421	\$6.99
BUTTER		1	25262210	THANKSGIVING SPED 12/30/2025	250.051.0000.200.1000.610.03501.30.421	\$2.99
EGGS		1	25262210	THANKSGIVING SPED 12/30/2025	250.051.0000.200.1000.610.03501.30.421	\$2.98
SOUR CREAM		1	25262210	THANKSGIVING SPED 12/30/2025	250.051.0000.200.1000.610.03501.30.421	\$2.99
APPLES		1	25262210	THANKSGIVING SPED 12/30/2025	250.051.0000.200.1000.610.03501.30.421	\$5.49

Check #: 179022

PO/InvoiceTotal:	\$105.67
Vendor Total:	\$105.67

BALANCED GOVERNANCE SOLUTIONS

Check Group:

## Douglas County School District

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01/08/2026

Fiscal Year: 2025-2026

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
"Douglas County School District Balanced Governance Services Proposal 2025-26", Service #5: Finalize the Governance Policy and Handbook Review & Revision (1 in-person review & Handbook draft)		1	25262070	30002025	100.000.0000.000.2320.340.03000.50.421	\$3,500.00
				12/12/2025		
					Check #: 179023	
					PO/InvoiceTotal:	\$3,500.00
					Vendor Total:	\$3,500.00
<b>BIMBO BAKERIES USA</b>	<b>7100</b>					
Check Group:						
BREAD DELIEVERED TO SITES: CCMES 12/11/2025		1	25262236	64118190006494	600.000.0000.000.3100.630.03205.10.421	\$188.15
				12/19/2025		
PHES 12/11/2025		1	25262236	64118290006799	600.000.0000.000.3100.630.03209.10.421	\$113.45
				12/19/2025		99
ZCES 12/09/2025		1	25262236	64118990006677	600.000.0000.000.3100.630.03202.10.421	\$49.90
				12/19/2025		
					Check #: 179024	
					PO/InvoiceTotal:	\$351.50
Check Group:						
BREAD DELIVERED TO SITES: GES 12/18/2025		1	25262289	64118190006533	600.000.0000.000.3100.630.03201.10.421	\$99.70
				12/29/2025		
PHES 11/14/2025		1	25262289	64118290006687	600.000.0000.000.3100.630.03209.10.421	\$153.50
				12/29/2025		
DHS 12/09/2025		1	25262289	64118290006784	600.000.0000.000.3100.630.03501.30.421	\$135.50
				12/29/2025		
WHS 12/16/2025		1	25262289	64118990006733	600.000.0000.000.3100.630.03502.30.421	\$13.50
				12/29/2025		
					Check #: 179024	
					PO/InvoiceTotal:	\$402.20
					Vendor Total:	\$753.70

## Douglas County School District

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
BONANZA PRODUCE-63130	63130					
Check Group:						
PLWMS 10/30/2025		1	25262288	03860206-1 12/29/2025	600.000.0000.000.3100.630.03302.20.421	\$40.92
GES 12/01/2025		1	25262288	03868749 12/29/2025	600.000.0000.000.3100.630.03201.10.421	\$56.29
ZCES 12/08/2025		1	25262288	03870081 12/29/2025	600.000.0000.000.3100.630.03202.10.421	\$4.80
WHS 12/08/2025		1	25262288	03870082 12/29/2025	600.000.0000.000.3100.630.03502.30.421	\$26.75
PRODUCE DELIVERED TO SITES: CCMES 12/16/2025		1	25262288	03872363 12/29/2025	600.000.0000.000.3100.630.03205.10.421	\$44.98
GES 12/16/2025		1	25262288	03872364 12/29/2025	600.000.0000.000.3100.630.03201.10.421	\$22.09 100
JVES 12/16/2025		1	25262288	03872365 12/29/2025	600.000.0000.000.3100.630.03206.10.421	\$39.94
MES 12/16/2025		1	25262288	03872366 12/29/2025	600.000.0000.000.3100.630.03210.10.421	\$39.23
PHES 12/16/2025		1	25262288	03872367 12/29/2025	600.000.0000.000.3100.630.03209.10.421	\$33.84
SES 12/16/2025		1	25262288	03872368 12/29/2025	600.000.0000.000.3100.630.03207.10.421	\$38.88
CVMS 12/16/2025		1	25262288	03872370 12/29/2025	600.000.0000.000.3100.630.03301.20.421	\$50.54
PWLMS 12/16/2025		1	25262288	03872376 12/29/2025	600.000.0000.000.3100.630.03302.20.421	\$28.45
ZCES 12/15/2025		1	25262288	03872378 12/29/2025	600.000.0000.000.3100.630.03202.10.421	\$15.35
WHS 12/15/2025		1	25262288	03872379 12/29/2025	600.000.0000.000.3100.630.03502.30.421	\$32.14

Check #: 179025

## Douglas County School District

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
						PO/InvoiceTotal: <u>\$474.20</u>
						Vendor Total: <u>\$474.20</u>
BRADY INDUSTRIES						
Check Group:						
FOOD TRAY, 5 lb., 500 ct.		6	25262152	10999433 12/15/2025	600.000.0000.000.3100.610.03000.50.421	\$162.72
						Check #: 179026
						PO/InvoiceTotal: <u>\$162.72</u>
						Vendor Total: <u>\$162.72</u>
BUS WEST						
Check Group:						
410X/RIC 21829 KIT, CYL REPAIR (PISTON/GLAND AS133.99		2	25262157	XA410064312:01 12/16/2025	100.000.0000.000.2730.619.03000.50.421	\$267.98 101
OUTBOUND FREIGHT		1	25262157	XA410064312:01 12/16/2025	100.000.0000.000.2730.619.03000.50.421	\$35.76
						Check #: 179027
						PO/InvoiceTotal: <u>\$303.74</u>
Check Group:						
7% INVOICE CHARGE TO SPED		1	25262208	XA410064416:01 12/17/2025	250.000.0000.200.2730.619.03000.50.421	\$60.55
410F/TBB 204790 PUMP-BOOSTER GROCO 12V		2	25262208	XA410064416:01 12/17/2025	100.000.0000.000.2730.619.03000.50.421	\$864.98
7% INVOICE CHARGE TO SPED		1	25262208	XA410064416:01 12/17/2025	100.000.0000.000.2730.619.03000.50.421	(\$60.55)
						Check #: 179027
						PO/InvoiceTotal: <u>\$864.98</u>
						Vendor Total: <u>\$1,168.72</u>
CADA CENTRAL						
Check Group:						

## Douglas County School District

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Invoice # 168920 Amy Carter CADA Convention 3/4-6		1	25262115	168920 12/12/2025	100.033.0000.100.1000.580.03302.20.421	\$595.00
Invoice # 168923 Jennifer Worthington CADA Convention 3/4-6		1	25262115	168923 12/12/2025	100.033.0000.100.1000.580.03302.20.421	\$595.00
Invoice # 168924 Lauren Wilsey CADA Convention 3/4-6		1	25262115	168924 12/12/2025	100.033.0000.100.1000.580.03302.20.421	\$595.00
Check #: 179028						
PO/InvoiceTotal:						\$1,785.00
Vendor Total:						\$1,785.00
CAITLIN HERALD						
Check Group:						
Parking Pass Car #1 Tahoe Blue Event Center Hockey Game PBIS		1	25262295	TAHOE KNIGHTS 1/6/2026	100.000.0000.430.1000.610.03504.30.421	\$18.02 102
Parking Pass Car #1 Tahoe Blue Event Center Hockey Game PBIS		1	25262295	TAHOE KNIGHTS 1/6/2026	100.000.0000.430.1000.610.03504.30.421	\$18.02
PBIS Tahoe Hockey Game		14	25262295	TAHOE KNIGHTS 1/6/2026	100.000.0000.430.1000.610.03504.30.421	\$280.00
Check #: 179029						
PO/InvoiceTotal:						\$316.04
Vendor Total:						\$316.04
CAMELOT PARTY RENTALS INC						
Check Group:						
CHAIRS FOR GRADUATION		2800	25262205	718063 12/30/2025	100.051.0000.000.2400.442.03501.30.421	\$6,300.00
DAMAGE		1	25262205	718063 12/30/2025	100.051.0000.000.2400.442.03501.30.421	\$567.00
DELIVERY CHARGE		1	25262205	718063 12/30/2025	100.051.0000.000.2400.442.03501.30.421	\$700.00

## Douglas County School District

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
DISCOUNT		1	25262205	718063 12/30/2025	100.051.0000.000.2400.442.03501.30.421	(\$630.00)
Check #: 179030						
PO/InvoiceTotal:						\$6,937.00
Vendor Total:						\$6,937.00
CANON FINANCIAL SERVICES						
Check Group:						
TOTAL CONTRACT IS \$50.03 PER MONTH FOR 60 MONTHS - \$600.36 ANNUALLY		1	25260155	42302032 1/6/2026	100.000.0000.000.2730.442.03000.50.421	\$50.03
COPIES - B&W AND COLOR		1	25260155	42302032 1/6/2026	100.000.0000.000.2730.611.03000.50.421	\$20.90
Check #: 179031						
PO/InvoiceTotal:						\$70.93
Check Group:						
COPIER LEASE CURRICULUM		1	25260161	42302030 12/30/2025	100.000.0000.000.2212.442.03000.50.421	\$39.77
COPIER LEASE GRANTS		1	25260161	42302030 12/30/2025	100.000.0000.000.2191.442.03000.50.421	\$39.77
COPIER LEASE SUPERINTENDENT		1	25260161	42302030 12/30/2025	100.000.0000.000.2320.442.03000.50.421	\$39.77
COPIER LEASE BUSINESS SERVICES		1	25260161	42302030 12/30/2025	100.000.0000.000.2510.442.03000.50.421	\$39.77
COPIER LEASE HUMAN RESOURCES		1	25260161	42302030 12/30/2025	100.000.0000.000.2570.442.03000.50.421	\$39.77
COPIER LEASE ED SERVICES		1	25260161	42302030 12/30/2025	100.000.0000.000.2210.442.03000.50.421	\$39.77
COPIES CURRICULUM		1	25260161	42302030 12/30/2025	100.000.0000.000.2212.611.03000.50.421	\$35.00
COPIES GRANTS		1	25260161	42302030 12/30/2025	100.000.0000.000.2191.611.03000.50.421	\$15.00

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
COPIES SUPERINTENDENT		1	25260161	42302030 12/30/2025	100.000.0000.000.2320.611.03000.50.421	\$80.86
COPIES BUSINESS SERVICES		1	25260161	42302030 12/30/2025	100.000.0000.000.2510.611.03000.50.421	\$35.00
COPIES HUMAN RESOURCES		1	25260161	42302030 12/30/2025	100.000.0000.000.2570.611.03000.50.421	\$80.00
COPIES AREA 4		1	25260161	42302030 12/30/2025	100.000.0000.000.2210.611.03000.50.421	\$70.00
COPIER LEASE CURRICULUM		1	25260161	42302049 12/30/2025	100.000.0000.000.2212.442.03000.50.421	\$23.84
COPIER LEASE GRANTS		1	25260161	42302049 12/30/2025	100.000.0000.000.2191.442.03000.50.421	\$23.84
COPIER LEASE SUPERINTENDENT		1	25260161	42302049 12/30/2025	100.000.0000.000.2320.442.03000.50.421	\$23.84 104
COPIER LEASE BUSINESS SERVICES		1	25260161	42302049 12/30/2025	100.000.0000.000.2510.442.03000.50.421	\$23.84
COPIER LEASE HUMAN RESOURCES		1	25260161	42302049 12/30/2025	100.000.0000.000.2570.442.03000.50.421	\$23.84
COPIER LEASE ED SERVICES		1	25260161	42302049 12/30/2025	100.000.0000.000.2210.442.03000.50.421	\$23.84
COPIES CURRICULUM		1	25260161	42302049 12/30/2025	100.000.0000.000.2212.611.03000.50.421	\$0.40
COPIES GRANTS		1	25260161	42302049 12/30/2025	100.000.0000.000.2191.611.03000.50.421	\$0.40
COPIES SUPERINTENDENT		1	25260161	42302049 12/30/2025	100.000.0000.000.2320.611.03000.50.421	\$0.40
COPIES BUSINESS SERVICES		1	25260161	42302049 12/30/2025	100.000.0000.000.2510.611.03000.50.421	\$0.40
COPIES HUMAN RESOURCES		1	25260161	42302049 12/30/2025	100.000.0000.000.2570.611.03000.50.421	\$0.41

**Douglas County School District**

**Voucher Detail Listing**

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
COPIES AREA 4		1	25260161	42302049 12/30/2025	100.000.0000.000.2210.611.03000.50.421	\$0.41
Check #: 179031						
PO/InvoiceTotal:						\$699.94
Check Group: INVOICE #42291360		1	25262207	42291360 12/30/2025	100.051.0000.100.1000.442.03501.30.421	\$266.48
Check #: 179031						
PO/InvoiceTotal:						\$266.48
Check Group: Contract Charge		1	25262229	42127713 1/6/2026	100.000.0000.430.1000.611.03504.30.421	\$172.16
Color 41,365		1	25262229	42127713 1/6/2026	100.000.0000.430.1000.611.03504.30.421	\$51.08
BW Copies 296.902 copies		1	25262229	42127713 1/6/2026	100.000.0000.430.1000.611.03504.30.421	\$69.31
Check #: 179031						
PO/InvoiceTotal:						\$293.39
Check Group: Contract Charge		1	25262252	42127721 1/6/2026	100.053.0000.100.1000.442.03503.30.421	\$45.89
BW Copies		1	25262252	42127721 1/6/2026	100.053.0000.100.1000.611.03503.30.421	\$142.55
Color Copies		1	25262252	42127721 1/6/2026	100.053.0000.100.1000.611.03503.30.421	\$42.90
Check #: 179031						
PO/InvoiceTotal:						\$231.34
Check Group: Contract Charge 12/1-12/31		1	25262331	42302041 1/6/2026	100.031.0000.100.1000.442.03301.20.421	\$729.68

## Douglas County School District

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Fiscal Year: 2025-2026

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Copy Charges 11/1-11/30		1	25262331	42302041 1/6/2026	100.031.0000.100.1000.611.03301.20.421	\$383.07
Check #: 179031						
PO/InvoiceTotal:						\$1,112.75
Check Group:						
Contract Charge 12/01/2025-12/31/2025		1	25262338	42302031 1/7/2026	100.033.0000.100.1000.442.03302.20.421	\$574.03
CL Maintenance Overage 11/1/2025-11/30/2025		1	25262338	42302031 1/7/2026	100.033.0000.100.1000.611.03302.20.421	\$229.14
BW Maintenance Overage 11/1/2025-11/30/2025		1	25262338	42302031 1/7/2026	100.033.0000.100.1000.611.03302.20.421	\$144.06
BW Maintenance Overage 11/1/2025-11/30/2025		1	25262338	42302031 1/7/2026	100.033.0000.100.1000.611.03302.20.421	\$36.49
BW Maintenance Overage 11/1/2025-11/30/2025		1	25262338	42302031 1/7/2026	100.033.0000.100.1000.611.03302.20.421	106 \$25.91
BW Maintenance Overage 11/1/2025-11/30/2025		1	25262338	42302031 1/7/2026	100.033.0000.100.1000.611.03302.20.421	\$73.54
Check #: 179031						
PO/InvoiceTotal:						\$1,083.17
Check Group:						
Contract Charge 12/1/2025-12/31/2025		1	25262339	42361945 1/7/2026	100.033.0000.100.1000.442.03302.20.421	\$289.98
Insurance Charge 12/1/2025-12/31/2025		1	25262339	42361945 1/7/2026	100.033.0000.100.1000.442.03302.20.421	\$21.87
Check #: 179031						
PO/InvoiceTotal:						\$311.85
Check Group:						
Contract Charge- 12/01/2025-12/31/2025- Inv #: 42302026		1	25262340	42302026 1/7/2026	100.011.0000.100.1000.442.03205.10.421	\$119.63

## Douglas County School District

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
BW Overage Charges- 11/1/2025-11/30/2025		1	25262340	42302026 1/7/2026	100.011.0000.100.1000.611.03205.10.421	\$14.31
Check #: 179031						
PO/InvoiceTotal:						\$133.94
Check Group:						
Contract Charge- 12/1/2025-12/31/2025- Inv#: 42302044		1	25262341	42302044 1/7/2026	100.011.0000.100.1000.442.03205.10.421	\$575.16
BW Overage Charges- 11/1/2025-11/30/2025		1	25262341	42302044 1/7/2026	100.011.0000.100.1000.611.03205.10.421	\$10.66
BW Overage Charges- 11/1/2025-11/30/2025		1	25262341	42302044 1/7/2026	100.011.0000.100.1000.611.03205.10.421	\$96.93
BW Overage Charges- 11/1/2025-11/30/2025		1	25262341	42302044 1/7/2026	100.011.0000.100.1000.611.03205.10.421	\$64.62
Color Overage Charges- 11/1/2025-11/30/2025		1	25262341	42302044 1/7/2026	100.011.0000.100.1000.611.03205.10.421	\$107 \$31.16
Check #: 179031						
PO/InvoiceTotal:						\$778.53
Check Group:						
Contract Charge 12/1/25-12/31/25 Mono		1	25262355	42302027 1/7/2026	250.000.0000.200.2000.442.03000.50.421	\$171.40
Check #: 179031						
PO/InvoiceTotal:						\$171.40
Check Group:						
BW Overage 11/1/25-11/30/25		1	25262356	42302036 1/7/2026	250.000.0000.200.2000.611.03000.50.421	\$8.27
CL Overage 11/1/25-11/30/25		1	25262356	42302036 1/7/2026	250.000.0000.200.2000.611.03000.50.421	\$77.44
Contract Charge 12/1/25-12/31/25 Toler		1	25262356	42302036 1/7/2026	250.000.0000.200.2000.442.03000.50.421	\$168.43
Check #: 179031						

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
						PO/InvoiceTotal: <u>          </u>
						\$254.14
Check Group:						
BW & CL Maintenance Overages 11/1-11/30	1	25262367	42302046	42302046 1/7/2026	100.013.0000.100.1000.611.03202.10.421	\$278.08
Contract Charges 12/1-12/21	1	25262367	42302046	42302046 1/7/2026	100.013.0000.100.1000.442.03202.10.421	\$496.73
						Check #: 179031
						PO/InvoiceTotal: <u>          </u>
						\$774.81
Check Group:						
BW & CL Maintenance Overages 11/1-11/30	1	25262368	42302042	42302042 1/7/2026	100.052.0000.100.1000.610.03502.30.421	\$199.27
Contract Charges 12/1-12/31	1	25262368	42302042	42302042 1/7/2026	100.052.0000.100.1000.442.03502.30.421	\$610.01
						108
						Check #: 179031
						PO/InvoiceTotal: <u>          </u>
						\$809.28
						Vendor Total: <u>          </u>
						\$6,991.95
CAROLYN PORTER LLC						
Check Group:						
Title IA - Carolyn Porter Invoice # 4 - Dated - 12/15/25 - Invoice Dates - 12/01/25 - 12/11/25	1	25262174	12152025	12152025 12/15/2025	280.633.0000.100.1000.971.03000.50.421	\$3,205.09
						Check #: 179032
						PO/InvoiceTotal: <u>          </u>
						\$3,205.09
Check Group:						
Invoice Dated 10/20/25 for services performed 10/21-28/2025	1	25262266	OCT 2025	OCT 2025 12/30/2025	280.633.0000.100.1000.971.03000.50.421	\$1,260.00
						Check #: 179032
						PO/InvoiceTotal: <u>          </u>
						\$1,260.00
Check Group:						

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Carolyn Porter Invoice Dated: 01/05/26		1	25262358	01052026 1/6/2026	280.633.0000.100.1000.971.03000.50.421	\$450.00
					Check #: 179032	
					PO/InvoiceTotal:	\$450.00
					Vendor Total:	\$4,915.09
CORINA THORNE						
Check Group:						
Contracted BCBA 10/29/25 Consult Serv.		0.75	25262111	002 12/12/2025	250.000.0000.200.2000.340.03000.50.421	\$56.25
Consult Serv. 11/2/25		0.75	25262111	002 12/12/2025	250.000.0000.200.2000.340.03000.50.421	\$56.25
Consult Serv. 11/3/25		0.5	25262111	002 12/12/2025	250.000.0000.200.2000.340.03000.50.421	\$37.50
Consult. Serv. 11/4/25		0.25	25262111	002 12/12/2025	250.000.0000.200.2000.340.03000.50.421	109 \$18.75
Consult. Serv. 11/5/25		1.5	25262111	002 12/12/2025	250.000.0000.200.2000.340.03000.50.421	\$112.50
Consult Serv. 11/6/25		1	25262111	002 12/12/2025	250.000.0000.200.2000.340.03000.50.421	\$75.00
Consult Serv. 11/14/25		1.25	25262111	002 12/12/2025	250.000.0000.200.2000.340.03000.50.421	\$93.75
Consult Serv. 11/15/25		1.25	25262111	002 12/12/2025	250.000.0000.200.2000.340.03000.50.421	\$93.75
Consult Serv. 11/17/25		2	25262111	002 12/12/2025	250.000.0000.200.2000.340.03000.50.421	\$150.00
Consult Serv. 11/19/25		4	25262111	002 12/12/2025	250.000.0000.200.2000.340.03000.50.421	\$300.00
Consult Serv. 11/20/25		1.25	25262111	002 12/12/2025	250.000.0000.200.2000.340.03000.50.421	\$93.75
Consult Serv. 11/24/25		0.5	25262111	002 12/12/2025	250.000.0000.200.2000.340.03000.50.421	\$37.50

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Consult Serv. 12/8/25		1.5	25262111	002 12/12/2025	250.000.0000.200.2000.340.03000.50.421	\$112.50
Check #: 179033						
PO/InvoiceTotal:						\$1,237.50
Vendor Total:						\$1,237.50
CRYSTAL DAIRY FOODS						
Check Group:						
ICE CREAM, Cyclone Cone, 1/24 ct. "A"		50	25262132	93755 12/23/2025	600.000.0000.000.3100.610.03000.50.421	\$832.00
ICE CREAM, Crumbled Cookie Bar, 4/24 ct. "A"		10	25262132	93755 12/23/2025	600.000.0000.000.3100.610.03000.50.421	\$611.50
Check #: 179034						
PO/InvoiceTotal:						\$1,443.50
Check Group:						
JVES 11/25/2025		1	25262237	93604 12/19/2025	600.000.0000.000.3100.630.03206.10.421	\$60.17
CVMS 12/03/2025		1	25262237	93733 12/19/2025	600.000.0000.000.3100.630.03301.20.421	\$316.12
MES 12/03/2025		1	25262237	93738 12/19/2025	600.000.0000.000.3100.630.03210.10.421	\$324.33
DHS 12/10/2025		1	25262237	93845 12/19/2025	600.000.0000.000.3100.630.03501.30.421	\$386.51
CVMS 12/10/2025		1	25262237	93846 12/19/2025	600.000.0000.000.3100.630.03301.20.421	\$224.74
MILK DELIEVERED TO SITES: CCMES 12/10/2025		1	25262237	93847 12/19/2025	600.000.0000.000.3100.630.03205.10.421	\$532.69
SES 12/10/2025		1	25262237	93852 12/19/2025	600.000.0000.000.3100.630.03207.10.421	\$300.73
PWLMS 12/10/2025		1	25262237	93853 12/19/2025	600.000.0000.000.3100.630.03302.20.421	\$186.14

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
GES 12/10/2025		1	25262237	93854 12/19/2025	600.000.0000.000.3100.630.03201.10.421	\$395.44
MES 12/10/2025		1	25262237	93857 12/19/2025	600.000.0000.000.3100.630.03210.10.421	\$313.12
PHES 12/10/2025		1	25262237	93860 12/19/2025	600.000.0000.000.3100.630.03209.10.421	\$187.89
JVES 12/10/2025		1	25262237	93861 12/19/2025	600.000.0000.000.3100.630.03206.10.421	\$427.02
Check #: 179034						
PO/InvoiceTotal:						\$3,654.90
Check Group:						
WHS 12/15/2025		1	25262290	93905 12/29/2025	600.000.0000.000.3100.630.03502.30.421	\$63.73
MILK DELIEVERED TO SITES: SES 12/17/2025		1	25262290	93981 12/29/2025	600.000.0000.000.3100.630.03207.10.421	111 \$108.10
PWLMS 12/17/2025		1	25262290	93982 12/29/2025	600.000.0000.000.3100.630.03301.20.421	\$98.26
PHES 12/17/2025		1	25262290	93994 12/29/2025	600.000.0000.000.3100.630.03209.10.421	\$88.41
Check #: 179034						
PO/InvoiceTotal:						\$358.50
Vendor Total:						\$5,456.90
DAMASA MILLER						
Check Group:						
reimb Easy CBM subscription		1	25262268	EASYC ENDS 12-20-26 1/7/2026	100.017.0000.100.1000.653.03210.10.421	\$49.99
Check #: 179035						
PO/InvoiceTotal:						\$49.99
Vendor Total:						\$49.99

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DONNA BUDDINGTON						
Check Group:						
Counseling Services - Donna Buddington - 11/19/25 - 12/17/25 - 20145, 20139, 28644, 28646, 18749, 27199		1	25262240	12/17/25 27199 12/18/2025	280.688.0000.100.2213.340.03000.50.421	\$480.00
Counseling Services - Donna Buddington - 11/19/25 - 12/17/25 - 20145, 20139, 28644, 28646, 18749, 27199		1	25262240	12/3 12/17 18749 12/18/2025	280.688.0000.100.2213.340.03000.50.421	\$240.00
Counseling Services - Donna Buddington - 11/19/25 - 12/17/25 - 20145, 20139, 28644, 28646, 18749, 27199		1	25262240	12112025 28644 12/18/2025	280.688.0000.100.2213.340.03000.50.421	\$460.00
Counseling Services - Donna Buddington - 11/19/25 - 12/17/25 - 20145, 20139, 28644, 28646, 18749, 27199		1	25262240	121725 20139 12/18/2025	280.688.0000.100.2213.340.03000.50.421	\$480.00
Counseling Services - Donna Buddington - 11/19/25 - 12/17/25 - 20145, 20139, 28644, 28646, 18749, 27199		1	25262240	121725 20145 12/18/2025	280.688.0000.100.2213.340.03000.50.421	\$100.00 112
Counseling Services - Donna Buddington - 11/19/25 - 12/17/25 - 20145, 20139, 28644, 28646, 18749, 27199		1	25262240	121725 28646 12/18/2025	280.688.0000.100.2213.340.03000.50.421	\$480.00
					Check #: 179036	
					PO/InvoiceTotal:	\$2,240.00
					Vendor Total:	\$2,240.00
DOUGLAS HIGH SCHOOL						
Check Group:						
PEANUT BUTTER CUPS		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$5.97
MINTS		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$4.97
COOKIES		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$3.37

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PEPPERMINT		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$2.96
STRAWBERRY CANDY		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$1.47
PRETZELS		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$6.00
COOKIES		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$2.98
PEACH RINGS		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$1.48
MINT		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$1.78 1.13
ORANGES		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$5.97
JELLY BEANS		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$4.18
DOTS		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$2.48
NERDS		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$1.00
DOTS		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$9.55
TIP		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$12.00

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BANANAS		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$2.38
TOMATOES		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$6.93
JALAPENOS		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$0.58
VANILLA BEAN		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$11.28
BUSCUITS		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$7.36
PEPPERS		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$3.26 114
ALMOND MILK		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$5.93
CUCUMBERS		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$1.18
PLANTAIN		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$2.95
LIMES		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$4.98
PINEAPPLE		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$4.50
NAPA CABBAGE		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$4.37

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EGGPLANT		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$7.36
RADISH		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$5.94
PEPSI		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$2.00
LEMONADE		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$4.26
RED ONION		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$3.24
HABANEROS		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$2.97 115
PINEAPPLE JUICE		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$15.72
TIP		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$9.66
TO REIMBURSE CULINARY FOR BUTTERMILK		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$8.44
JALAPENO		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$0.37
VANILLA EXTRACT		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$5.72
GALLON BAGS		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$4.96

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POTATOES		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$3.64
BUTTERMILK POWDER		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$4.48
LEMONS		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$4.37
ORANGES		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$11.94
BASIL		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$5.34
TONIC WATER		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$4.85 116
TOMATOES		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$13.14
SHORTENING		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$12.36
SPARKLING WATER		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$13.08
RICE		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$7.63
OLD BAY		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$4.24
CHEESE		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$6.97

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PICKLES		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$2.97
PICKLE SPEARS		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$2.48
JUICE		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$6.97
JUICE		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$4.12
ORANGE JUICE		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$4.34
SOUR CREAM		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	<del>\$2.74</del> 1.17
CHERRIES		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$2.86
RED BELL PEPPERS		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$1.48
CELERY		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$0.97
PARSLEY		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$2.14
POTATOES		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$4.54
LETTUCE		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$2.48

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
ONIONS		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$4.30
CHEESE		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$6.97
RASBERRIES		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$15.84
SMOOTHIE		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$7.48
BEETS		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$8.88
TURKEY		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$13.64 118
TURKEY		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$12.86
CLAMSHELL		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$1.78
ORANGES		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$5.97
LEMONS		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$8.74
CARROTS		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$4.77
TIP		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$15.00

## Douglas County School District

### Voucher Detail Listing

Voucher Batch Number: 2662

01/08/2026

Fiscal Year: 2025-2026

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
GARLIC		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$1.88
TORTILLAS		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$7.32
TOMATILLOS		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$4.60
CAKE MIX		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$2.94
FLOUR		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$13.71
PINTO BEANS		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$14.52 119
PINTO BEANS		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$3.76
TORTILLAS		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$17.22
STRAWBERRIES		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$11.44
GREEN BEANS		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$17.29
CHEESE		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$5.46
OREOS		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$11.88

## Douglas County School District

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01/08/2026

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
GRAHAM CRACKERS		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$12.48
MILK		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$7.06
JUICE		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$3.96
BROWN SUGAR		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$7.88
SUGAR		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$8.46
BUTTER		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$25.69 120
ONIONS		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$3.14
LETTUCE		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$7.72
STRAWBERRIES		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$17.64
HAM		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$29.70
HAM		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$29.70
LEMONS		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$4.37

## Douglas County School District

### Voucher Detail Listing

Voucher Batch Number: 2662

01/08/2026

Fiscal Year: 2025-2026

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
ORANGES		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$5.97
CRANBERRIES		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$5.82
EGGS		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$19.12
PEPPERS		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$10.56
PEPPERS		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$1.58
CILANTRO		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$3.32 121
TIP		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$15.65
TOMATILLOS		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$4.99
RED ONION		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$1.03
TOMATOES		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$2.97
OREO		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$11.96
SOUR CREAM		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$2.74

## Douglas County School District

### Voucher Detail Listing

Voucher Batch Number: 2662

01/08/2026

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
LIMES		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$4.98
CHEESE		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$18.20
REFRIED BEANS		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$11.28
BUTTER		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$25.69
MILK		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$11.01
PEPPERONI		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$2.88 1.22
PIZZA SAUCE		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$3.76
EGGS		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$9.56
LEMONS		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$4.37
CANDY CANES		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$9.00
CHEESE		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$6.96
TIP		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$8.00

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
JELLO		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$2.96
LINERS		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$4.96
CABBAGE		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$4.37
CUCUMBERS		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$1.14
RADISH		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$2.97
EGGPLANT		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$3.68 123
EDAMAME		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$2.78
CHEESE		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$7.97
SODA		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$3.32
CHEESE		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$13.94
SOUP		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$2.00
CHEESE		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$3.64

## Douglas County School District

### Voucher Detail Listing

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
SOUR CREAM		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$5.48
CUPCAKE LINERS		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$1.00
CANDY		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$5.98
FUDGE		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$3.13
LIME JELLO		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$0.98
HASH BROWNS		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$6.84 124
HAS BROWNS		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$6.84
BUTTER		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$7.34
STRAWBERRIES		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$2.86
LEMONS		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$4.37
TIP		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$9.82
CLEANSER		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$2.24

## Douglas County School District

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
BROCOLLI		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$5.30
SQUASH		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$1.72
ZUCHINNI		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$2.62
SOUR CREAM		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$2.74
CLEANSER		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$6.72
AA BATTERIES		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$5.27 125
GREEN BEANS		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$3.87
CHEESE		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$4.34
CREAM		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$3.27
CHEESE		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$4.63
CRACKERS		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$2.08
PEPPERS		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$1.58

**Douglas County School District**

**Voucher Detail Listing**

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
CARNE PICATA		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$14.55
POTATOES		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$4.48
LAMB		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$8.55
TIP		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$4.75
SUGAR		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$39.93
DETERGENT		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$249.33 126
SANITIZER		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$230.85
GALLON BAG		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$24.09
BAG		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$33.19
GLOVES		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$49.39
SUGAR		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$38.39
containers		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$77.39

**Douglas County School District**

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
glove		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$57.29
flour		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$47.36
SUGAR		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$96.68
GLOVE		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$49.79
BUTTER		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$82.56
EGGS		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$52.42 127
CR CHEESE		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$12.55
CHICKEN BREAST		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$50.54
FUEL		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$7.00
STRAWBERRY PERSERVES		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$6.28
CANDY		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$3.82
APRICOTS		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$21.96

**Douglas County School District**

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
ALMONDS		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$22.44
ALMOND FLOUR		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$13.36
PINE NUTS		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$15.08
SOUR PATCH		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$1.00
WALNUTS		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$10.56
ALMOND PASTE		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$22.52 128
MARSHMELLOWS		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$4.68
RICE KRISPYS		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$4.98
WHIPPING CREAM		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$15.54
MARSHMELLOWS		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$6.72
CANDY CANES		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$5.98
OREOS		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$3.96

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
GUMMY BEARS		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$1.97
JOLLY RANCHER		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$3.48
SUGAR CONES		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$2.37
WAFFLE CONES		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$2.57
PRETZELS		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$3.00
SWEETTARTS		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$3.97 129
MARSHMELLOWS		1	25262222	WALMART CULINARY 12/30/2025	100.051.0000.300.1000.610.03501.30.421	\$2.91

Check #: 179037

PO/InvoiceTotal: \$2,465.06

Vendor Total: \$2,465.06

DWIGHT E MACHUTTA

Check Group:

FABRICATE 2" BLACK NUMBERS: 533, 534, 516P, 533P		1	25262273	12182025 1/5/2026	100.000.0000.000.2650.619.03000.50.421	\$75.00
14" ROUND LOGO VINYL STICKERS		4	25262273	12182025 1/5/2026	100.000.0000.000.2650.619.03000.50.421	\$160.00

Check #: 179038

PO/InvoiceTotal: \$235.00

Vendor Total: \$235.00

FIRE SERVICE CENTER

**Douglas County School District**

**Voucher Detail Listing**

Voucher Batch Number: 2662

01/08/2026

Fiscal Year: 2025-2026

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Check Group:						
KIDDIE		1	25262322	15964s 1/6/2026	100.000.0000.000.2620.492.03000.50.421	\$200.00
FUSIBLE LINK		2	25262322	15964s 1/6/2026	100.000.0000.000.2620.492.03000.50.421	\$40.00
Check #: 179039						
						PO/InvoiceTotal: <u>\$240.00</u>
						Vendor Total: \$240.00
FIRST CHOICE SERVICES						
Check Group:						
BLANKET PO FOR 5 GAL PURIFIED WATER AND DELIVERY CHARGE FOR FLEET MAINENANCE, ESTIMATED AT 6 BOTTLES PER MONTH @ \$10.95/MO X 12 MONTHS AND DELIVERY CHARGE @ \$7.95 PER MONTH X 12 MONTHS FOR 2025-2026 SCHOOL YEAR		1	25260057	RE-930310 1/5/2026	100.000.0000.000.2730.610.03000.50.421	\$62.70 130
BLANKET PO FOR 5 GAL PURIFIED WATER FOR TRANSPORTATION DEPT, ESTIMATED AT 6 BOTTLES PER MONTH @ \$10.95/MO X 12 MONTHS FOR 2025-2026 SCHOOL YEAR		1	25260057	RE-930310 1/5/2026	100.000.0000.000.2720.610.03000.50.421	\$87.60
Check #: 179040						
						PO/InvoiceTotal: <u>\$150.30</u>
Check Group:						
Delivery Charge		1	25262259	RE-935323 12/30/2025	250.000.0000.200.2000.610.03000.50.421	\$6.95
Purified Bottled Water 5 G10.95AL		5	25262259	RE-935323 12/30/2025	250.000.0000.200.2000.610.03000.50.421	\$54.75
Check #: 179040						
						PO/InvoiceTotal: <u>\$61.70</u>
Check Group:						

## Douglas County School District

### Voucher Detail Listing

Voucher Batch Number: 2662

01/08/2026

Fiscal Year: 2025-2026

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
PURIFIED BOTTLED WATER 5 GALLON FOR SNP OFFICE		3	25262277	RE-930300 12/23/2025	600.000.0000.000.3100.612.03000.50.421	\$32.85
Check #: 179040						
PO/InvoiceTotal:						\$32.85
Check Group:						
Water at warehouse		4	25262299	RE-930299 12/30/2025	100.000.0000.000.2520.610.03000.50.421	\$43.80
Check #: 179040						
PO/InvoiceTotal:						\$43.80
Check Group:						
Water cooler rental at warehouse		1	25262330	RE-978692 1/5/2026	100.000.0000.000.2520.442.03000.50.421	\$14.95
Maintenance Recovery		1	25262330	RE-978692 1/5/2026	100.000.0000.000.2520.610.03000.50.421	\$0.75
Check #: 179040						
PO/InvoiceTotal:						\$15.70
Vendor Total:						\$304.35
FLEET MAINTENANCE DCSD						
Check Group:						
CLS trip Gardnerville Health & Rehab 19 miles		19	25262233	12092025 DHS 12/30/2025	280.639.0000.200.2700.510.03000.50.421	\$66.50
Check #: 179041						
PO/InvoiceTotal:						\$66.50
Check Group:						
CLS trip to Minden Post Office A.Koeppen		11	25262234	DHS 11242025 12/30/2025	280.639.0000.200.2700.510.03000.50.421	\$38.50
Check #: 179041						
PO/InvoiceTotal:						\$38.50
Check Group:						

## Douglas County School District

### Voucher Detail Listing

Voucher Batch Number: 2662

01/08/2026

Fiscal Year: 2025-2026

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Vehicle #508 PBIS Hockey Game @ Tahoe Blue Event Center		1	25262235	11202025 ASPIRE 1/5/2026	100.000.0000.430.1000.442.03504.30.421	\$192.50
Vehicle #541 PBIS Hockey Game @ Tahoe Blue Event Center		1	25262235	11202025 ASPIRE 1/5/2026	100.000.0000.430.1000.442.03504.30.421	\$192.50
Check #: 179041						
PO/InvoiceTotal:						\$385.00
Check Group:						
DHS Inclusive Ed A. Willis Walmart Gardnerville		18	25262314	12192025 DHS IED 1/7/2026	280.639.0000.200.2700.510.03000.50.421	\$63.00
Check #: 179041						
PO/InvoiceTotal:						\$63.00
Vendor Total:						\$553.00
FLORENCE FENCE INC						
Check Group:						
MATERIALS		1	25262246	00927 1/5/2026	100.000.0000.000.2630.610.03000.50.421	\$111.70
Check #: 179042						
PO/InvoiceTotal:						\$111.70
Vendor Total:						\$111.70
FLYERS ENERGY LLC						
Check Group:						
CARB REG 10% ETH (WHS 12/15/25)		415	25262206	25-539106 12/17/2025	100.000.0000.000.2650.626.03000.50.421	\$1,241.43
FED EXCISE ETH 10% (INC LUST)		1	25262206	25-539106 12/17/2025	100.000.0000.000.2650.626.03000.50.421	\$76.38
FED OIL SPILL/SUPERFUND E10		1	25262206	25-539106 12/17/2025	100.000.0000.000.2650.626.03000.50.421	\$2.31
NEVADA EXCISE GAS		1	25262206	25-539106 12/17/2025	100.000.0000.000.2650.626.03000.50.421	\$95.45

## Douglas County School District

### Voucher Detail Listing

Voucher Batch Number: 2662

01/08/2026

Fiscal Year: 2025-2026

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
NEVADA ENVIRONMENTAL GAS		1	25262206	25-539106 12/17/2025	100.000.0000.000.2650.626.03000.50.421	\$3.11
STATE GAS INSPECTION FEE		1	25262206	25-539106 12/17/2025	100.000.0000.000.2650.626.03000.50.421	\$0.23
DOUGLAS CO EXCISE TAX GAS		1	25262206	25-539106 12/17/2025	100.000.0000.000.2650.626.03000.50.421	\$41.50
7% INVOICE CHARGE TO SPED		1	25262206	25-539106 12/17/2025	100.000.0000.000.2650.626.03000.50.421	(\$102.23)
ULSD CARB DYED #2 DSL (WHS 12/15/25)		250	25262206	25-539106 12/17/2025	100.000.0000.000.2730.626.03000.50.421	\$862.55
FED OIL SPILL/SUPERFUND DSL		1	25262206	25-539106 12/17/2025	100.000.0000.000.2730.626.03000.50.421	\$1.57
FEDERAL LUST		1	25262206	25-539106 12/17/2025	100.000.0000.000.2730.626.03000.50.421	\$0.25 133
NV COMMERCE FEE SALES		1	25262206	25-539106 12/17/2025	100.000.0000.000.2730.626.03000.50.421	\$2.12
NEVADA ENVIRONMENTAL DIESEL		1	25262206	25-539106 12/17/2025	100.000.0000.000.2730.626.03000.50.421	\$1.88
REGULATORY COMPLIANCE FEE		1	25262206	25-539106 12/17/2025	100.000.0000.000.2730.626.03000.50.421	\$8.97
7% INVOICE CHARGE TO SPED		1	25262206	25-539106 12/17/2025	100.000.0000.000.2730.626.03000.50.421	(\$61.41)
7% INVOICE CHARGE TO SPED		1	25262206	25-539106 12/17/2025	250.000.0000.200.2730.626.03000.50.421	\$163.64
					Check #: 179043	
					PO/InvoiceTotal:	\$2,337.75
Check Group:						
FL DEF (12/16/25)		207	25262228	25-539907 12/19/2025	100.000.0000.000.2730.626.03000.50.421	\$577.53
NV COMMERCE FEE SALES		1	25262228	25-539907 12/19/2025	100.000.0000.000.2730.626.03000.50.421	\$0.58

## Douglas County School District

### Voucher Detail Listing

Voucher Batch Number: 2662

01/08/2026

Fiscal Year: 2025-2026

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Check #: 179043						
PO/InvoiceTotal:						\$578.11
Check Group:						
CARB REG 10% ETH (WHS 12/23/25)		526	25262294	25-545012 1/5/2026	100.000.0000.000.2650.626.03000.50.421	\$1,573.48
FED EXCISE ETH 10% (INC LUST)		1	25262294	25-545012 1/5/2026	100.000.0000.000.2650.626.03000.50.421	\$96.80
FED OIL SPILL/SUPERFUND E10		1	25262294	25-545012 1/5/2026	100.000.0000.000.2650.626.03000.50.421	\$2.93
NEVADA EXCISE GAS		1	25262294	25-545012 1/5/2026	100.000.0000.000.2650.626.03000.50.421	\$120.98
NV COMMERCE FEE SALES		1	25262294	25-545012 1/5/2026	100.000.0000.000.2650.626.03000.50.421	\$1.59
NEVADA ENVIRONMENTAL GAS		1	25262294	25-545012 1/5/2026	100.000.0000.000.2650.626.03000.50.421	134 \$3.95
STATE GAS INSPECTION FEE		1	25262294	25-545012 1/5/2026	100.000.0000.000.2650.626.03000.50.421	\$0.29
DOUGLAS CO EXCISE TAX GAS		1	25262294	25-545012 1/5/2026	100.000.0000.000.2650.626.03000.50.421	\$52.60
REGULATORY COMPLIANCE FEE		1	25262294	25-545012 1/5/2026	100.000.0000.000.2650.626.03000.50.421	\$8.97
7% INVOICE CHARGE TO SPED		1	25262294	25-545012 1/5/2026	100.000.0000.000.2650.626.03000.50.421	(\$130.31)
7% INVOICE CHARGE TO SPED		1	25262294	25-545012 1/5/2026	250.000.0000.200.2730.626.03000.50.421	\$130.31
Check #: 179043						
PO/InvoiceTotal:						\$1,861.59
Check Group:						
CARB REG 10% ETH (WHS 12/29/25)		325	25262306	25-546969 1/5/2026	100.000.0000.000.2650.626.03000.50.421	\$963.66

## Douglas County School District

### Voucher Detail Listing

Voucher Batch Number: 2662

01/08/2026

Fiscal Year: 2025-2026

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
FED EXCISE ETH 10% (INC LUST)		1	25262306	25-546969 1/5/2026	100.000.0000.000.2650.626.03000.50.421	\$59.83
FED OIL SPILL/SUPERFUND E10		1	25262306	25-546969 1/5/2026	100.000.0000.000.2650.626.03000.50.421	\$1.81
NEVADA EXCISE GAS		1	25262306	25-546969 1/5/2026	100.000.0000.000.2650.626.03000.50.421	\$74.75
NV COMMERCE FEE SALES		1	25262306	25-546969 1/5/2026	100.000.0000.000.2650.626.03000.50.421	\$0.97
NEVADA ENVIRONMENTAL GAS		1	25262306	25-546969 1/5/2026	100.000.0000.000.2650.626.03000.50.421	\$2.44
STATE GAS INSPECTION FEE		1	25262306	25-546969 1/5/2026	100.000.0000.000.2650.626.03000.50.421	\$0.18
DOUGLAS CO EXCISE TAX GAS		1	25262306	25-546969 1/5/2026	100.000.0000.000.2650.626.03000.50.421	\$32.50 135
REGULATORY COMPLIANCE FEE		1	25262306	25-546969 1/5/2026	100.000.0000.000.2650.626.03000.50.421	\$8.97
INVOICE CHARGE TO SPED		1	25262306	25-546969 1/5/2026	100.000.0000.000.2650.626.03000.50.421	(\$103.69)
INVOICE CHARGE TO SPED		1	25262306	25-546969 1/5/2026	250.000.0000.200.2730.626.03000.50.421	\$103.69
					Check #: 179043	
					PO/InvoiceTotal:	\$1,145.11
Check Group:						
125152A-FLYERS HD 15W40 CK4		150	25262332	25-549460 1/7/2026	100.000.0000.000.2730.613.03000.50.421	\$1,822.50
NV COMMERCE FEE SALES		1	25262332	25-549460 1/7/2026	100.000.0000.000.2730.613.03000.50.421	\$1.84
7% INVOICE CHARGE TO SPED		1	25262332	25-549460 1/7/2026	100.000.0000.000.2730.613.03000.50.421	(\$127.70)
7% INVOICE CHARGE TO SPED		1	25262332	25-549460 1/7/2026	250.000.0000.200.2730.613.03000.50.421	\$127.70

## Douglas County School District

### Voucher Detail Listing

Voucher Batch Number: 2662

01/08/2026

Fiscal Year: 2025-2026

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Check #: 179043						
PO/InvoiceTotal:						\$1,824.34
Check Group:						
CARB REG 10% ETH (WHS 12/31/25)		180	25262333	25-549434 1/7/2026	100.000.0000.000.2650.626.03000.50.421	\$522.74
FED EXCISE ETH 10% (INCL LUST)		1	25262333	25-549434 1/7/2026	100.000.0000.000.2650.626.03000.50.421	\$33.12
FED OIL SPILL/SUPERFUND E10		1	25262333	25-549434 1/7/2026	100.000.0000.000.2650.626.03000.50.421	\$1.00
NEVADA EXCISE GAS		1	25262333	25-549434 1/7/2026	100.000.0000.000.2650.626.03000.50.421	\$41.40
NEVADA ENVIRONMENTAL GAS		1	25262333	25-549434 1/7/2026	100.000.0000.000.2650.626.03000.50.421	\$1.35
STATE GAS INSPECTION FEE		1	25262333	25-549434 1/7/2026	100.000.0000.000.2650.626.03000.50.421	136 \$0.10
DOUGLAS CO EXCISE TAX GAS		1	25262333	25-549434 1/7/2026	100.000.0000.000.2650.626.03000.50.421	\$18.00
ULSD CARB DYED #2 DSL (WHS 12/31/25)		179.7	25262333	25-549434 1/7/2026	100.000.0000.000.2730.626.03000.50.421	\$590.26
FED OIL SPILL/SUPERFUND DSL		1	25262333	25-549434 1/7/2026	100.000.0000.000.2730.626.03000.50.421	\$1.12
FEDERAL LUST		1	25262333	25-549434 1/7/2026	100.000.0000.000.2730.626.03000.50.421	\$0.18
NV COMMERCE FEE SALES		1	25262333	25-549434 1/7/2026	100.000.0000.000.2730.626.03000.50.421	\$1.13
NEVADA ENVIRONMENTAL DIESEL		1	25262333	25-549434 1/7/2026	100.000.0000.000.2730.626.03000.50.421	\$1.35
REGULATORY COMPLIANCE FEE		1	25262333	25-549434 1/7/2026	100.000.0000.000.2730.626.03000.50.421	\$8.97

Check #: 179043

## Douglas County School District

### Voucher Detail Listing

Voucher Batch Number: 2662

01/08/2026

Fiscal Year: 2025-2026

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
						PO/InvoiceTotal: \$1,220.72
						Vendor Total: \$8,967.62
FRONTIER						
Check Group:						
CCMES		1	25260006	01122026 1/6/2026	100.011.0000.000.2400.533.03205.10.421	\$155.89
GES		1	25260006	01122026 1/6/2026	100.012.0000.000.2400.533.03201.10.421	\$140.64
ZCES		1	25260006	01122026 1/6/2026	100.013.0000.000.2400.533.03202.10.421	\$58.68
JVES		1	25260006	01122026 1/6/2026	100.014.0000.000.2400.533.03206.10.421	\$152.77
SES		1	25260006	01122026 1/6/2026	100.015.0000.000.2400.533.03207.10.421	\$148.89 137
PHES		1	25260006	01122026 1/6/2026	100.016.0000.000.2400.533.03209.10.421	\$148.89
MES		1	25260006	01122026 1/6/2026	100.017.0000.000.2400.533.03210.10.421	\$158.99
CVMS		1	25260006	01122026 1/6/2026	100.031.0000.000.2400.533.03301.20.421	\$155.89
PWLMS		1	25260006	01122026 1/6/2026	100.033.0000.000.2400.533.03302.20.421	\$148.89
DHS		1	25260006	01122026 1/6/2026	100.051.0000.000.2400.533.03501.30.421	\$284.35
WHS		1	25260006	01122026 1/6/2026	100.052.0000.000.2400.533.03502.30.421	\$99.26
JHS		1	25260006	01122026 1/6/2026	100.053.0000.100.1000.533.03503.30.421	\$106.26
SUPERINTENDENT		1	25260006	01122026 1/6/2026	100.000.0000.000.2320.533.03000.50.421	\$55.16

## Douglas County School District

### Voucher Detail Listing

Voucher Batch Number: 2662

01/08/2026

Fiscal Year: 2025-2026

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
ED SERVICES		1	25260006	01122026 1/6/2026	100.000.0000.000.2210.533.03000.50.421	\$55.10
HR/JOBLINE/CLOSET		1	25260006	01122026 1/6/2026	100.000.0000.000.2570.533.03000.50.421	\$55.10
BUSINESS SERVICES		1	25260006	01122026 1/6/2026	100.000.0000.000.2510.533.03000.50.421	\$55.10
CURRICULUM		1	25260006	01122026 1/6/2026	100.000.0000.000.2212.533.03000.50.421	\$55.10
INFORMATIONAL SERVICES		1	25260006	01122026 1/6/2026	100.000.0000.000.2580.533.03000.50.421	\$145.53
FOOD SERVICES		1	25260006	01122026 1/6/2026	600.000.0000.000.3100.533.03000.50.421	\$145.53
MAINT		1	25260006	01122026 1/6/2026	100.000.0000.000.2620.533.03000.50.421	\$145.53 138
TRANSPORTATION		1	25260006	01122026 1/6/2026	100.000.0000.000.2710.533.03000.50.421	\$145.53
GRANTS AND ASSESSMENTS SHARED FAX LINE		1	25260006	01122026 1/6/2026	100.000.0000.000.2191.533.03000.50.421	\$55.12
ALARMS (DIST WIDE)		1	25260006	01122026 1/6/2026	100.099.0000.000.2620.491.03000.50.421	\$391.46
ASPIRE		1	25260006	01122026 1/6/2026	100.000.0000.430.1000.533.03504.30.421	\$52.08

Check #: 179044

PO/InvoiceTotal: \$3,115.74

Vendor Total: \$3,115.74

GARDNERVILLE TOWN WATER 261185

Check Group:

GES		1	25260026	02022026 1/5/2026	100.000.0000.000.2611.411.03201.10.421	\$2,217.52
CVMS		1	25260026	02022026 1/5/2026	100.000.0000.000.2611.411.03301.20.421	\$5,328.47

## Douglas County School District

### Voucher Detail Listing

Voucher Batch Number: 2662

01/08/2026

Fiscal Year: 2025-2026

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Check #: 179045						
						PO/InvoiceTotal: <u>\$7,545.99</u>
						Vendor Total: <u>\$7,545.99</u>
GARRATT-CALLAHAN COMPANY						
Check Group:						
MONTHLY WATER TREATMENT		1	25262329	1448017 1/6/2026	100.000.0000.000.2620.430.03000.50.421	\$1,405.28
Check #: 179046						
						PO/InvoiceTotal: <u>\$1,405.28</u>
						Vendor Total: <u>\$1,405.28</u>
GOLD STAR FOODS INC						
Check Group:						
SWITCH JUICE, Strwbly Watermelon, 24/7.5 oz "A"		25	25262135	9626655 12/19/2025	600.000.0000.000.3100.610.03000.50.421	\$431.30
SWITCH JUICE, Orange Tang., 24/7.5 oz. "A"		25	25262135	9626655 12/19/2025	600.000.0000.000.3100.610.03000.50.421	\$431.50
GATORADE, Glacier Freeze, 24/12 oz., "S"		25	25262135	9665313 12/19/2025	600.000.0000.000.3100.610.03000.50.421	\$438.50
TORTILLA CHIPS, Unsalted, 1/12#		4	25262135	9665313 12/19/2025	600.000.0000.000.3100.610.03000.50.421	\$85.96
CHIPS, Walking Taco Doritos, NC. 44/1.4 oz "S"		5	25262135	9698698 12/19/2025	600.000.0000.000.3100.610.03000.50.421	\$114.55
TORTILLA, Wrap Spinach, 12", 5/10 ct "S" only		3	25262135	9698698 12/19/2025	600.000.0000.000.3100.610.03000.50.421	\$62.85
CHIPS, Kettle, Salt & Vin., RF, 64/1.375 "S"		9	25262135	9698698 12/19/2025	600.000.0000.000.3100.610.03000.50.421	\$357.66
BROOKIE, WG, Wrpd, 96/2 oz., "A"		3	25262135	9698699 12/19/2025	600.000.0000.000.3100.610.03000.50.421	\$141.84
GATORADE, Glacier Freeze, 24/12 oz., "S"		13	25262135	9698699 12/19/2025	600.000.0000.000.3100.610.03000.50.421	\$228.02

## Douglas County School District

### Voucher Detail Listing

Voucher Batch Number: 2662

01/08/2026

Fiscal Year: 2025-2026

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
PORTION PK, Mustard, 500/5.5 gm.		4	25262135	9698699 12/19/2025	600.000.0000.000.3100.610.03000.50.421	\$52.64
BRKFST BAR, Hny. Wht., 72/2.5 oz.		25	25262135	9738828 12/19/2025	600.000.0000.000.3100.610.03000.50.421	\$1,008.50
CEREAL, Cinnamon Toasters, 96/1 oz.		4	25262135	9738828 12/19/2025	600.000.0000.000.3100.610.03000.50.421	\$162.68
CHIPS, Doritos, Cool Rnch, RF, 72/1 oz., "A"		3	25262135	9738828 12/19/2025	600.000.0000.000.3100.610.03000.50.421	\$81.00
CROUTONS, Seasoned WG, 4/2.5#		1	25262135	9738828 12/19/2025	600.000.0000.000.3100.610.03000.50.421	\$25.31
PORTION PK, Ketchup, 1000/9 gm.		2	25262135	9738828 12/19/2025	600.000.0000.000.3100.610.03000.50.421	\$48.38
RICE KRISPY BAR, WG, 80/1.41 oz. "A"		4	25262135	9738828 12/19/2025	600.000.0000.000.3100.610.03000.50.421	\$145.20 140
Check #: 179047						
PO/InvoiceTotal:						\$3,816.09
Check Group:						
CHIPS, Kettle, BBQ, RF, 64/1.375 oz "S"		3	25262150	9698698-1 12/19/2025	600.000.0000.000.3100.610.03000.50.421	\$119.22
SWITCH JUICE, Fruit Punch, 24/7.5 oz "A"		22	25262150	9698699-1 12/19/2025	600.000.0000.000.3100.610.03000.50.421	\$379.72
Check #: 179047						
PO/InvoiceTotal:						\$498.94
Vendor Total:						\$4,315.03
HAJOCA CORPORATION						
Check Group:						
PERMA-PATCH		34	25262197	S014793196.001 12/17/2025	100.000.0000.000.2630.610.03000.50.421	\$590.14
Check #: 179048						
PO/InvoiceTotal:						\$590.14

## Douglas County School District

### Voucher Detail Listing

Voucher Batch Number: 2662

01/08/2026

Fiscal Year: 2025-2026

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Vendor Total:						\$590.14
HANKIN SPECIALTY ELEVATORS INC						
Check Group:						
SEMI ANNUAL LIFT MAINTENANCE GWHS		1	25262321	WO-3978 1/6/2026	100.000.0000.000.2620.430.03000.50.421	\$350.00
SEMI ANNUAL LIFT MAINTENANCE ZCES		1	25262321	WO-3979 1/6/2026	100.000.0000.000.2620.430.03000.50.421	\$350.00
SEMI ANNUAL LIFT MAINTENANCE ZCES		1	25262321	WO-3981 1/6/2026	100.000.0000.000.2620.430.03000.50.421	\$350.00
SEMI ANNUAL LIFT MAINTENANCE ZCES		1	25262321	WO-3982 1/6/2026	100.000.0000.000.2620.430.03000.50.421	\$350.00
Check #: 179049						
PO/Invoice Total:						\$1,400.00
Vendor Total:						\$1,400.00
HANNAH KENYON						
Check Group:						
Gingerbread Baby book		1	25262328	THRI12092025 1/7/2026	250.012.0000.200.1000.610.03201.10.421	\$11.89
Madeline Book		1	25262328	THRI12092025 1/7/2026	250.012.0000.200.1000.610.03201.10.421	\$4.29
If you give a mouse a cookie book		1	25262328	THRI12092025 1/7/2026	250.012.0000.200.1000.610.03201.10.421	\$4.59
If you Give a Moose a Muffin		1	25262328	THRI12092025 1/7/2026	250.012.0000.200.1000.610.03201.10.421	\$4.79
Sneezy the snowman book		1	25262328	THRI12092025 1/7/2026	250.012.0000.200.1000.610.03201.10.421	\$4.79
Pig the Pug book		1	25262328	THRI12092025 1/7/2026	250.012.0000.200.1000.610.03201.10.421	\$5.19
There was an old lady who swallowed a turkey!		1	25262328	THRI12092025 1/7/2026	250.012.0000.200.1000.610.03201.10.421	\$5.49

## Douglas County School District

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
The Flower Thief		1	25262328	THRI12092025 1/7/2026	250.012.0000.200.1000.610.03201.10.421	\$18.39
ThriftBooks Deals		1	25262328	THRI12092025 1/7/2026	250.012.0000.200.1000.610.03201.10.421	(\$1.01)
Check #: 179050						
PO/InvoiceTotal:						\$58.41
Vendor Total:						\$58.41
HESSOLUTIONS LLC						
Check Group:						
12/10/25 Zoom with Supt. Alvarado, Dr. Jensen, legal counsel, explore a staffing plan		1	25262334	4001 1/6/2026	100.000.0000.000.2320.340.03000.50.421	\$135.00
12/23/25 Review all email correspondence from Dr. Jensen and Supt. Alvarado, including 11 questions from Dr. Jensen, responses from DCSD office, DCSD board meeting notes, review property inventory, offer feedback		1	25262334	4001 1/6/2026	100.000.0000.000.2320.340.03000.50.421	\$135.00 142
11/24/25 Meet in-person with Superintendent Alvarado - 52 total miles		52	25262334	4001 1/6/2026	100.000.0000.000.2320.340.03000.50.421	\$36.40
11/24/25 In-person meeting with Superintendent Alvarado and Dr. Jensen via phone, follow-up with Dr. Jensen, legal counsel, and review of DCSD salary schedule		3	25262334	4001 1/6/2026	100.000.0000.000.2320.340.03000.50.421	\$405.00
11/25/25 Discussion with legal counsel, review parts of certified and classified contracts		1	25262334	4001 1/6/2026	100.000.0000.000.2320.340.03000.50.421	\$135.00
11/28/25 Review and provide feedback on fiscal solvency plan compiled by Dr. Jensen, review grants, review timelines		1	25262334	4001 1/6/2026	100.000.0000.000.2320.340.03000.50.421	\$135.00
12/5/25 Legal counsel call setting priorities, goals, objectives and timelines		1	25262334	4001 1/6/2026	100.000.0000.000.2320.340.03000.50.421	\$135.00

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
12/8/25 Zoom with Dr. Jensen, taxation discussion, discussion with LP Insurance		1	25262334	4001 1/6/2026	100.000.0000.000.2320.340.03000.50.421	\$135.00
					Check #: 179051	
					PO/InvoiceTotal:	\$1,251.40
					Vendor Total:	\$1,251.40
HOME DEPOT/GEFCF	303240					
Check Group:						
PAINT		1	25262161	7026166 12/16/2025	100.000.0000.000.2620.610.03000.50.421	\$6.78
SCREW		1	25262161	7026166 12/16/2025	100.000.0000.000.2620.610.03000.50.421	\$1.47
BIT SET		1	25262161	7026166 12/16/2025	100.000.0000.000.2620.610.03000.50.421	\$69.97 143
					Check #: 179052	
					PO/InvoiceTotal:	\$78.22
Check Group:						
TROWEL		1	25262177	5012426 12/17/2025	100.000.0000.000.2620.610.03000.50.421	\$6.97
INDOOR OUTDOOR ADH		1	25262177	5012426 12/17/2025	100.000.0000.000.2620.610.03000.50.421	\$8.97
BIT SET		1	25262177	5254444 12/17/2025	100.000.0000.000.2630.610.03000.50.421	\$14.97
					Check #: 179052	
					PO/InvoiceTotal:	\$30.91
Check Group:						
CONNDUIT		1	25262218	1015759 12/18/2025	100.000.0000.000.2620.610.03000.50.421	\$26.48
SCREW		1	25262218	1015759 12/18/2025	100.000.0000.000.2620.610.03000.50.421	\$14.57

Douglas County School District

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
WIRE STRIPPER		1	25262218	1015759 12/18/2025	100.000.0000.000.2620.610.03000.50.421	\$39.97
ADHESIVE		1	25262218	517775 12/18/2025	100.000.0000.000.2620.610.03000.50.421	\$9.98
ADHESIVE		1	25262218	517775 12/18/2025	100.000.0000.000.2620.610.03000.50.421	\$9.98
CAULK GUN		1	25262218	517775 12/18/2025	100.000.0000.000.2620.610.03000.50.421	\$19.98
Check #: 179052						
PO/InvoiceTotal:						\$120.96
Vendor Total:						\$230.09
IMMER1 TECHNOLOGY GROUP INC						
Check Group:						
ETHERNET CABLE - MALE LEFT GENDER - MALE RIGHT GENDER - RJ45 RIGHT CONNECTOR - RJ45 LEFT CONNECTOR - BLACK - CAT5E PERFORMANCE LEVEL - 1-PACK DATA CABLE		4	25262257	25-244 12/30/2025	300.007.0000.000.2580.651.03000.50.421	144 \$21.20
HPE ALLETRA 5010 CTO BASE ARRAY		2	25262257	25-244 12/30/2025	300.007.0000.000.2580.651.03000.50.421	\$12,365.96
HPE ALLETRA 6000 2X10/25 GBE 2P FIO ADPR		2	25262257	25-244 12/30/2025	300.007.0000.000.2580.651.03000.50.421	\$3,410.02
HPE ALLETRA 5000 2.88TB FIO CACHE BDL		2	25262257	25-244 12/30/2025	300.007.0000.000.2580.651.03000.50.421	\$20,795.08
HPE ALLETRA 5000 1.44TB FIO CACHE BDL		2	25262257	25-244 12/30/2025	300.007.0000.000.2580.651.03000.50.421	\$10,945.00
HPE AL STG 5000 2X 1200W PLAT FIO PS KIT		2	25262257	25-244 12/30/2025	300.007.0000.000.2580.651.03000.50.421	\$2,415.74
HPE NS NOS DEFAULT FIO SOFTWARE		2	25262257	25-244 12/30/2025	300.007.0000.000.2580.651.03000.50.421	\$0.52

## Douglas County School District

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
HPE NIMBLE STORAGE C13 TO C14 250V 10 AMP 1.8M UNIVERSAL FIO POWER CORD		4	25262257	25-244 12/30/2025	300.007.0000.000.2580.651.03000.50.421	\$35.20
HPE ALLETRA 5000 42TB SAS FIO HDD BDL		2	25262257	25-244 12/30/2025	300.007.0000.000.2580.651.03000.50.421	\$25,573.04
HPE ALLETRA TIER 1 STORAGE ARRAY STD TRK		2	25262257	25-244 12/30/2025	300.007.0000.000.2580.651.03000.50.421	\$0.52
HPE 25GB SFP28 TO SFP 28 5M DAC		8	25262257	25-244 12/30/2025	300.007.0000.000.2580.651.03000.50.421	\$951.84
HPE ALLETRA STORAGE 5000 PER TB 5-YEAR SOFTWARE AND SUPPORT SaaS		2	25262257	25-244 12/30/2025	300.007.0000.000.2580.651.03000.50.421	\$12,810.64
HPE ALLETRA 6000 2X10/25GBE 2P KIT SUPPORT		2	25262257	25-244 12/30/2025	300.007.0000.000.2580.651.03000.50.421	\$287.26
HPE ALLETRA 5010 CTO BASE ARRAY SUPP		2	25262257	25-244 12/30/2025	300.007.0000.000.2580.651.03000.50.421	\$1,569.92
HPE ALLETRA 5000 42TB SAS HDDBDL SUPP		2	25262257	25-244 12/30/2025	300.007.0000.000.2580.651.03000.50.421	\$3,247.84
HPE ALLETRA 5000 1.44TB FIO CACHBDL SUPP		2	25262257	25-244 12/30/2025	300.007.0000.000.2580.651.03000.50.421	\$1,389.66
HPE ALLETRA 5000 2.88TB FIO CACHBDL SUPP		2	25262257	25-244 12/30/2025	300.007.0000.000.2580.651.03000.50.421	\$2,639.92

Check #: 179053

PO/InvoiceTotal: \$98,458.76

Vendor Total: \$98,458.76

INDIAN HILLS GID 341032

Check Group:

JVES DOMESTIC		1	25260023	01302026 1/6/2026	100.000.0000.000.2611.411.03206.10.421	\$1,564.59
JVES SPRINKLERS		1	25260023	01302026 1/6/2026	100.000.0000.000.2611.411.03206.10.421	\$321.12

Check #: 179054

## Douglas County School District

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
						PO/InvoiceTotal: <u>\$1,885.71</u>
						Vendor Total: <u>\$1,885.71</u>
INTERSTATE BATTERY SYSTEM OF WESTERN NV						
Check Group:						
31-MHD (12/11/25)		3	25262158	232308934 12/16/2025	100.000.0000.000.2730.619.03000.50.421	\$403.05
MTP-65HD		1	25262158	232308934 12/16/2025	100.000.0000.000.2730.619.03000.50.421	\$146.83
SRM-31		2	25262158	232308934 12/16/2025	100.000.0000.000.2730.619.03000.50.421	\$309.90
CORE		3	25262158	232308934 12/16/2025	100.000.0000.000.2730.619.03000.50.421	(\$90.00)
SURCHARGE B		1	25262158	232308934 12/16/2025	100.000.0000.000.2730.619.03000.50.421	\$30.00 146
GC12-HCL-UTL (12/11/25)		2	25262158	232308935 12/16/2025	100.000.0000.000.2730.619.03000.50.421	\$565.90
SURCHARGE B		1	25262158	232308935 12/16/2025	100.000.0000.000.2730.619.03000.50.421	\$10.00
7% INVOICE CHARGE TO SPED		1	25262158	232308935 12/16/2025	100.000.0000.000.2730.619.03000.50.421	(\$96.30)
7% INVOICE CHARGE TO SPED		1	25262158	232308935 12/16/2025	250.000.0000.200.2730.619.03000.50.421	\$96.30
Check #: 179055						
						PO/InvoiceTotal: <u>\$1,375.68</u>
						Vendor Total: <u>\$1,375.68</u>
JENNIFER N WORTHINGTON						
Check Group:						
Costco Receipt for gift cards		2	25262232	GIFT STORE 12/30/2025	270.084.0000.100.1000.610.03302.20.421	\$159.98

## Douglas County School District

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
TJ Max Receipt- Holiday Gift Store for Students		1	25262232	GIFT STORE 12/30/2025	270.084.0000.100.1000.610.03302.20.421	\$272.18
Walmart receipt for gift cards		1	25262232	GIFT STORE 12/30/2025	270.084.0000.100.1000.610.03302.20.421	\$40.00
Walmart receipt for gift cards		1	25262232	GIFT STORE 12/30/2025	270.084.0000.100.1000.610.03302.20.421	\$30.00
Walmart receipt for gift cards		1	25262232	GIFT STORE 12/30/2025	270.084.0000.100.1000.610.03302.20.421	\$30.00
Walmart receipt for gift cards		1	25262232	GIFT STORE 12/30/2025	270.084.0000.100.1000.610.03302.20.421	\$85.00
Check #: 179056						
PO/InvoiceTotal:						\$617.16
Check Group:						147
12/19/25 WalMart Receipt- Holiday Store		1	25262344	WALM1218/19 1/7/2026	270.084.0000.100.1000.610.03302.20.421	\$207.00
12/18/25 WalMart Receipt- Holiday Store		1	25262344	WALM1218/19 1/7/2026	270.084.0000.100.1000.610.03302.20.421	\$222.42
Check #: 179056						
PO/InvoiceTotal:						\$429.42
Vendor Total:						\$1,046.58
JENSEN PROFESSIONAL SERVICES						
Check Group:						
11/27/25 Proposal Development		2.83	25262335	1001 1/6/2026	100.000.0000.000.2320.340.03000.50.421	\$382.05
11/28/25 Review Negotiated Agreements - Fiscal		1.06	25262335	1001 1/6/2026	100.000.0000.000.2320.340.03000.50.421	\$143.10
12/11/25 School Closure, Contract Update		1.75	25262335	1001 1/6/2026	100.000.0000.000.2320.340.03000.50.421	\$236.25
12/12/25 Phase I Development		2.38	25262335	1001 1/6/2026	100.000.0000.000.2320.340.03000.50.421	\$321.30

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
12/18/25 Presentation Development/Doc Review		1.97	25262335	1001 1/6/2026	100.000.0000.000.2320.340.03000.50.421	\$265.95
12/19/25 Meagan, Paul, Frankie, Doc Review		2.58	25262335	1001 1/6/2026	100.000.0000.000.2320.340.03000.50.421	\$348.30
12/19/25 Study Outline Finalization		1.13	25262335	1001 1/6/2026	100.000.0000.000.2320.340.03000.50.421	\$152.55
12/21/25 Data Analysis - PJ		2	25262335	1001 1/6/2026	100.000.0000.000.2320.340.03000.50.421	\$270.00
12/21/25 Projected Enrollment - Cohort Survival		1.07	25262335	1001 1/6/2026	100.000.0000.000.2320.340.03000.50.421	\$144.45
12/22/25 Data Analysis - PJ		8	25262335	1001 1/6/2026	100.000.0000.000.2320.340.03000.50.421	\$1,080.00
12/23/25 Frankie and Paul - Data Review		1.37	25262335	1001 1/6/2026	100.000.0000.000.2320.340.03000.50.421	\$184.95 148
12/23/25 Data Analysis - PJ		8	25262335	1001 1/6/2026	100.000.0000.000.2320.340.03000.50.421	\$1,080.00
12/24/25 Phase I Report		1.73	25262335	1001 1/6/2026	100.000.0000.000.2320.340.03000.50.421	\$233.55
12/25/25 Fiscal Calc Request, RIF Language, Phase I		0.72	25262335	1001 1/6/2026	100.000.0000.000.2320.340.03000.50.421	\$97.20
12/28/25 Taxation Report and Request for Info		0.7	25262335	1001 1/6/2026	100.000.0000.000.2320.340.03000.50.421	\$94.50

Check #: 179057

PO/Invoice Total: \$5,034.15

Vendor Total: \$5,034.15

JESSICA SILVA

Check Group:

ITEMS PURCHASED FOR LUCKY TRAY DAY FOR PHES KITCHEN		1	25262242	U2261096637 12/19/2025	600.000.0000.000.3100.612.03209.10.421	\$9.92
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Check #: 179058

**Douglas County School District**

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
						PO/InvoiceTotal: \$9.92
						Vendor Total: \$9.92
JOHNSON CONTROLS FIRE PROTECTION						
Check Group:						
SUPPRESSION SYSTEM TEST AND INSPECT		1	25262168	25125174 12/16/2025	100.000.0000.000.2620.492.03000.50.421	\$648.00
					Check #: 179059	
						PO/InvoiceTotal: \$648.00
						Vendor Total: \$648.00
JORDANNA FOSTER						
Check Group:						
PHOTO/BLOCKS PURCHASED FOR ALL SNP KITCHENS		1	25262282	0986-4210-2512-1 303 12/23/2025	600.000.0000.000.3100.612.03000.50.421	\$217.61
CHRISTMAS DECORATION PURCHASED FOR SNP KITCHENS		1	25262282	1585OD/037564 12/23/2025	600.000.0000.000.3100.612.03000.50.421	\$24.00
FOOD PURCHASED FOR SNP KITCHENS		1	25262282	21012700100782 512141 12/23/2025	600.000.0000.000.3100.630.03000.50.421	\$69.95
					Check #: 179060	
						PO/InvoiceTotal: \$311.56
						Vendor Total: \$311.56
JOSTENS						
Check Group:						
Adult Diplomas	383676	10	25262162	37959405 1/6/2026	100.000.0000.430.1000.610.03504.30.421	\$67.00
Packaging and Delivery		1	25262162	37959405 1/6/2026	100.000.0000.430.1000.610.03504.30.421	\$12.95
					Check #: 179061	
						PO/InvoiceTotal: \$79.95

## Douglas County School District

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Vendor Total:						\$79.95
JOSTENS IN SPARKS						
Check Group:						
Black Graduation Caps		10	25262251	2418 1/6/2026	100.053.0000.100.1000.610.03503.30.421	\$250.00
Black Gown		1	25262251	2418 1/6/2026	100.053.0000.100.1000.610.03503.30.421	\$25.00
Shipping/Handling		1	25262251	2418 1/6/2026	100.053.0000.100.1000.610.03503.30.421	\$25.00
Check #: 179062						
PO/InvoiceTotal:						\$300.00
Vendor Total:						\$300.00
KATIE EMM						
Check Group:						
Dollar General Receipt for Holiday Store items		1	25262343	DOLLGEN 1/7/2026	270.084.0000.100.1000.610.03302.20.421	\$257.25
Check #: 179063						
PO/InvoiceTotal:						\$257.25
Vendor Total:						\$257.25
LINDAMOOD-BELL LEARNING PROCESSES						
Check Group:						
38 Sessions 1/26/26-4/30/26		38	25262315	123025 1/7/2026	280.639.0000.200.2100.340.03000.50.421	\$6,042.00
\$42.00 Credit		1	25262315	123025 1/7/2026	280.639.0000.200.2100.340.03000.50.421	(\$42.00)
Check #: 179064						
PO/InvoiceTotal:						\$6,000.00
Vendor Total:						\$6,000.00
LUCAS WHITMORE						
Check Group:						

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
US Foods groceries		1	25262241	NOV/DEC 25 12/30/2025	100.031.0000.300.1000.610.03301.20.421	\$260.55
Walmart groceries		1	25262241	NOV/DEC 25 12/30/2025	100.031.0000.300.1000.610.03301.20.421	\$227.57
Costco groceries		1	25262241	NOV/DEC 25 12/30/2025	100.031.0000.300.1000.610.03301.20.421	\$94.92
Grocery outlet groceries		1	25262241	NOV/DEC 25 12/30/2025	100.031.0000.300.1000.610.03301.20.421	\$102.36
Smiths groceries		1	25262241	NOV/DEC 25 12/30/2025	100.031.0000.300.1000.610.03301.20.421	\$128.41
Check #: 179065						
PO/InvoiceTotal:						\$813.81
Vendor Total:						\$813.81
MAUPIN COX AND LEGOY	880776					
Check Group:						
Professional services rendered through 12/31/2025 PJA Due Process MT		1	25262351	21763 1/7/2026	250.000.0000.200.2000.340.03000.50.421	\$112.50
Check #: 179066						
PO/InvoiceTotal:						\$112.50
Vendor Total:						\$112.50
MAXIM HEALTHCARE SERVICES						
Check Group:						
RN School Hourly 11/13/25 Abby Mitchell		3.86	25262264	V28980108 12/30/2025	250.000.0000.200.2000.340.03000.50.421	\$289.50
RN School Hourly 11/14/25 Maryellen Navarro		3.86	25262264	V28980108 12/30/2025	250.000.0000.200.2000.340.03000.50.421	\$289.50
RN School Hourly 11/21/25 Maryellen Navarro		3.83	25262264	V28980108 12/30/2025	250.000.0000.200.2000.340.03000.50.421	\$287.25
RN School Hourly 11/24/25 Maryellen Navarro		3.91	25262264	V28980108 12/30/2025	250.000.0000.200.2000.340.03000.50.421	\$293.25

## Douglas County School District

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
RN School Hourly 11/25/25		4	25262264	V28980108 12/30/2025	250.000.0000.200.2000.340.03000.50.421	\$300.00
Check #: 179067						
PO/InvoiceTotal:						\$1,459.50
Check Group:						
LPN School Hourly A. Schumacher 11/3-11/24/2025		26	25262265	V28980107 12/30/2025	250.000.0000.200.2000.340.03000.50.421	\$1,517.10
Check #: 179067						
PO/InvoiceTotal:						\$1,517.10
Vendor Total:						\$2,976.60
MCCANDLESS TRUCK CENTER	733587					
Check Group:						
201I/FLT4715QP23K FLEETRITE DRUM BRAKE SHOE KIT, ORIGINAL INVOICE X201185613:01		2	25262272	X201185613:01 1/6/2026	100.000.0000.000.2730.619.03000.50.421	(\$149.62)
201I/FLT4715QP23K-CORE FLEETRITE DRUM BRAKE SHOE KIT		2	25262272	X201185613:01 1/6/2026	100.000.0000.000.2730.619.03000.50.421	(\$80.00)
201E/BX109493PG-CORE AIR DRYER CARTRIDGE, ORIGINAL INVOICE X201182499:01		2	25262272	X201186336:01 1/6/2026	100.000.0000.000.2730.619.03000.50.421	(\$100.00)
201E/FLTPSF32KK FLEETRITE POWER STEERING FLUID		12	25262272	X201187053:01 1/6/2026	100.000.0000.000.2730.619.03000.50.421	\$98.52
201E/LF3970 OIL FILTER FULL FLOW SPIN ON		6	25262272	X201187263:01 1/6/2026	100.000.0000.000.2730.619.03000.50.421	\$94.44
201E/FF63054NN FUEL FILTER, SPIN ON		2	25262272	X201187263:01 1/6/2026	100.000.0000.000.2730.619.03000.50.421	\$84.34
201E/FF63041NN FUEL MODULE		3	25262272	X201187263:01 1/6/2026	100.000.0000.000.2730.619.03000.50.421	\$177.54
201E/FS19764 FUEL FILTER, FUEL/WATER SEPARA		2	25262272	X201187263:01 1/6/2026	100.000.0000.000.2730.619.03000.50.421	\$50.34

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
201E/CV52001 FILTER, CRANKCASE VENTILATION		3	25262272	X201187263:01 1/6/2026	100.000.0000.000.2730.619.03000.50.421	\$197.28
201E/CV50628 FILTER, CRANKCASE, VENTILATION		2	25262272	X201187263:01 1/6/2026	100.000.0000.000.2730.619.03000.50.421	\$175.18
201E/BX109493PG-CORE AIR DRYER CARTRIDGE, ORIGINAL INVOICE X201182499:01		1	25262272	X201187333:01 1/6/2026	100.000.0000.000.2730.619.03000.50.421	(\$50.00)
Check #: 179068						
PO/InvoiceTotal:						\$497.96
Vendor Total:						\$497.96
MEEK LUMBER	486741					
Check Group:						
FENCE POST		5	25262163	15067246-049 12/16/2025	100.000.0000.000.2630.610.03000.50.421	\$32.20 153
Check #: 179069						
PO/InvoiceTotal:						\$32.20
Check Group:						
BOLT		1	25262317	15067897-049 1/6/2026	100.000.0000.000.2620.610.03000.50.421	\$0.90
NUT		1	25262317	15067897-049 1/6/2026	100.000.0000.000.2620.610.03000.50.421	\$0.39
JOINT COMPOUND		1	25262317	15068477-049 1/6/2026	100.000.0000.000.2620.610.03000.50.421	\$11.99
Check #: 179069						
PO/InvoiceTotal:						\$13.28
Vendor Total:						\$45.48
MOON LIGHTING & SOUND						
Check Group:						
SOUND FOR GRADUATION		1	25262139	2025380 12/30/2025	100.051.0000.000.2400.360.03501.30.421	\$7,010.00
Check #: 179070						

## Douglas County School District

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
						PO/InvoiceTotal: <u>\$7,010.00</u>
						Vendor Total: <u>\$7,010.00</u>
MOUNTAIN STATE SCHOOLBOOK DEPO	503753					
Check Group:						
GLN Geometry OL eTE 1 Ye		2	25262049	514-264-161 12/17/2025	100.000.0000.100.1000.653.03210.10.421	\$76.56
						Check #: 179071
						PO/InvoiceTotal: <u>\$76.56</u>
						Vendor Total: <u>\$76.56</u>
NAPA						
Check Group:						
82948 SAF VAL (#11)		1	25262149	222574 12/16/2025	250.000.0000.200.2730.619.03000.50.421	\$21.99 154
						Check #: 179072
						PO/InvoiceTotal: <u>\$21.99</u>
Check Group:						
GAUGE		1	25262166	222005 12/16/2025	100.000.0000.000.2630.610.03000.50.421	\$77.39
CHUCK		1	25262166	222006 12/16/2025	100.000.0000.000.2630.610.03000.50.421	\$26.09
						Check #: 179072
						PO/InvoiceTotal: <u>\$103.48</u>
Check Group:						
735-7912 HANDLE (#597)		1	25262181	223006 12/17/2025	100.000.0000.000.2650.619.03000.50.421	\$18.71
81922 INTERIOR DOOR HANDLE (#597)		1	25262181	223033 12/17/2025	100.000.0000.000.2650.619.03000.50.421	\$35.13
						Check #: 179072
						PO/InvoiceTotal: <u>\$53.84</u>

## Douglas County School District

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Check Group:						
730-1080 ALARM (BUS STOCK)		2	25262182	223223 12/17/2025	100.000.0000.000.2730.619.03000.50.421	\$60.00
Check #: 179072						
PO/InvoiceTotal:						\$60.00
Check Group:						
05110 AIR FLOW SENSOR CLNR		2	25262204	223363 12/17/2025	100.000.0000.000.2730.619.03000.50.421	\$15.86
DL6201 SWITCH-COMBINATION		1	25262204	223379 12/17/2025	100.000.0000.000.2730.619.03000.50.421	\$53.09
Check #: 179072						
PO/InvoiceTotal:						\$68.95
Check Group:						
DL6201 SWITCH-COMBINATION		3	25262227	223380 12/19/2025	100.000.0000.000.2730.619.03000.50.421	\$159.27
AR606SB RELAY		1	25262227	223404 12/19/2025	100.000.0000.000.2730.619.03000.50.421	\$13.49
Check #: 179072						
PO/InvoiceTotal:						\$172.76
Check Group:						
81922 INTERIOR DOOR HANDLE, ORIGINAL INVOICE #223033, 12/12/25		1	25262274	223396 1/5/2026	100.000.0000.000.2650.619.03000.50.421	(\$35.13)
88535 INTERIOR HANDLE (#597)		1	25262274	223552 1/5/2026	100.000.0000.000.2650.619.03000.50.421	\$30.91
785132 BATTERY ACCESSORIES (#533)		2	25262274	223758 1/5/2026	100.000.0000.000.2650.619.03000.50.421	\$13.98
740234 BATT CABLE CONNECTOR (#533)		2	25262274	223861 1/5/2026	100.000.0000.000.2650.619.03000.50.421	\$35.98
740235 BATT CABLE CONNECTOR (#533)		1	25262274	223877 1/5/2026	100.000.0000.000.2650.619.03000.50.421	\$45.99

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Check #: 179072						
PO/InvoiceTotal:						\$91.73
Check Group:						
3626 NAPA GOLD FUEL FILTER (#55)		2	25262275	224065 1/5/2026	100.000.0000.000.2730.619.03000.50.421	\$28.62
Check #: 179072						
PO/InvoiceTotal:						\$28.62
Check Group:						
1-5958 PLATINUM FILTER KIT (#83)		1	25262292	224481 1/5/2026	100.000.0000.000.2730.619.03000.50.421	\$73.79
Check #: 179072						
PO/InvoiceTotal:						\$73.79
Check Group:						
740234 BATT CABLE CONNECTOR, ORIGINAL INVOICE #223861, 12/19/25		2	25262293	224096 1/5/2026	100.000.0000.000.2650.619.03000.50.421	(\$35.98)
7266 6MO WTY BAT (LOADER)		1	25262293	224496 1/5/2026	100.000.0000.000.2650.619.03000.50.421	\$238.29
7266 CORE DEPOSIT		1	25262293	224496 1/5/2026	100.000.0000.000.2650.619.03000.50.421	\$54.00
Check #: 179072						
PO/InvoiceTotal:						\$256.31
Check Group:						
360-1140 DISPOSABLE GLOVES XXL		2	25262303	224597 1/5/2026	100.000.0000.000.2730.619.03000.50.421	\$17.98
Check #: 179072						
PO/InvoiceTotal:						\$17.98
Check Group:						
2100010 NAPA OIL FILTER (#515)		1	25262304	224618 1/5/2026	100.000.0000.000.2650.619.03000.50.421	\$3.77

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Check #: 179072						
PO/InvoiceTotal:						\$3.77
Check Group:						
7548 2YR WTY BAT (#538)		1	25262310	224669 1/6/2026	100.000.0000.000.2650.619.03000.50.421	\$143.48
7548 CORE DEPOSIT		1	25262310	224669 1/6/2026	100.000.0000.000.2650.619.03000.50.421	\$18.00
Check #: 179072						
PO/InvoiceTotal:						\$161.48
Vendor Total:						\$1,114.70
NEVADA ASSOC OF SCHOOL BOARDS	521204					
Check Group:						
NASB Professional Development Conflict Resolution & De-Escalation Skills Training, Online Workshop, January 22, 2026, Registration for: David Burns, Melinda Gneiting, Erinn Miller, and Yvonne Wagstaff		4	25262371	conflict resolution 1/7/2026	100.000.0000.000.2310.330.03000.50.421	\$200.00 <del>157</del>
Check #: 179073						
PO/InvoiceTotal:						\$200.00
Vendor Total:						\$200.00
NEVADA DEPT OF PUBLIC SAFETY						
Check Group:						
INVOICE# 006191 FINGERPRINTS AND BACKGROUND CHECKS - EMPLOYEES		1	25262385	006191 1/8/2026	100.000.0000.000.2570.590.03000.50.421	\$234.00
Check #: 179074						
PO/InvoiceTotal:						\$234.00
Vendor Total:						\$234.00
NEVADA STATE DONATED FOOD	554678					
Check Group:						
CHICKEN NUGGETS, Brd. CHUNK, 161/serv per cs		25	25262138	26 011679 12/17/2025	600.000.0000.000.3100.610.03000.50.421	\$1,936.00

## Douglas County School District

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
CHICKEN, Popcorn, 30# 155/3.3ct. serv/cs		10	25262138	26 011679 12/17/2025	600.000.0000.000.3100.610.03000.50.421	\$625.50
CHICKEN, General Tso's, FC, 1.76/3.9 oz, 6/5# bag		15	25262138	26 011679 12/17/2025	600.000.0000.000.3100.610.03000.50.421	\$2,224.50
CHICKEN, Drumstick Brd WG, 72-113/4-6 oz		10	25262138	26 011679 12/17/2025	600.000.0000.000.3100.610.03000.50.421	\$623.00
TURKEY, Deli - Sliced., 12/1#, Jennie O		15	25262138	26 011679 12/17/2025	600.000.0000.000.3100.610.03000.50.421	\$508.65
CORN DOGS, MINI, WG, Chicken, 120/4 oz.		20	25262138	26 011679 12/17/2025	600.000.0000.000.3100.610.03000.50.421	\$1,218.80
MAC AND CHEESE, RS 6/5# bags, 80/6 oz. serv.		15	25262138	26 011679 12/17/2025	600.000.0000.000.3100.610.03000.50.421	\$774.00
PIZZA, Cheese, Galaxy 4" Rnd, 72 ct.		10	25262138	26 011679 12/17/2025	600.000.0000.000.3100.610.03000.50.421	\$421.20 158
PIZZA, Pepperoni, Galaxy 4" Rnd, 72 ct.		15	25262138	26 011679 12/17/2025	600.000.0000.000.3100.610.03000.50.421	\$654.45
BRKFST SUNRISE STICKS, Beef & Cheese 100/2.40 oz.		5	25262138	26 011679 12/17/2025	600.000.0000.000.3100.610.03000.50.421	\$269.45
CHALUPA, Beef & Cheese, IW, 72/3.11 oz		10	25262138	26 011679 12/17/2025	600.000.0000.000.3100.610.03000.50.421	\$587.60
HAM, Turkey - Sliced, 1/12#		10	25262138	26 011679 12/17/2025	600.000.0000.000.3100.610.03000.50.421	\$294.80

Check #: 179075

PO/InvoiceTotal: \$10,137.95

Vendor Total: \$10,137.95

NICOLE B DAVIES

Check Group:

ITMES PURCHASED FOR LUCKY TRAY DAY FOR SES KITCHEN		1	25262239	99990213581001 197963 12/19/2025	600.000.0000.000.3100.612.03207.10.421	\$20.00
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Check #: 179076

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
						PO/InvoiceTotal: \$20.00
						Vendor Total: \$20.00
NV ENERGY	733170					
Check Group:						
CCMES		1	25260004	01142026 1/6/2026	100.000.0000.000.2611.622.03205.10.421	\$3,086.23
GES		1	25260004	01142026 1/6/2026	100.000.0000.000.2611.622.03201.10.421	\$3,136.98
ZCES		1	25260004	01142026 1/6/2026	100.000.0000.000.2611.622.03202.10.421	\$1,749.92
JVES		1	25260004	01142026 1/6/2026	100.000.0000.000.2611.622.03206.10.421	\$2,428.57
SES		1	25260004	01142026 1/6/2026	100.000.0000.000.2611.622.03207.10.421	\$3,314.64 159
MES		1	25260004	01142026 1/6/2026	100.000.0000.000.2611.622.03210.10.421	\$4,448.33
PHES		1	25260004	01142026 1/6/2026	100.000.0000.000.2611.622.03209.10.421	\$3,423.88
CVMS		1	25260004	01142026 1/6/2026	100.000.0000.000.2611.622.03301.20.421	\$5,686.77
PWLMS		1	25260004	01142026 1/6/2026	100.000.0000.000.2611.622.03302.20.421	\$7,090.61
DHS		1	25260004	01142026 1/6/2026	100.000.0000.000.2611.622.03501.30.421	\$11,620.47
WHS		1	25260004	01142026 1/6/2026	100.000.0000.000.2611.622.03502.30.421	\$122.82
DISTRICT OFFICE		1	25260004	01142026 1/6/2026	100.000.0000.000.2611.622.03000.50.421	(\$2,181.50)
AIRPORT FACILITIES - INCLUDING FREEZER		1	25260004	01142026 1/6/2026	100.000.0000.000.2611.622.03000.50.421	\$2,656.93

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
HERITAGE		1	25260004	01142026 1/6/2026	100.000.0000.000.2611.622.03000.50.421	\$397.20
ASPIRE		1	25260004	01142026 1/6/2026	100.000.0000.000.2611.622.03504.30.421	\$102.03
Check #: 179077						
PO/InvoiceTotal:						\$47,083.88
Vendor Total:						\$47,083.88
OFFICE DEPOT	568350					
Check Group:						
BROTHER TN830XL BLACK HIGH YIELD TONER CARTRIDGE FOR MES KITCHEN		1	25262164	450864607001 12/19/2025	600.000.0000.000.3100.650.03210.10.421	\$87.46
DISCOUNT		1	25262164	450864607001 12/19/2025	600.000.0000.000.3100.650.03210.10.421	(\$0.87) 160
OFFICE DEPOT REMANUFACTURED BLACK HIGH YIELD TONER CARTRIDGE REPLACEMENT FOR DELL FOR WAREHOUSE		1	25262164	450865117001 12/19/2025	100.000.0000.000.2520.610.03000.50.421	\$79.02
DISCOUNT		1	25262164	450865117001 12/19/2025	100.000.0000.000.2520.610.03000.50.421	(\$0.79)
Check #: 179078						
PO/InvoiceTotal:						\$164.82
Vendor Total:						\$164.82
OTIS ELEVATOR COMPANY						
Check Group:						
ELEVATOR MAINTENANCE QUARTERLY		1	25262247	100402165803 1/5/2026	100.000.0000.000.2620.430.03000.50.421	\$1,229.61
Check #: 179079						
PO/InvoiceTotal:						\$1,229.61
Vendor Total:						\$1,229.61
OVERHEAD DOOR CO						

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Check Group:						
REMOUNT RSX OPERATOR C1 RAMP		1	25262192	56279 12/17/2025	100.000.0000.000.2630.430.03000.50.421	\$1,250.00
Check #: 179080						
PO/InvoiceTotal:						\$1,250.00
Vendor Total:						\$1,250.00
PACIFIC SHREDDING						
Check Group:						
64 Gal Tote		2	25262226	5292175 12/30/2025	250.000.0000.200.2000.421.03000.50.421	\$66.00
Fuel Surcharge		1	25262226	5292175 12/30/2025	250.000.0000.200.2000.421.03000.50.421	\$4.62
Check #: 179081						
						161
PO/InvoiceTotal:						\$70.62
Vendor Total:						\$70.62
PDM						
Check Group:						
Tubing, HR Angles, Piping, Steel Plates		1	25262142	587370-01 1/7/2026	240.300.0000.300.1000.610.03501.30.421	\$8,471.82
Tubing, HR Angles, Piping, Steel Plates		1	25262142	587370-01 1/7/2026	280.631.0000.300.1000.610.03501.30.421	\$1,066.93
Check #: 179082						
PO/InvoiceTotal:						\$9,538.75
Vendor Total:						\$9,538.75
PETERBILT TRUCK PARTS AND EQUIP LLC						
Check Group:						
101X/WAB4721950180 MODULATOR 24V		1	25262143	X101305840:01 12/16/2025	100.000.0000.000.2730.619.03000.50.421	\$268.91
Check #: 179083						
PO/InvoiceTotal:						\$268.91

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Check Group:						
101D/UF106FLG FILTER-UREA *D		4	25262185	X101303429:03 12/17/2025	100.000.0000.000.2730.619.03000.50.421	\$716.40
101X/WAB4006110000 ABD MOD VLV		1	25262185	X101306331:01 12/17/2025	100.000.0000.000.2730.619.03000.50.421	\$236.04
101X/WAB4006110330 ABS VLV		1	25262185	X101306331:01 12/17/2025	100.000.0000.000.2730.619.03000.50.421	\$251.26
101X/WAB4006110010 ABS MOD VLV		1	25262185	X101306331:01 12/17/2025	100.000.0000.000.2730.619.03000.50.421	\$236.04
INBOUND FREIGHT		1	25262185	X101306331:01 12/17/2025	100.000.0000.000.2730.619.03000.50.421	\$30.00
7% INVOICE CHARGE TO SPED		1	25262185	X101306331:01 12/17/2025	100.000.0000.000.2730.619.03000.50.421	(\$102.88)
7% INVOICE CHARGE TO SPED		1	25262185	X101306331:01 12/17/2025	250.000.0000.200.2730.619.03000.50.421	\$102.88
					Check #: 179083	
					PO/InvoiceTotal:	\$1,469.74
Check Group:						
101P/5698455CUM SENSOR, PRS TEMPERATURE, P/S: STTY076-001		1	25262186	X101306424:01 12/17/2025	100.000.0000.000.2730.619.03000.50.421	\$87.64
					Check #: 179083	
					PO/InvoiceTotal:	\$87.64
Check Group:						
101X/KYS50220218506 LOW COOLANT SENSOR, P/S: XA261168248		1	25262187	X101306708:01 12/17/2025	100.000.0000.000.2730.619.03000.50.421	\$37.49
					Check #: 179083	
					PO/InvoiceTotal:	\$37.49
Check Group:						

## Douglas County School District

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
101P/02-02742-2 ABSORBER-SHOCK		1	25262188	X101306743:01 12/30/2025	100.000.0000.000.2730.619.03000.50.421	\$65.72
				Check #: 179083		
					PO/InvoiceTotal:	\$65.72
Check Group:						
101P/02-02742-2 ABSORBER-SHOCK		2	25262189	X101306773:01 12/17/2025	100.000.0000.000.2730.619.03000.50.421	\$131.44
				Check #: 179083		
					PO/InvoiceTotal:	\$131.44
Check Group:						
101X/66923 SHOCK		2	25262190	X101306856:01 12/17/2025	100.000.0000.000.2730.619.03000.50.421	\$194.92
				Check #: 179083		163
					PO/InvoiceTotal:	\$194.92
Check Group:						
101P/02-02742-2 ABSORBER-SHOCK, ORIGINAL INVOICE x101306743:01		1	25262279	X101307252:01 1/5/2026	100.000.0000.000.2730.619.03000.50.421	(\$65.72)
101X/USA62537TL TWIST LINK		10	25262279	X101307330:01 1/5/2026	100.000.0000.000.2730.619.03000.50.421	\$62.50
101K/3980939 SWITCH AS-MA		1	25262279	X101307430:01 1/5/2026	100.000.0000.000.2730.619.03000.50.421	\$130.14
101P-02-02742-2 ABSORBER-SHOCK, ORIGINAL INVOICE X101306743:01		1	25262279	X101307435:01 1/5/2026	100.000.0000.000.2730.619.03000.50.421	(\$65.72)
101X/WAB4721950180 MODULATOR 24V, ORIGINAL INVOICE X101305740:01		1	25262279	X101307535:01 1/5/2026	100.000.0000.000.2730.619.03000.50.421	(\$268.91)
101P/02-02742-2 ABSORBER-SHOCK, ORIGINAL INVOICE X101306773:01		1	25262279	X101307666:01 1/5/2026	100.000.0000.000.2730.619.03000.50.421	(\$65.72)

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
101P/4326873RXCUM SENSOR-NITROGEN OXIDE		1	25262279	X101307852:01 1/5/2026	100.000.0000.000.2730.619.03000.50.421	\$570.53
101P/4326873RXCUM-COR SENSOR-NITROGEN OXIDE		1	25262279	X101307852:01 1/5/2026	100.000.0000.000.2730.619.03000.50.421	\$170.00
Check #: 179083						
PO/InvoiceTotal:						\$467.10
Check Group:						
101P/380001AFDM SEAL OIL BATH TEFLON NATIONAL (#4)		1	25262307	X101308743:01 1/5/2026	100.000.0000.000.2730.619.03000.50.421	\$45.93
101D/65152B20 DRUM BRAKE 16.5X6 BAL, PALL *D (#4)		1	25262307	X101308743:01 1/5/2026	100.000.0000.000.2730.619.03000.50.421	\$215.25
101X/XK5574715QP BRAKE SHOE KITS (#4)		1	25262307	X101308743:01 1/5/2026	100.000.0000.000.2730.619.03000.50.421	\$104.88 164
101X/XK5574715QP-CORE BRAKE SHOE KITS CORE		1	25262307	X101308743:01 1/5/2026	100.000.0000.000.2730.619.03000.50.421	\$40.00
101P/380001AFDM SEAL OIL BATH TEFLON NATIONAL (#4)		1	25262307	X101308752:01 1/5/2026	100.000.0000.000.2730.619.03000.50.421	\$45.93
101D/65152B20 DRUM-BRAKE 16.5X6 BAL, PALL *D (#4)		1	25262307	X101308752:01 1/5/2026	100.000.0000.000.2730.619.03000.50.421	\$215.25
101X/XK5574715QP BRAKE SHOE KITS (#4)		1	25262307	X101308752:01 1/5/2026	100.000.0000.000.2730.619.03000.50.421	\$104.88
101X/XK5574715QP-CORE BRAKE SHOE KITS CORE		1	25262307	X101308752:01 1/5/2026	100.000.0000.000.2730.619.03000.50.421	\$40.00
Check #: 179083						
PO/InvoiceTotal:						\$812.12
Vendor Total:						\$3,535.08

PROCARE THERAPY INC

Check Group:

**Douglas County School District**

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
School Psychologist Laurie Shaw	12/1/25-12/5/25	37.5	25262172	21334613 12/16/2025	280.639.0000.200.2100.340.03000.50.421	\$3,375.00
Check #: 179084						
PO/InvoiceTotal:						\$3,375.00
Check Group:						
School Psychologist Laurie Shaw	12 8-12/25	37.5	25262260	21340379 12/30/2025	250.000.0000.200.2000.340.03000.50.421	\$3,375.00
Check #: 179084						
PO/InvoiceTotal:						\$3,375.00
Check Group:						
School Psychologist Laurie Shaw	12/15/25-12/19/25	38.5	25262312	21346517 1/7/2026	280.639.0000.200.2100.340.03000.50.421	\$3,465.00
Check #: 179084						165
PO/InvoiceTotal:						\$3,465.00
Vendor Total:						\$10,215.00
PSI SERVICES LLC						
Check Group:						
HiSet Exam Fees		7	25262170	9667 1/6/2026	100.000.0000.430.1000.810.03504.30.421	\$105.00
Check #: 179085						
PO/InvoiceTotal:						\$105.00
Vendor Total:						\$105.00
QUILL CORPORATION-672544						
672544						
Check Group:						
Scotch Magic Invisible Clear Tape Refill, 0.75" x 27.77 yds., 1" Core, Invisible, 10 Rolls/Pack (810P10K)		1	25262171	47007722 12/17/2025	250.000.0000.200.2000.610.03000.50.421	\$18.68
Check #: 179086						
PO/InvoiceTotal:						\$18.68
Check Group:						

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
clr laserjt toner collection container for Sue's printer		1	25262216	47031882 12/17/2025	100.000.0000.000.2510.610.03000.50.421	\$26.99
					Check #: 179086	
					PO/InvoiceTotal:	\$26.99
Check Group: INVOICE#46945732 CREAMER FRENCH VANILLA 1808X		1	25262258	46945732 1/8/2026	100.000.0000.000.2570.610.03000.50.421	\$26.99
					Check #: 179086	
					PO/InvoiceTotal:	\$26.99
					Vendor Total:	\$72.66
<b>RALEYS</b>	<b>680718</b>					
Check Group:						
CHIPS		1	25262244	102237-5000005 1/5/2026	100.000.0000.000.2620.610.03000.50.421	\$3.99
CHIPS		1	25262244	102237-5000005 1/5/2026	100.000.0000.000.2620.610.03000.50.421	\$3.99
CHIPS		1	25262244	102237-5000005 1/5/2026	100.000.0000.000.2620.610.03000.50.421	\$3.99
CHIPS		1	25262244	102237-5000005 1/5/2026	100.000.0000.000.2620.610.03000.50.421	\$3.99
SODA		1	25262244	102237-5000005 1/5/2026	100.000.0000.000.2620.610.03000.50.421	\$4.99
SODA		1	25262244	102237-5000005 1/5/2026	100.000.0000.000.2620.610.03000.50.421	\$4.99
SODA		1	25262244	102237-5000005 1/5/2026	100.000.0000.000.2620.610.03000.50.421	\$4.99
SODA		1	25262244	102237-5000005 1/5/2026	100.000.0000.000.2620.610.03000.50.421	\$4.99
CHIPS		1	25262244	102237-5000005 1/5/2026	100.000.0000.000.2620.610.03000.50.421	\$3.99

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CHIPS		1	25262244	102237-5000005 1/5/2026	100.000.0000.000.2620.610.03000.50.421	\$3.99
BROWNIE		1	25262244	102237-5000005 1/5/2026	100.000.0000.000.2620.610.03000.50.421	\$7.99
BROWNIE		1	25262244	102237-5000005 1/5/2026	100.000.0000.000.2620.610.03000.50.421	\$7.99
SALSA		1	25262244	102237-5000005 1/5/2026	100.000.0000.000.2620.610.03000.50.421	\$7.49
SALAD		1	25262244	102237-5000005 1/5/2026	100.000.0000.000.2620.610.03000.50.421	\$12.77
DIP		1	25262244	102237-5000005 1/5/2026	100.000.0000.000.2620.610.03000.50.421	\$8.99
SALAD		1	25262244	102237-5000005 1/5/2026	100.000.0000.000.2620.610.03000.50.421	\$11.42 167
Check #: 179087						
PO/InvoiceTotal:						\$100.55
Check Group:						
5/20/2025 Raley's purchase; reference 100926STR1090521		1	25262373	100926 - 500005 1/6/2026	100.000.0000.000.2320.610.03000.50.421	\$9.98
12/10/2024 Raley's purchase; reference 199811STR1091211		1	25262373	199811 500005 1/6/2026	100.000.0000.000.2320.610.03000.50.421	\$38.15
Check #: 179087						
PO/InvoiceTotal:						\$48.13
Vendor Total:						\$148.68
REFRIGERATION SUPPLIES DISTRIBUTOR	686768					
Check Group:						
BELT		3	25262165	13673770-00 12/16/2025	100.000.0000.000.2620.610.03000.50.421	\$25.17

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
BELT		3	25262165	13673770-00 12/16/2025	100.000.0000.000.2620.610.03000.50.421	\$26.40
COPACITOR		3	25262165	13673770-00 12/16/2025	100.000.0000.000.2620.610.03000.50.421	\$9.57
FREIGHT		1	25262165	13673770-00 12/16/2025	100.000.0000.000.2620.610.03000.50.421	\$14.74
Check #: 179088						
PO/InvoiceTotal:						\$75.88
Check Group:						
CHARGING HOSE		1	25262318	13673991-00 1/6/2026	100.000.0000.000.2620.612.03000.50.421	\$212.04
COPE FFAP-A22Z-CFV-075		1	25262318	13673991-00 1/6/2026	100.000.0000.000.2620.612.03000.50.421	\$3,486.84
EXP VALVE		1	25262318	13673991-00 1/6/2026	100.000.0000.000.2620.612.03000.50.421	\$219.66 168
REFRIGERANT		1	25262318	13673991-00 1/6/2026	100.000.0000.000.2620.612.03000.50.421	\$475.00
TEMP CONTROL		3	25262318	13673991-00 1/6/2026	100.000.0000.000.2620.612.03000.50.421	\$312.00
TEMP CONTROL		3	25262318	13675067-00 1/6/2026	100.000.0000.000.2620.610.03000.50.421	\$313.50
SAFETY SILVER		1	25262318	13675067-00 1/6/2026	100.000.0000.000.2620.610.03000.50.421	\$74.43
STAY SILVER		1	25262318	13675067-00 1/6/2026	100.000.0000.000.2620.610.03000.50.421	\$5.18
Check #: 179088						
PO/InvoiceTotal:						\$5,098.65
Vendor Total:						\$5,174.53

RON'S REFRIGERATION INC

Check Group:

**Douglas County School District**

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
SES FREEZER THRESHOLD HEATER		1	25262183	43331 12/17/2025	100.000.0000.000.2620.430.03000.50.421	\$18.00
GASKET		1	25262183	43331 12/17/2025	100.000.0000.000.2620.430.03000.50.421	\$135.98
LABOR		2.5	25262183	43331 12/17/2025	100.000.0000.000.2620.430.03000.50.421	\$300.00
FREIGHT		1	25262183	43331 12/17/2025	100.000.0000.000.2620.430.03000.50.421	\$17.15
TRUCK CHARGE		1	25262183	43331 12/17/2025	100.000.0000.000.2620.430.03000.50.421	\$25.00
Check #: 179089						
PO/InvoiceTotal:						\$496.13
Check Group:						169
REFRIGERANT GES WALK IN COOLER		5	25262219	43310 12/18/2025	100.000.0000.000.2620.430.03000.50.421	\$217.50
LABOR		2.25	25262219	43310 12/18/2025	100.000.0000.000.2620.430.03000.50.421	\$270.00
TRUCK CHARGE		1	25262219	43310 12/18/2025	100.000.0000.000.2620.430.03000.50.421	\$25.00
Check #: 179089						
PO/InvoiceTotal:						\$512.50
Vendor Total:						\$1,008.63
ROTARY CLUB OF MINDEN NV						
Check Group:						
Meeting Meal Card Fee		10	25262297	11302025 1/6/2026	100.000.0000.000.2320.610.03000.50.421	\$100.00
Check #: 179090						
PO/InvoiceTotal:						\$100.00
Vendor Total:						\$100.00

SIERRA LUTHERAN HIGH SCHOOL

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Check Group:						
Title IIA - Partial Tuition Reimbursement for Sierra Lutheran Teacher - Kimberly Estee		1	25262285	PRTL REIMB ESTEE 12/30/2025	280.709.0000.100.2213.971.03000.50.421	\$934.94
Title IA - Partial Tuition Reimbursement for Sierra Lutheran Teacher - Kimberly Estee		1	25262285	PRTL REIMB ESTEE 12/30/2025	280.633.0000.100.1000.971.03000.50.421	\$3,919.06
Check #: 179091						
PO/InvoiceTotal:						\$4,854.00
Vendor Total:						\$4,854.00
SPORT SAFE TESTING SERVICE INC						
Check Group:						
SUBSTANCE ABUSE PANEL 13A RANDOM 2023-2024 FY		33	25260020	14558 1/6/2026	100.000.0000.000.2320.301.03000.50.421	\$1,023.00 170
Check #: 179092						
PO/InvoiceTotal:						\$1,023.00
Vendor Total:						\$1,023.00
STEPHANIE ZANE						
Check Group:						
Occupational Therapy Contract Services 12/4/25-12/19/25		38.5	25262313	1002 1/7/2026	250.000.0000.200.2000.340.03000.50.421	\$3,272.50
Check #: 179093						
PO/InvoiceTotal:						\$3,272.50
Vendor Total:						\$3,272.50
SWEETWATER SOUND LLC						
Check Group:						
Pro Co 15' XLRf-XLRm Excellines Cable		1	25261914	47855337 1/7/2026	100.015.0000.100.1000.610.03207.10.421	\$22.99
sE Electronics V7 Super Dyn Vocal Mic, Std		1	25261914	47855337 1/7/2026	100.015.0000.100.1000.610.03207.10.421	\$105.00

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Pro Co 30' XLRf-XLRm Excellines Cable		1	25261914	47855337 1/7/2026	100.015.0000.100.1000.610.03207.10.421	\$42.99
On-Stage Round Base Mic Std, Black		2	25261914	47855337 1/7/2026	100.015.0000.100.1000.610.03207.10.421	\$57.52
Shure SLXD Wls HH SM58 Sys, G58		1	25261914	47855337 1/7/2026	100.015.0000.100.1000.610.03207.10.421	\$769.00
Pro Co 10' XLRf-XLRm Excellines Cable		1	25261914	47855337 1/7/2026	100.015.0000.100.1000.610.03207.10.421	\$28.99
On-Stage 4U Rk Drawer w/Lock		1	25261914	47855337 1/7/2026	100.015.0000.100.1000.610.03207.10.421	\$151.16
Pro Co NEMA 5-15 Ext Cord 16ga 12'		2	25261914	47855337 1/7/2026	100.015.0000.100.1000.610.03207.10.421	\$37.70
Yamaha 12" DHR Powered Floor Monitor		2	25261914	47855337 1/7/2026	100.015.0000.100.1000.610.03207.10.421	\$1,393.98 171
Pro Co 30' QTRSM-QTRSM Cable		2	25261914	47855337 1/7/2026	100.015.0000.100.1000.610.03207.10.421	\$79.98

Check #: 179094

PO/InvoiceTotal: \$2,689.31

Vendor Total: \$2,689.31

SYSCO SACRAMENTO 759590

Check Group:

BACON, Turkey Pre-Cooked, 600 Slices		2	25262130	631145392 12/19/2025	600.000.0000.000.3100.610.03000.50.421	\$207.62
BAGEL, Cin. Raisin, WG, sl., 72/3 oz		5	25262130	631145392 12/19/2025	600.000.0000.000.3100.610.03000.50.421	\$112.90
BAGEL, Everything, 72/3 oz.		5	25262130	631145392 12/19/2025	600.000.0000.000.3100.610.03000.50.421	\$107.85
BREAD, Rolls, WW, heat & bake, 240/1.5 oz		15	25262130	631145392 12/19/2025	600.000.0000.000.3100.610.03000.50.421	\$655.05
CHEESE, Cream LF, 10/3# MKT		1	25262130	631145392 12/19/2025	600.000.0000.000.3100.610.03000.50.421	\$78.97

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CHIPS, BKD, Lrg., Reg., 64/1.125 oz., "S"		2	25262130	631145392 12/19/2025	600.000.0000.000.3100.610.03000.50.421	\$85.66
CHIPS, BKD, Lrg., Sr. Cr. Ched, 64/1.125 oz., "S"		2	25262130	631145392 12/19/2025	600.000.0000.000.3100.610.03000.50.421	\$85.66
CINNAMON ROLL DOUGH, WG, 120/2.5 oz.		5	25262130	631145392 12/19/2025	600.000.0000.000.3100.610.03000.50.421	\$174.25
COOKIES, Mini Choc Chip. WG, 80/1.22 oz "A"		10	25262130	631145392 12/19/2025	600.000.0000.000.3100.610.03000.50.421	\$365.20
CRACKERS, Cheeze-It, WG, 60/1 oz. "A"		5	25262130	631145392 12/19/2025	600.000.0000.000.3100.610.03000.50.421	\$84.25
DONUT, Plain LF, WG 84/2.45 oz.		5	25262130	631145392 12/19/2025	600.000.0000.000.3100.610.03000.50.421	\$204.00
FRANKS, Turkey, 1/10 lb		3	25262130	631145392 12/19/2025	600.000.0000.000.3100.610.03000.50.421	\$71.70 172
FRENCH TOAST STICKS, 12/2#		10	25262130	631145392 12/19/2025	600.000.0000.000.3100.610.03000.50.421	\$541.70
FRUIT ROLL UPS - Crazy Color, 96/5 oz., "A"		5	25262130	631145392 12/19/2025	600.000.0000.000.3100.610.03000.50.421	\$135.60
GATORADE, Grape, 24/12 oz., "S"		5	25262130	631145392 12/19/2025	600.000.0000.000.3100.610.03000.50.421	\$80.65
JC, Shelf Stable, Apple, 12/46 oz		1	25262130	631145392 12/19/2025	600.000.0000.000.3100.610.03000.50.421	\$43.51
JC, Tropicana, Apple, 24/10 oz. "S"		10	25262130	631145392 12/19/2025	600.000.0000.000.3100.610.03000.50.421	\$258.40
KETCHUP, Cryovac Pouch, 2/1.5 gal.		5	25262130	631145392 12/19/2025	600.000.0000.000.3100.610.03000.50.421	\$153.90
PORTION PK, Mayo, 200/9 gm,		5	25262130	631145392 12/19/2025	600.000.0000.000.3100.610.03000.50.421	\$178.85
PRETZEL SOFT, WG, 100/2.2 oz, frzn.		6	25262130	631145392 12/19/2025	600.000.0000.000.3100.610.03000.50.421	\$223.74

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01/08/2026

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
SWITCH JUICE, Blk Cherry, 24/7.5 oz "A"		25	25262130	631145392 12/19/2025	600.000.0000.000.3100.610.03000.50.421	\$430.50
SWITCH JUICE, Kiwi, 24/7.5 oz "A"		25	25262130	631145392 12/19/2025	600.000.0000.000.3100.610.03000.50.421	\$430.50
Check #: 179095						
PO/InvoiceTotal:						\$4,710.46
Vendor Total:						\$4,710.46
TAHOE DOUGLAS DISTRICT	760558					
Check Group:						
ZCES QUARTERLY SEWER		1	25260018	01312026 1/6/2026	100.000.0000.000.2611.411.03202.10.421	\$6,806.15
Check #: 179096						
PO/InvoiceTotal:						\$6,806.15
Vendor Total:						\$6,806.15
TAHOE SUPPLY						
Check Group:						
STRIPPING BOOTS XL W/2PR SOLES PR		1	25261049	1145416-01 12/17/2025	100.000.0000.000.2610.610.03206.10.421	\$58.00
Check #: 179097						
PO/InvoiceTotal:						\$58.00
Check Group:						
SWEEPEASY BROOM PRO LOBBY 3PK		1	25261352	1147095 12/17/2025	100.000.0000.000.2610.610.03201.10.421	\$20.00
SWEEPEASY PRO DUSTPAN 2/CS		1	25261352	1147095 12/17/2025	100.000.0000.000.2610.610.03201.10.421	\$9.00
Check #: 179097						
PO/InvoiceTotal:						\$29.00
Check Group:						
TORNADO WINDSHEAR 3200 AIR MOVER		1	25261756	1148949 12/17/2025	100.000.0000.000.2610.610.03209.10.421	\$278.99

## Douglas County School District

### Voucher Detail Listing

Voucher Batch Number: 2662

01/08/2026

Fiscal Year: 2025-2026

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
SUPER-SORB ABSORBENT 6/12OZ CS		1	25261756	1148949 12/17/2025	100.000.0000.000.2610.610.03209.10.421	\$50.73
Check #: 179097						
PO/InvoiceTotal:						\$329.72
Vendor Total:						\$416.72
THE HERTZ CORPORATION						
Check Group:						
DHS - SAN DIEGO GIRLS BASKETBALL RENTAL VEHICLES - DEC 26TH THRU 30TH 2025 - 3 ADULTS, 17 STUDENTS		1	25262391	372434613 1/7/2026	100.051.0000.920.1000.580.03501.30.421	\$500.21
DHS - SAN DIEGO GIRLS BASKETBALL RENTAL VEHICLES - DEC 26TH THRU 30TH 2025		1	25262391	372436481 1/7/2026	100.051.0000.920.1000.580.03501.30.421	\$500.34
DHS - SAN DIEGO GIRLS BASKETBALL RENTAL VEHICLES - DEC 26TH THRU 30TH 2025		1	25262391	374238161 1/7/2026	100.051.0000.920.1000.580.03501.30.421	\$499.27
Check #: 179098						
PO/InvoiceTotal:						\$1,499.82
Vendor Total:						\$1,499.82
TOWN OF MINDEN-493614	493614					
Check Group:						
DHS FRONT LANDSCAPE WATER		1	25260011	01252026 1/6/2026	100.000.0000.000.2611.411.03501.30.421	\$61.40
DHS SOCCER FIELD		1	25260011	01252026 1/6/2026	100.000.0000.000.2611.411.03501.30.421	\$62.90
DHS FIRE/SPRINKLER/HYDRANT		1	25260011	01252026 1/6/2026	100.000.0000.000.2611.411.03501.30.421	\$566.60
MES WATER/FIRE SPRINKLER/HYDRANT		1	25260011	01252026 1/6/2026	100.000.0000.000.2611.411.03210.10.421	\$347.40
MES TRASH		1	25260011	01252026 1/6/2026	100.000.0000.000.2611.421.03210.10.421	\$828.25

## Douglas County School District

### Voucher Detail Listing

Voucher Batch Number: 2662

01/08/2026

Fiscal Year: 2025-2026

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
DISTRICT OFFICE TRASH		1	25260011	01252026 1/6/2026	100.000.0000.000.2611.421.03000.50.421	\$33.13
DISTRICT OFFICE SPRINKLER		1	25260011	01252026 1/6/2026	100.000.0000.000.2611.411.03000.50.421	\$97.90
DISTRICT OFFICE FRONT LANDSCAPING		1	25260011	01252026 1/6/2026	100.000.0000.000.2611.411.03000.50.421	\$61.40
Check #: 179099						
PO/InvoiceTotal:						\$2,058.98
Vendor Total:						\$2,058.98
TRAVIS KEENE						
Check Group:						
REIMBURSEMENT TO TRAVIS KEENE FOR PIZZA FACTORY FOR DEC 18, 2025 STAFF MEETING		1	25262283	PIZZ12182025 1/5/2026	100.000.0000.000.2730.610.03000.50.421	\$54.60 175
Check #: 179100						
PO/InvoiceTotal:						\$54.60
Vendor Total:						\$54.60
TYR1 PEST SOLUTIONS						
Check Group:						
MONTHLY PEST SERVICE		1	25262249	10541 1/5/2026	100.000.0000.000.2620.430.03000.50.421	\$3,150.00
Check #: 179101						
PO/InvoiceTotal:						\$3,150.00
Vendor Total:						\$3,150.00
UNITED RENTALS INC						
821360						
Check Group:						
SCREEN		1	25262319	255300719-001 1/6/2026	100.000.0000.000.2630.619.03000.50.421	\$10.23
AIR INLET		1	25262319	255300719-001 1/6/2026	100.000.0000.000.2630.619.03000.50.421	\$47.17

**Douglas County School District**

**Voucher Detail Listing**

Voucher Batch Number: 2662

01/08/2026

Fiscal Year: 2025-2026

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
NUT ASSY		1	25262319	255300719-001 1/6/2026	100.000.0000.000.2630.619.03000.50.421	\$90.93
MISC PART		1	25262319	255300719-001 1/6/2026	100.000.0000.000.2630.619.03000.50.421	\$28.88
SHOP SUPPLY		1	25262319	255300719-001 1/6/2026	100.000.0000.000.2630.619.03000.50.421	\$8.16
LABOR		0.75	25262319	255300719-001 1/6/2026	100.000.0000.000.2630.619.03000.50.421	\$122.45
LABOR		0.5	25262319	255300719-001 1/6/2026	100.000.0000.000.2630.619.03000.50.421	\$81.63

Check #: 179102

PO/InvoiceTotal: \$389.45

Vendor Total: \$389.45

UNIVERSITY OF NEVADA RENO

Check Group:

2026 APB Conference Registration Fee for Andrew Fromdahl		1	25262196	04524F66-F136 12/17/2025	100.000.0000.000.2190.330.03000.50.421	\$200.00
2026 APB Conference Registration Fee for Brooke Nair		1	25262196	3756919C-92E5 12/17/2025	100.000.0000.000.2190.330.03000.50.421	\$200.00
2026 APB Conference Registration Fee for Jennifer Mortensen		1	25262196	74BD76EA-8D94 12/17/2025	100.000.0000.000.2190.330.03000.50.421	\$200.00
2026 APB Conference Registration Fee for Ann Felte		1	25262196	927A605E-3036 12/17/2025	100.000.0000.000.2190.330.03000.50.421	\$200.00

Check #: 179103

PO/InvoiceTotal: \$800.00

Vendor Total: \$800.00

VISION SERVICE PLAN

Check Group:

## Douglas County School District

### Voucher Detail Listing

Voucher Batch Number: 2662

01/08/2026

Fiscal Year: 2025-2026

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
2025/2026 CLAIMS		1	25260015	824293123 1/6/2026	702.000.0000.000.2900.591.03000.50.421	\$4,871.49
Check #: 179104						
PO/InvoiceTotal:						\$4,871.49
Vendor Total:						\$4,871.49
WESTERN NEVADA COLLEGE						
Check Group:						
JANUARY 2025		1	25260014	01012026 1/5/2026	100.000.0000.430.1000.441.03000.50.421	\$10,000.00
Check #: 179105						
PO/InvoiceTotal:						\$10,000.00
Vendor Total:						\$10,000.00
WICKSTROM ACE HARDWARE LLC						
Check Group:						
LUBE		3	25262327	15833 1/6/2026	100.000.0000.000.2620.610.03000.50.421	\$22.77
LUBE		3	25262327	15833 1/6/2026	100.000.0000.000.2620.610.03000.50.421	\$59.97
LUBE		2	25262327	15833 1/6/2026	100.000.0000.000.2620.610.03000.50.421	\$27.98
Check #: 179106						
PO/InvoiceTotal:						\$110.72
Vendor Total:						\$110.72
WIPI						
Check Group:						
AV12766 FRONT END STONE SHIELD RETAINER		1	25262284	2512-145500 1/5/2026	100.000.0000.000.2730.619.03000.50.421	\$11.94
AV18680 GM HEAD LINING TRIM FINISH PANEL RETAINER		1	25262284	2512-145500 1/5/2026	100.000.0000.000.2730.619.03000.50.421	\$16.36

## Douglas County School District

### Voucher Detail Listing

Voucher Batch Number: 2662

01/08/2026

Fiscal Year: 2025-2026

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
AV18688 GM HEAD LINING TRIM FINISH PANEL RETAINER		1	25262284	2512-145500 1/5/2026	100.000.0000.000.2730.619.03000.50.421	\$29.53
AV14757 ENGINE MOUNT HEAT SHIELD RETAINER		1	25262284	2512-145500 1/5/2026	100.000.0000.000.2730.619.03000.50.421	\$20.81
AV15040 CHRYSLER/AMC TRIM PANEL RETAINER		1	25262284	2512-145500 1/5/2026	100.000.0000.000.2730.619.03000.50.421	\$51.70
R-18174 GM TRIM PANEL RETAINER (50 PIECES)		1	25262284	2512-145500 1/5/2026	100.000.0000.000.2730.619.03000.50.421	\$21.85
J-1742PK GM FORD & AMC TRIM PANEL RETAINER, BOX OF 25		1	25262284	2512-145500 1/5/2026	100.000.0000.000.2730.619.03000.50.421	\$17.81
D-12571 FORD FASCIA TO BUMPER RETAINER, PKG 25		1	25262284	2512-145500 1/5/2026	100.000.0000.000.2730.619.03000.50.421	\$10.05
R-15480 FOR INTERIOR TRIM PANEL RETAINER-BLACK NYLON		1	25262284	2512-145500 1/5/2026	100.000.0000.000.2730.619.03000.50.421	178 \$0.27
Check #: 179107						
PO/InvoiceTotal:						\$180.32
Vendor Total:						\$180.32
YVONNE WAGSTAFF						
Check Group:						
Accountability Subcommittee Meeting 11/7/2025: Southwest Flight		1	25262296	brd travel 1/6/2026	100.000.0000.000.2310.580.03000.50.421	\$714.96
Uber 11/6/2025: 12.71 miles		1	25262296	brd travel 1/6/2026	100.000.0000.000.2310.580.03000.50.421	\$43.92
Accountability Subcommittee Meeting 1/20-21/2026: Southwest Flight		1	25262296	brd travel 1/6/2026	100.000.0000.000.2310.580.03000.50.421	\$215.44
Accountability Subcommittee Meeting 2/12/2026: Southwest Flight		1	25262296	brd travel 1/6/2026	100.000.0000.000.2310.580.03000.50.421	\$226.86

Check #: 179108

# Douglas County School District

## Voucher Detail Listing

Voucher Batch Number: 2662

01/08/2026

Fiscal Year: 2025-2026

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
						PO/InvoiceTotal: \$1,201.18
						Vendor Total: \$1,201.18
						Grand Total: \$369,858.24

End of Report

**Classified Personnel**

HIRING RECOMMENDATIONS FOR CLASSIFIED PERSONNEL				
Name	Position/Location	Effective Date	Replacing	
None				
RECOMMENDATION TO CREATE NEW POSITION				
Name	Position/Location	Effective Date	Replacing	
Hiring Request for New Position	Chief Financial Officer – Business Services	07-01-2026	New Position	
CLASSIFIED RESIGNATIONS				
Name	Position/Location	Last Day Worked / End of Contract		
None				
CLASSIFIED PERSONNEL / CLASSIFIED MANAGEMENT PERSONNEL REDUCTION IN FORCE				
Name	Position/Location	Last Day Worked / End of Contract		
Maria Bravo	Secretary I – Pau Wa Lu Middle	02-17-2026	02-28-2026	
John McGillivray	Groundsperson – Facilities	02-17-2026	02-28-2026	
Stephanie McKinnis	Secretary I – ASPRIE / JHS	02-17-2026	02-28-2026	
David Spotts	Maintenance Technician II - Facilities	02-17-2026	02-28-2026	
Phillip Demus	Director of Facilities – Facilities	06-30-2026	06-30-2026	
Blair Hinsz	Director of Transportation – Student Transportation	06-30-2026	06-30-2026	
Hailey Sebahar	Family Engagement Specialist & Communications	06-30-2026	06-30-2026	
Ashley Touchin	Coordinator of Transportation – Student Transportation	06-30-2026	06-30-2026	
CLASSIFIED CHANGES				
Name	Former Position/Location	New Position/Location	Effective Date	Replacing
None				
CLASSIFIED RETIREMENTS				
Name	Position/Location	Last Day Worked / End of Contract		
None				
CLASSIFIED TERMINATIONS				
Employee ID #	Position	Effective Date		
None				
CLASSIFIED REQUEST FOR UNPAID LEAVE-BOARD REQUIRED APPROVAL				
Name	Position/Location	Reason	DATES	
Teresa Cerda	Special Education Para II – Pau Wa Lu Middle	Approved Unpaid	12/12/2025 & 12/15/2025	
Maria Bravo	Secretary I – Pau Wa Lu Middle	Approved Unpaid	12/17/2025	
Tyra Jasany	Health Aide – Gardnerville Elementary	Approved Unpaid	02/23/2026	
Christine Bradford	Special Education Para IV – Gardnerville Elementary	Approved Unpaid	01/20/2026	

**Certified Personnel**

CERTIFIED NEW HIRES			
Name	Position/Location	Information	School Year
Telsche Hipple	English / ASPIRE	1 Year Only – Grant Funded	25-26

CERTIFIED CHANGES			
Name	From Position/Location	To Position/Location	School Year
Ashleigh Goodwin	SPED / GES & CCMES Teacher	SPED / GES & CCMES Long Term Sub	25-26

CERTIFIED RESIGNATIONS/RETIREMENT/LOA			
Name	Position/Location	Last Day Worked / End of Contract	School Year
Brian Fleischer	Math / DHS	12/19/2025      12/31/2025	25-26

CERTIFIED POSITIONS ELIMINATED		
Position	Location	Effective Date

CERTIFIED POSITIONS ENDING		
Name	Position / Location	Effective Date

CERTIFIED TERMINATIONS		
Employee ID #	Position	Effective Date
NA42966	Classroom Teacher	12/19/2025

CERTIFIED REQUEST FOR UNPAID LEAVE – BOARD APPROVAL REQUIRED		
Name	Position/Location	Dates
Brady Ovard	Classroom Teacher – Douglas High	01/07-08/2026

TOTAL STUDENT POPULATION NUMBERS (Q2)		Bullying Behaviors Q2																	
Subgroup	Student population by subgroup/race	Number of Bullying Incidents								Number of Cyber Bullying Incidents									
		Reported Incidents	Reported Students (Offenders)	Incidents with discrimination Based on Race	Determined to be Unsubstantiated Bullying Incidents	Determined to be Substantiated Bullying Incidents	Of Unsubstantiated How Many Students Were Suspended	Of Substantiated How Many Students Were Suspended	Of Unsubstantiated How Many Students Were Expelled	Of Substantiated How Many Students Were Expelled	Reported Incidents	Reported Students (Offenders)	Discrimination Based on Race	Determined to be Unsubstantiated Bullying	Determined to be Substantiated Bullying	Of Unsubstantiated How Many Students Were Suspended	Of Substantiated How Many Students Were Suspended	Of Unsubstantiated How Many Students Were Expelled	Of Substantiated How Many Students Were Expelled
Total Q2 Enrollment	4773																		
Male	2519	6	9		3	3													
Female	2254	2																	
Gender Non-Conforming/ Trans/NB																			
American Indian	97																		
Asian	68																		
Black	9																		
Hispanic/Latino	1208	4	3		2	1													
Two or More	291	1	1			1													
Pacific Islander	14																		
White	3086	5	5		2	2													
EL	185																		
Foster	6																		
FRL	1691	7	8		3	4													
Homeless	73																		
IEP	700	1	1		1														
MIG																			
Military	145																		

SUSPENSIONS (Q2)														
Subgroup	Violent Behaviors			Substance Use Behaviors			Weapons Involved Behaviors		Prohibited Behaviors	Disruptions of Class/School Activities (Standard Event Cat 3)	Threat Behaviors (Standard Event Cat 7)	Violations of School Rules (Standard Event Cat 2)	Attendance Related Behaviors (attendance code only) (Standard Event Cat 1)	Total Number of Students Who Were Suspended (all behaviors/ reasons)
	Violence to Other Students (S01)	Violence to School Staff (S02)	Sexual Assault	Distribution of Controlled Substances (S04)	Possession or Use of Controlled Substances (S05)	Possession or Use of Alcoholic Beverages (S06)	Possession of Non-Firearm Weapons (S03)	Possession of Firearms (Guns Free School Act) (S03)	Code of Honor Violations (B38, B40)					
Male					7	5				2	3		5	187
Female		1			10	2					1		6	63
Gender Non-Conforming/ Trans/NB														
American Indian											1			12
Asian					1								1	3
Black														
Hispanic/Latino		1			6	1				1			4	51
Two or More													1	8
Pacific Islander														
White					10	6				1	3		5	176
EL		1			2									7
Foster														
FRL		1			11	2				1	4		7	144
Homeless														4
IEP					5	1					1			55
MIG														
Military													1	6

EXPULSIONS (Q2)														
Subgroup	Violent Behaviors			Substance Use Behaviors			Weapons Involved Behaviors		Prohibited Behaviors	Disruptions of Class/School Activities (Standard Event Cat 3)	Threat Behaviors (Standard Event Cat 7)	Violations of School Rules (Standard Event Cat 2)	Attendance Related Behaviors (attendance code only) (Standard Event Cat 1)	Total Number of Students who were expelled (all behaviors/ reasons)
	Violence to Other Students (S01)	Violence to School Staff (S02)	Sexual Assault	Distribution of Controlled Substances (S04)	Possession or Use of Controlled Substances (S05)	Possession or Use of Alcoholic Beverages (S06)	Possession of Non-Firearm Weapons (S03)	Possession of Firearms (Guns Free School Act) (S03)	Code of Honor Violations (B38, B40)					
Male					2									3
Female		1												1
Gender Non-Conforming/ Trans/NB														
American Indian														
Asian														
Black														
Hispanic/Latino		1			1									2
Two or More														
Pacific Islander														
White					1						1			2
EL		1			1									2
Foster														
FRL		1			1						1			3
Homeless														
IEP					1									1
MIG														
Military														

Subgroup	Total Number of Students Deemed Habitual Disciplinary Problems NRS 392.4655 (Q1) (S14)	Total Number of Students Suspended (Q2)	Total Number of Students Expelled (Q2)
Male	0	187	3
Female	0	63	1
Gender Non-Conforming/ Trans/NB	0	0	0
American Indian	0	12	0
Asian	0	3	0
Black	0	0	0
Hispanic/Latino	0	51	2
Two or More	0	8	0
Pacific Islander	0	0	0
White	0	176	2
EL	0	7	2
Foster	0	0	0
FRL	0	144	3
Homeless	0	4	0
IEP	0	55	1
MIG	0	0	0
Military	0	6	0

















**BULLYING/BEHAVIOR REPORT - Q2 (October 1, 2025 - December 30, 2025)**

25-26 SY		Number of Suspension Incidents Due to													Number of Expulsions Incidents Resulted Due to														
Entity	Subgroup	Violence to Other Students (S01)	Violence to School Staff (S02)	Sexual Assault	Distribution of Controlled Substances (S04)	Possession or Use of Controlled Substances (S05)	Possession or Use of Alcoholic Beverages (S06)	Possession of Non-Firearm Weapons (S03)	Possession of Firearms (S03)	Code of Honor Violations (B38, B40)	Disruptions of Class/School Activities (Std Event Cat 3)	Threat Behaviors (Std Event Cat 7)	Violations of School Rules (Std Event Cat 2)	Attendance Related Behaviors (Std Event Cat 1)	Total # Students Suspended for all	Violence to Other Students (S01)	Violence to School Staff (S02)	Sexual Assault	Distribution of Controlled Substances (S04)	Possession or Use of Controlled Substances (S05)	Possession or Use of Alcoholic Beverages (S06)	Possession of Weapons (S03)	Possession of Firearms (S03)	Code of Honor Violations (B38, B40)	Disruptions of Class/School Activities (Std Event Cat 3)	Threat Behaviors (Std Event Cat 7)	Violations of School Rules (Std Event Cat 2)	Attendance Related Behaviors (Std Event Cat 1)	Total # Students Expelled for all reasons
DISTRICT	<b>TOTAL</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>17</b>	<b>7</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>4</b>	<b>0</b>	<b>11</b>	<b>250</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>4</b>
DCSD	Male	0	0	0	0	7	5	0	0	0	2	3	0	5	187	0	0	0	0	2	0	0	0	0	0	1	0	0	3
	Female	0	1	0	0	10	2	0	0	0	0	1	0	6	63	0	1	0	0	0	0	0	0	0	0	0	0	0	1
	Gender Non-Conforming/ Trans/H	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	American Indian	0	0	0	0	0	0	0	0	0	0	1	0	0	12	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Asian	0	0	0	0	1	0	0	0	0	0	0	0	1	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Black	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Hispanic/Latino	0	1	0	0	6	1	0	0	0	1	0	0	4	51	0	1	0	0	1	0	0	0	0	0	0	0	0	2
	Two or More	0	0	0	0	0	0	0	0	0	0	0	0	1	8	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	White	0	0	0	0	10	6	0	0	0	1	3	0	5	176	0	0	0	0	1	0	0	0	0	0	1	0	0	2
	EL	0	1	0	0	2	0	0	0	0	0	0	0	0	7	0	1	0	0	1	0	0	0	0	0	0	0	0	2
	Foster	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	FRL	0	1	0	0	11	2	0	0	0	1	4	0	7	144	0	1	0	0	1	0	0	0	0	1	0	0	3	
	Homeless	0	0	0	0	0	1	0	0	0	0	0	0	4	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IEP	0	0	0	0	5	1	0	0	0	0	1	0	0	55	0	0	0	0	1	0	0	0	0	0	0	0	1	
	MIG	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Military	0	0	0	0	0	0	0	0	0	0	0	0	1	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**BULLYING/BEHAVIOR REPORT - Q2 (October 1, 2025 - December 30, 2025)**

25-26 SY		Number of Suspension Incidents Due to												Number of Expulsions Incidents Resulted Due to															
Entity	Subgroup	Violence to Other Students (S01)	Violence to School Staff (S02)	Sexual Assault	Distribution of Controlled Substances (S04)	Possession or Use of Controlled Substances (S05)	Possession or Use of Alcoholic Beverages (S06)	Possession of Non-Firearm Weapons (S03)	Possession of Firearms (S03)	Code of Honor Violations (B38, B40)	Disruptions of Class/School Activities (Std Event Cat 3)	Threat Behaviors (Std Event Cat 7)	Violations of School Rules (Std Event Cat 2)	Attendance Related Behaviors (Std Event Cat 1)	Total # Students Suspended for all	Violence to Other Students (S01)	Violence to School Staff (S02)	Sexual Assault	Distribution of Controlled Substances (S04)	Possession or Use of Controlled Substances (S05)	Possession or Use of Alcoholic Beverages (S06)	Possession of Weapons (S03)	Possession of Firearms (S03)	Code of Honor Violations (B38, B40)	Disruptions of Class/School Activities (Std Event Cat 3)	Threat Behaviors (Std Event Cat 7)	Violations of School Rules (Std Event Cat 2)	Attendance Related Behaviors (Std Event Cat 1)	Total # Students Expelled for all reasons
SCHOOL 03201	TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0
GES	Male														3														
	Female																												
	Gender Non-Conforming/ Trans/NB																												
	American Indian																												
	Asian																												
	Black																												
	Hispanic/Latino														3														
	Two or More																												
	Pacific Islander																												
	White																												
	EL																												
	Foster																												
	FRL																												
	Homeless																												
	IEP														3														
	MIG																												
	Military																												
SCHOOL 03202	TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ZCES	Male																												
	Female																												
	Gender Non-Conforming/ Trans/NB																												
	American Indian																												
	Asian																												
	Black																												
	Hispanic/Latino																												
	Two or More																												
	Pacific Islander																												
	White																												
	EL																												
	Foster																												
	FRL																												
	Homeless																												
	IEP																												
	MIG																												
	Military																												

**BULLYING/BEHAVIOR REPORT - Q2 (October 1, 2025 - December 30, 2025)**

25-26 SY		Number of Suspension Incidents Due to												Number of Expulsions Incidents Resulted Due to															
Entity	Subgroup	Violence to Other Students (S01)	Violence to School Staff (S02)	Sexual Assault	Distribution of Controlled Substances (S04)	Possession or Use of Controlled Substances (S05)	Possession or Use of Alcoholic Beverages (S06)	Possession of Non-Firearm Weapons (S03)	Possession of Firearms (S03)	Code of Honor Violations (B38, B40)	Disruptions of Class/School Activities (Std Event Cat 3)	Threat Behaviors (Std Event Cat 7)	Violations of School Rules (Std Event Cat 2)	Attendance Related Behaviors (Std Event Cat 1)	Total # Students Suspended for all	Violence to Other Students (S01)	Violence to School Staff (S02)	Sexual Assault	Distribution of Controlled Substances (S04)	Possession or Use of Controlled Substances (S05)	Possession or Use of Alcoholic Beverages (S06)	Possession of Weapons (S03)	Possession of Firearms (S03)	Code of Honor Violations (B38, B40)	Disruptions of Class/School Activities (Std Event Cat 3)	Threat Behaviors (Std Event Cat 7)	Violations of School Rules (Std Event Cat 2)	Attendance Related Behaviors (Std Event Cat 1)	Total # Students Expelled for all reasons
SCHOOL	<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	1	0	0	11	0	0	0	0	0	0	0	0	0	0	0	0	0	0
03205	Male											1			11														
CCMES	Female																												
	Gender Non-Conforming/ Trans/NB																												
	American Indian														1														
	Asian																												
	Black																												
	Hispanic/Latino														3														
	Two or More														1														
	Pacific Islander																												
	White											1			6														
	EL																												
	Foster																												
	FRL											1			5														
	Homeless																												
	IEP														4														
	MIG																												
	Military														1														
SCHOOL	<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0
03206	Male														1														
JVES	Female														1														
	Gender Non-Conforming/ Trans/NB																												
	American Indian																												
	Asian																												
	Black																												
	Hispanic/Latino																												
	Two or More																												
	Pacific Islander																												
	White														2														
	EL																												
	Foster																												
	FRL																												
	Homeless																												
	IEP														1														
	MIG																												
	Military																												

**BULLYING/BEHAVIOR REPORT - Q2 (October 1, 2025 - December 30, 2025)**

25-26 SY		Number of Suspension Incidents Due to													Number of Expulsions Incidents Resulted Due to														
Entity	Subgroup	Violence to Other Students (S01)	Violence to School Staff (S02)	Sexual Assault	Distribution of Controlled Substances (S04)	Possession or Use of Controlled Substances (S05)	Possession or Use of Alcoholic Beverages (S06)	Possession of Non-Firearm Weapons (S03)	Possession of Firearms (S03)	Code of Honor Violations (838, 840)	Disruptions of Class/School Activities (Std Event Cat 3)	Threat Behaviors (Std Event Cat 7)	Violations of School Rules (Std Event Cat 2)	Attendance Related Behaviors (Std Event Cat 1)	Total # Students Suspended for all	Violence to Other Students (S01)	Violence to School Staff (S02)	Sexual Assault	Distribution of Controlled Substances (S04)	Possession or Use of Controlled Substances (S05)	Possession or Use of Alcoholic Beverages (S06)	Possession of Weapons (S03)	Possession of Firearms (S03)	Code of Honor Violations (838, 840)	Disruptions of Class/School Activities (Std Event Cat 3)	Threat Behaviors (Std Event Cat 7)	Violations of School Rules (Std Event Cat 2)	Attendance Related Behaviors (Std Event Cat 1)	Total # Students Expelled for all reasons
SCHOOL 03207	TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SES	Male														1														
	Female																												
	Gender Non-Conforming/ Trans/NB																												
	American Indian																												
	Asian																												
	Black																												
	Hispanic/Latino																												
	Two or More																												
	Pacific Islander																												
	White														1														
	EL																												
	Foster																												
	FRL														1														
	Homeless																												
	IEP																												
	MIG																												
	Military																												
SCHOOL 03209	TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PHES	Male																												
	Female																												
	Gender Non-Conforming/ Trans/NB																												
	American Indian																												
	Asian																												
	Black																												
	Hispanic/Latino																												
	Two or More																												
	Pacific Islander																												
	White																												
	EL																												
	Foster																												
	FRL																												
	Homeless																												
	IEP																												
	MIG																												
	Military																												

**BULLYING/BEHAVIOR REPORT - Q2 (October 1, 2025 - December 30, 2025)**

25-26 SY		Number of Suspension Incidents Due to												Number of Expulsions Incidents Resulted Due to															
Entity	Subgroup	Violence to Other Students (S01)	Violence to School Staff (S02)	Sexual Assault	Distribution of Controlled Substances (S04)	Possession or Use of Controlled Substances (S05)	Possession or Use of Alcoholic Beverages (S06)	Possession of Non-Firearm Weapons (S03)	Possession of Firearms (S03)	Code of Honor Violations (B38, B40)	Disruptions of Class/School Activities (Std Event Cat 3)	Threat Behaviors (Std Event Cat 7)	Violations of School Rules (Std Event Cat 2)	Attendance Related Behaviors (Std Event Cat 1)	Total # Students Suspended for all	Violence to Other Students (S01)	Violence to School Staff (S02)	Sexual Assault	Distribution of Controlled Substances (S04)	Possession or Use of Controlled Substances (S05)	Possession or Use of Alcoholic Beverages (S06)	Possession of Weapons (S03)	Possession of Firearms (S03)	Code of Honor Violations (B38, B40)	Disruptions of Class/School Activities (Std Event Cat 3)	Threat Behaviors (Std Event Cat 7)	Violations of School Rules (Std Event Cat 2)	Attendance Related Behaviors (Std Event Cat 1)	Total # Students Expelled for all reasons
SCHOOL 03210	<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
MES	Male																												
	Female																												
	Gender Non-Conforming/ Trans/NB																												
	American Indian																												
	Asian																												
	Black																												
	Hispanic/Latino																												
	Two or More																												
	Pacific Islander																												
	White																												
	EL																												
	Foster																												
	FRL																												
	Homeless																												
	IEP																												
	MIG																												
	Military																												
SCHOOL 03301	<b>TOTAL</b>	0	0	0	0	5	0	0	0	0	0	1	0	1	30	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CVWS	Male					1						1			20														
	Female					4								1	10														
	Gender Non-Conforming/ Trans/NB																												
	American Indian																												
	Asian					1									1														
	Black																												
	Hispanic/Latino																												
	Two or More																												
	Pacific Islander																												
	White					4						1		1	29														
	EL																												
	Foster																												
	FRL					3						1		1	18														
	Homeless																												
	IEP					1						1			10														
	MIG																												
	Military														1														

BULLYING/BEHAVIOR REPORT - Q2 (October 1, 2025 - December 30, 2025)

25-26 SY		Number of Suspension Incidents Due to												Number of Expulsions Incidents Resulted Due to																
Entity	Subgroup	Violence to Other Students (S01)	Violence to School Staff (S02)	Sexual Assault	Distribution of Controlled Substances (S04)	Possession or Use of Controlled Substances (S05)	Possession or Use of Alcoholic Beverages (S06)	Possession of Non-Firearm Weapons (S03)	Possession of Firearms (S03)	Code of Honor Violations (B38, B40)	Disruptions of Class/School Activities (Std Event Cat 3)	Threat Behaviors (Std Event Cat 7)	Violations of School Rules (Std Event Cat 2)	Attendance Related Behaviors (Std Event Cat 1)	Total # Students Suspended for all	Violence to Other Students (S01)	Violence to School Staff (S02)	Sexual Assault	Distribution of Controlled Substances (S04)	Possession or Use of Controlled Substances (S05)	Possession or Use of Alcoholic Beverages (S06)	Possession of Weapons (S03)	Possession of Firearms (S03)	Code of Honor Violations (B38, B40)	Disruptions of Class/School Activities (Std Event Cat 3)	Threat Behaviors (Std Event Cat 7)	Violations of School Rules (Std Event Cat 2)	Attendance Related Behaviors (Std Event Cat 1)	Total # Students Expelled for all reasons	
SCHOOL	TOTAL	0	0	0	0	0	2	0	0	0	0	0	0	0	52	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
03302	Male					2									50															
PWLMIS	Female														2															
	Gender Non-Conforming/ Trans/NB																													
	American Indian														2															
	Asian														1															
	Black														1															
	Hispanic/Latino					1									5															
	Two or More														1															
	Pacific Islander																													
	White					1									43															
	EL														3															
	Foster																													
	FRL					1									25															
	Homeless																													
	IEP					1									14															
	MIG																													
	Military																													
SCHOOL	TOTAL	0	1	0	0	8	5	0	0	0	2	1	0	9	96	0	1	0	0	2	0	0	0	0	0	1	0	0	4	
03501	Male					5	3				2	1		4	75					2									3	
DHS	Female	1				3	2							5	21		1												1	
	Gender Non-Conforming/ Trans/NB																													
	American Indian														5															
	Asian														1															
	Black														1															
	Hispanic/Latino	1			4					1				4	26		1		1										2	
	Two or More													1	3															
	Pacific Islander																													
	White				4	5				1	1			3	61					1						1			2	
	EL	1			2										4					1									2	
	Foster																													
	FRL	1			4	1				1	1			5	44		1			1						1			3	
	Homeless																													
	IEP					3									9					1									1	
	MIG																													
	Military													1	4															

**BULLYING/BEHAVIOR REPORT - Q2 (October 1, 2025 - December 30, 2025)**

25-26 SY		Number of Suspension Incidents Due to												Number of Expulsions Incidents Resulted Due to															
Entity	Subgroup	Violence to Other Students (S01)	Violence to School Staff (S02)	Sexual Assault	Distribution of Controlled Substances (S04)	Possession or Use of Controlled Substances (S05)	Possession or Use of Alcoholic Beverages (S06)	Possession of Non-Firearm Weapons (S03)	Possession of Firearms (S03)	Code of Honor Violations (B38, B40)	Disruptions of Class/School Activities (Std Event Cat 3)	Threat Behaviors (Std Event Cat 7)	Violations of School Rules (Std Event Cat 2)	Attendance Related Behaviors (Std Event Cat 1)	Total # Students Suspended for all	Violence to Other Students (S01)	Violence to School Staff (S02)	Sexual Assault	Distribution of Controlled Substances (S04)	Possession or Use of Controlled Substances (S05)	Possession or Use of Alcoholic Beverages (S06)	Possession of Weapons (S03)	Possession of Firearms (S03)	Code of Honor Violations (B38, B40)	Disruptions of Class/School Activities (Std Event Cat 3)	Threat Behaviors (Std Event Cat 7)	Violations of School Rules (Std Event Cat 2)	Attendance Related Behaviors (Std Event Cat 1)	Total # Students Expelled for all reasons
SCHOOL 03502	TOTAL	0	0	0	0	1	0	0	0	0	0	0	0	1	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Male													1	1														
	Female					1								1	2														
	Gender Non-Conforming/ Trans/NB																												
	American Indian																												
	Asian																												
	Black																												
	Hispanic/Latino					1									2														
	Two or More																												
	Pacific Islander																												
	White													1	1														
	EL																												
	Foster																												
	FRL					1								1	3														
	Homeless																												
	IEP																												
	MIG																												
	Military																												
SCHOOL 03504	TOTAL	0	0	0	0	2	0	0	0	0	0	1	0	0	46	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Male														23														
	Female					2						1			23														
	Gender Non-Conforming/ Trans/NB																												
	American Indian											1			4														
	Asian																												
	Black																												
	Hispanic/Latino														7														
	Two or More														3														
	Pacific Islander																												
	White					2									32														
	EL																												
	Foster																												
	FRL																												
	Homeless					2						1			46														
	IEP														3														
	MIG														12														
	Military																												

**BULLYING/BEHAVIOR REPORT - Q2 (October 1, 2025 - December 30, 2025)**

25-26 SY		Number of Suspension Incidents Due to													Number of Expulsion Incidents Resulted Due to															
Entity	Subgroup	Violence to Other Students (S01)	Violence to School Staff (S02)	Sexual Assault	Distribution of Controlled Substances (S04)	Possession or Use of Controlled Substances (S05)	Possession or Use of Alcoholic Beverages (S06)	Possession of Non-Firearm Weapons (S03)	Possession of Firearms (S03)	Code of Honor Violations (B38, B40)	Disruptions of Class/School Activities (Std Event Cat 3)	Threat Behaviors (Std Event Cat 7)	Violations of School Rules (Std Event Cat 2)	Attendance Related Behaviors (Std Event Cat 1)	Total # Students Suspended for all	Violence to Other Students (S01)	Violence to School Staff (S02)	Sexual Assault	Distribution of Controlled Substances (S04)	Possession or Use of Controlled Substances (S05)	Possession or Use of Alcoholic Beverages (S06)	Possession of Weapons (S03)	Possession of Firearms (S03)	Code of Honor Violations (B38, B40)	Disruptions of Class/School Activities (Std Event Cat 3)	Threat Behaviors (Std Event Cat 7)	Violations of School Rules (Std Event Cat 2)	Attendance Related Behaviors (Std Event Cat 1)	Total # Students Expelled for all reasons	
SCHOOL	TOTAL	0	0	0	0	1	0	0	0	0	0	0	0	0	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
03901	Male				1										2															
ALT	Female														4															
	Gender Non-Conforming/ Trans/NB																													
	American Indian																													
	Asian																													
	Black																													
	Hispanic/Latino				1										5															
	Two or More																													
	Pacific Islander																													
	White														1															
	EL																													
	Foster																													
	FRL				1										2															
	Homeless																													
	IEP				1										2															
	MIG																													
	Military																													



**DECLARATION OF FISCAL EMERGENCY PURSUANT TO NRS 288.150**

**RESOLUTION NO. 25-06**

A RESOLUTION OF THE BOARD OF TRUSTEES OF THE DOUGLAS COUNTY SCHOOL DISTRICT  
DECLARING THE EXISTENCE OF A FISCAL EMERGENCY PURSUANT TO NRS 288.150 AND  
AUTHORIZING NECESSARY ACTIONS

WHEREAS, the Board of Trustees (“Board”) of the Douglas County School District (“District”) is responsible for ensuring the fiscal stability, legal compliance, and continued operation of the District in the best interests of students, employees, and taxpayers; and

WHEREAS, Nevada Revised Statutes (“NRS”) 288.150 governs collective bargaining for local government employers, including school districts, and establishes circumstances under which a fiscal emergency exists; and

WHEREAS, NRS 288.150(6)(a) provides that a fiscal emergency exists when a local government employer has budgeted an unreserved ending fund balance in the general fund that is four percent (4%) or less of the actual expenditures from the general fund for the preceding fiscal year and has provided the required written explanation to the Nevada Department of Taxation; and

WHEREAS, based on the District’s adopted and/or amended budget for Fiscal Year 2025, the District has budgeted an unreserved ending general fund balance of (-7.3)%, which is at or below the 4% statutory threshold; and

WHEREAS, the District has provided, or will contemporaneously provide, the required written explanation to the Nevada Department of Taxation describing the reasons for the ending fund balance level and the plan to increase the ending fund balance in future fiscal years; and

WHEREAS, the Board finds that the District is experiencing significant fiscal difficulties that require immediate and prudent action to preserve essential educational services and maintain fiscal solvency; and

**ADMINISTRATION**

Frankie Alvarado - Superintendent  
P: 775 • 782 • 5134

**BOARD OF TRUSTEES**

David Burns  
Katherine Dickerson  
Melinda Gneiting  
Susan Jansen  
Erinn Miller  
Yvonne Wagstaff  
Marcus Zinke  
E: [board@dcsd.k12.nv.us](mailto:board@dcsd.k12.nv.us)

**EDUCATION SERVICES**

Shannon Brown - Executive Director  
Leslie Peters - Assistant Director  
P: 775 • 782 • 7170

**INCLUSIVE EDUCATION**

Dr. Cheryl Mayfield - Executive Director  
Amy Kidman-Delaney - Assistant Director  
P: 775 • 265 • 5262

**GRANTS & ACCOUNTABILITY**

Ashley Mitchell - Coordinator of Grants  
P: 775 • 782 • 5160

**HUMAN RESOURCES**

Jeannie Dwyer - Executive Director  
P: 775 • 782 • 7177





WHEREAS, NRS 288.150 authorizes a local government employer experiencing a fiscal emergency to reopen collective bargaining agreements for the purpose of negotiating compensation and other monetary benefits, notwithstanding the existence of a current agreement;

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF TRUSTEES OF THE DOUGLAS COUNTY SCHOOL DISTRICT THAT:

**1. Declaration of Fiscal Emergency**

The Board hereby **finds and declares** that a **fiscal emergency exists** within the meaning of **NRS 288.150(6)(a)(2)**, based on the District’s ending general fund balance being at or below four percent (4%) of prior-year general fund expenditures.

**2. Notice to Employee Organizations**

The Superintendent or designee is **authorized and directed** to provide **written notice** to all recognized employee organizations of the District declaring the existence of a fiscal emergency pursuant to NRS 288.150.

**3. Reopening of Collective Bargaining**

The District shall **reopen negotiations** with recognized employee organizations regarding **compensation and other monetary benefits**, and such negotiations shall commence **no later than twenty-one (21) days** after notice is provided, as required by law.

**4. Authority to Take Necessary Fiscal Actions**

The Board affirms the District’s statutory **management rights** to take actions reasonably necessary to address the fiscal emergency, consistent with NRS 288.150, NRS 288.151, applicable collective bargaining obligations, and any other provisions of Nevada law.

**5. Fiscal Recovery Planning**

The Superintendent or designee is directed to continue development and implementation of a **fiscal recovery plan**, including multi-year financial projections and expenditure and revenue strategies, to restore the District’s ending fund balance to a level above the statutory minimum.

**6. Coordination with State Agencies**

The District shall maintain communication with the **Nevada Department of Taxation** and other appropriate state agencies regarding the District’s fiscal condition and progress toward financial stability.

**7. Effective Date**

This Resolution shall become **effective immediately** upon adoption.

**PASSED AND ADOPTED**

this 15th day of January, **2026**, by the Board of Trustees of the Douglas County School District.

**ADMINISTRATION**

Frankie Alvarado - Superintendent  
P: 775 • 782 • 5134

**BOARD OF TRUSTEES**

David Burns  
Katherine Dickerson  
Melinda Gneiting  
Susan Jansen  
Erinn Miller  
Yvonne Wagstaff  
Marcus Zinke  
E: [board@dcsd.k12.nv.us](mailto:board@dcsd.k12.nv.us)

**EDUCATION SERVICES**

Shannon Brown - Executive Director  
Leslie Peters - Assistant Director  
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**INCLUSIVE EDUCATION**

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Amy Kidman-Delaney - Assistant Director  
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**GRANTS & ACCOUNTABILITY**

Ashley Mitchell - Coordinator of Grants  
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**HUMAN RESOURCES**

Jeannie Dwyer - Executive Director  
P: 775 • 782 • 7177





# Douglas County School District

EMPOWER • PREPARE • INSPIRE • CONNECT

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Minden, NV 89423  
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[www.dcsd.net](http://www.dcsd.net)

## BOARD OF TRUSTEES

President

Vice President

Trustee

Trustee

Trustee

Trustee

Trustee

ATTEST:

Clerk of the Board

4933-6701-8628, v. 1

### ADMINISTRATION

Frankie Alvarado - Superintendent  
P: 775 • 782 • 5134

### BOARD OF TRUSTEES

David Burns  
Katherine Dickerson  
Melinda Gneiting  
Susan Jansen  
Erinn Miller  
Yvonne Wagstaff  
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### EDUCATION SERVICES

Shannon Brown - Executive Director  
Leslie Peters - Assistant Director  
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### INCLUSIVE EDUCATION

Dr. Cheryl Mayfield - Executive Director  
Amy Kidman-Delaney - Assistant Director  
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### GRANTS & ACCOUNTABILITY

Ashley Mitchell - Coordinator of Grants  
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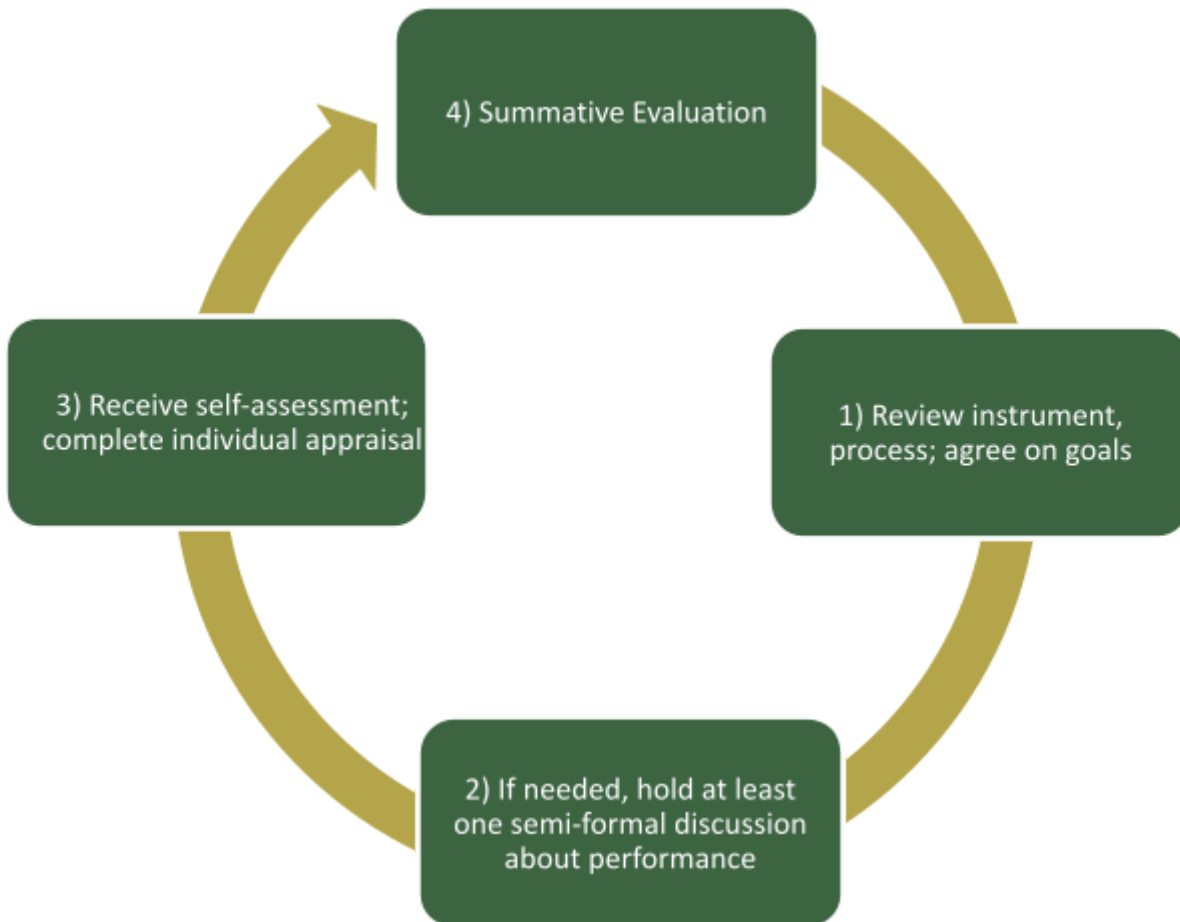
### HUMAN RESOURCES

Jeannie Dwyer - Executive Director  
P: 775 • 782 • 7177



# Superintendent Evaluation

## Evaluation Cycle



## Process

1. In July, the Trustee Officers, together with the Superintendent, will review the evaluation process, timeline, and instrument to be used. Upon Superintendent agreement, the Board will take action at a Board meeting to consider approval of the process, timeline, and instrument.
2. The Superintendent proposes three to five goals to be used in the evaluation period. The board discusses these with the Superintendent, and together they adopt prospective goals for the Superintendent for the next evaluation cycle.
3. If needed, the Trustees may take action at a regular meeting to schedule a mid-year review.
4. One month before the summative evaluation, the Superintendent provides the Board with a written self-assessment of performance using the evaluation instrument, with a copy of the Superintendent's monthly administrative report.
5. The Board President provides each Trustee a blank copy of the evaluation instrument to complete independently. Each Trustee will meet individually with the Superintendent to deliver an individual evaluation.
6. The Board will follow Nevada Revised Statutes (NRS) and the Open Meeting Law (OML) to complete the formal summative evaluation.
7. The final ratings and comments from the whole board are shared with the Superintendent.

# Superintendent Evaluation

## Rating Scale

<u>Excellent (5)</u>	<u>Highly Effective (4)</u>	<u>Effective (3)</u>	<u>Developing (2)</u>	<u>Ineffective (1)</u>
Consistently demonstrates exceptional performance.	Exceeds the requirements and demonstrates outstanding performance.	Meets the basic requirements of the job.	Meets most requirements of the job but could benefit from more experience and or coaching.	Fails to meet essential requirements for job performance in the specific area.  A plan of improvement or other progressive action needs to be put in place.

## 1. Vision and Strategic Leadership

### 1.1 Develop and Articulate a Vision & Strategic Plan:

*Supports the success of students and staff by helping to create, communicate, and manage the strategic plan.*

Circle One

Excellent      Highly Effective      Effective      Developing      Ineffective

Rationale \_\_\_\_\_  
\_\_\_\_\_

### 1.2 Goal & Priority Alignment:

*Work collaboratively with the Board of Trustees to align Governance goals, strategic plan goals, and Superintendent evaluation goals.*

Circle One

Excellent      Highly Effective      Effective      Developing      Ineffective

Rationale \_\_\_\_\_  
\_\_\_\_\_

### 1.3 Oversee and Direct Effective Instructional Programs:

- a. *Ensures standards and assessments are consistently applied and fosters a culture of high expectations for everyone's performance.*

Circle One

Excellent      Highly Effective      Effective      Developing      Ineffective

Rationale \_\_\_\_\_

# Superintendent Evaluation

---

b. Growth in the following achievement areas:

- i. Graduation Rates = \_\_\_\_% = +/- \_\_\_\_
- ii. ACT = \_\_\_\_ Average Score = +/- \_\_\_\_
- iii. Chronic Absenteeism = \_\_\_\_% = +/- \_\_\_\_

Circle One

Excellent      Highly Effective      Effective      Developing      Ineffective

Rationale \_\_\_\_\_

---

1.4 Ensure Comprehensive Professional Learning Plans:

*Collaborates with staff to enhance student achievement through professional learning plans.*

Circle One

Excellent      Highly Effective      Effective      Developing      Ineffective

Rationale \_\_\_\_\_

---

## 2. Management of Organizational Leadership

2.1 Manage The Organizational Structure:

*Stays informed about the needs of school programs, facilities, equipment, and supplies, using good judgment to make decisions and recommendations. When advising the board, they provide enough information for the board to make informed decisions.*

Circle One

Excellent      Highly Effective      Effective      Developing      Ineffective

Rationale \_\_\_\_\_

---

2.2 Lead Personnel:

*Oversees district employees to ensure compliance with hiring policies, evaluations, and ongoing development, all in support of the district's vision, mission, and goals for educational excellence and equity.*

Circle One

Excellent      Highly Effective      Effective      Developing      Ineffective

Rationale \_\_\_\_\_

# Superintendent Evaluation

---

## 2.3 Manage Resources:

- a. *Direct and oversee the development and implementation of a fiscally responsible budget. Educate the Board of Trustees on the Nevada School Funding Model as it relates to the district. Ensure proper financial controls and accounting procedures are followed, in line with audit recommendations.*

Circle One

Excellent      Highly Effective      Effective      Developing      Ineffective

Rationale \_\_\_\_\_

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- b. *Oversee and direct the allocation of district staffing in alignment with enrollment and anticipated revenue.*

Circle One

Excellent      Highly Effective      Effective      Developing      Ineffective

Rationale \_\_\_\_\_

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## 3. Collaboration with Families and Stakeholders

### 3.1 Collaborate with Families and Other Community Members:

*Keeps the public informed about the school district's progress, needs, and operations.*

Circle One

Excellent      Highly Effective      Effective      Developing      Ineffective

Rationale \_\_\_\_\_

---

### 3.2 Community & Organization Engagement:

*Develop and maintain strong relationships with community organizations to foster collaboration, strengthen community engagement, and promote district initiatives.*

Circle One

Excellent      Highly Effective      Effective      Developing      Ineffective

Rationale \_\_\_\_\_

---

# Superintendent Evaluation

## 3.3 Public Relations:

*Direct and oversee the district's public relations activities to promote a positive image of the district to the community.*

Circle One

Excellent      Highly Effective      Effective      Developing      Ineffective

Rationale \_\_\_\_\_

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## 4. Ethics and Integrity

### 4.1 Code of Ethics:

*Consistently demonstrates a professional code of ethics and conduct.*

Circle One

Excellent      Highly Effective      Effective      Developing      Ineffective

Rationale \_\_\_\_\_

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### 4.2 Personal and Professional Responsibility:

*Takes responsibility for running the district and dedicates the time and effort needed to do the job well.*

Circle One

Excellent      Highly Effective      Effective      Developing      Ineffective

Rationale \_\_\_\_\_

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## 5. Governance and Advocacy Leadership

### 5.1 Board Professional Learning:

*Develops a training schedule and provides opportunities for Trustees to extend their learning and understanding of their role and responsibility.*

Circle One

Excellent      Highly Effective      Effective      Developing      Ineffective

Rationale \_\_\_\_\_

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# Superintendent Evaluation

5.2 Keeps the Board Informed:

*In a timely manner, keep the Board informed of major concerns.*

Circle One

Excellent      Highly Effective      Effective      Developing      Ineffective

Rationale \_\_\_\_\_

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5.3 Policy Management:

- a. *In consultation with legal counsel, develop, monitor, and update all Board Policies and Administrative regulations to maintain compliance with State and Federal law.*

Circle One

Excellent      Highly Effective      Effective      Developing      Ineffective

Rationale \_\_\_\_\_

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- b. *Administer District programs, activities, and operations in compliance with Federal and State law, the Board's Bylaws, Policies, and Administrative Regulations, and all rules and regulations as provided by the Nevada State Board of Education.*

Circle One

Excellent      Highly Effective      Effective      Developing      Ineffective

Rationale \_\_\_\_\_

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5.4 Board Agenda Preparation:

*Collaborate with the Board Officers and Executive Secretary to develop and prepare the agenda for regular and special meetings in accordance with the Open Meeting Law (OML). Direct Department leaders in the drafting, presentation, and approval process to the Board of Trustees at a regularly scheduled meeting.*

Circle One

Excellent      Highly Effective      Effective      Developing      Ineffective

Rationale \_\_\_\_\_

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# Superintendent Evaluation

## Overall Summary of Performance Indicators

<u>Domain</u>	<u>Rating</u>
1. Vision and Strategic Leadership	
2. Management of Organizational Leadership	
3. Collaboration with Families and Stakeholders	
4. Ethics and Integrity	
5. Governance and Advocacy Leadership	

**Final Evaluation Rating** \_\_\_\_\_

Rationale:

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Areas to Celebrate:

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Areas for Growth:

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Superintendent Response:

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# Superintendent Evaluation

## Signatures:

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**Yvonne Wagstaff, President**

**Date**

---

**Melinda Gneiting, Vice President**

**Date**

---

**Officer - Secretary or Legislative Officer**

**Date**

---

**Frankie Alvarado, Superintendent**

**Date**

# Superintendent Evaluation

## Goal Attainment (Leave out in 2024-25)

<u>Goal Statement</u>	<u>Goal Progress</u>	<u>Rating</u>
1.		
2.		
3.		
4.		
5.		

# Superintendent Evaluation

## 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
<b>TOTAL</b>	<b>4962</b>	<b>4931</b>	<b>4960</b>	<b>4959</b>	<b>4956</b>	<b>4946</b>	<b>4903</b>	<b>4897</b>	<b>4890</b>	<b>4893</b>	<b>4870</b>

### ENROLLMENT NUMBERS BY MONTH - 25-26

SCHOOL	BOARD MEETINGS									
	August	September	October	November	December	January	February	March	April	May
201-GES	289	281	279	277	277	280				
202-ZCES	150	154	152	151	155	154				
205-CCMES	325	337	342	345	346	339				
206-JVES	328	338	343	347	350	351				
207-SES	288	297	297	300	301	301				
209-PHES	245	252	251	248	251	259				
210-MES	339	348	355	357	368	367				
301-CVMS	637	666	664	661	661	665				
302-PWL	422	428	426	430	429	429				212
501-DHS	1,469	1,439	1430	1,426	1423	1,426				
502-GWHS	143	137	138	140	142	140				
503-JHS	21	24	26	28	22	23				
504-AAHS	83	105	106	105	101	99				
601-DNO										
901-ALT	6	4	5	8	10	11				
903-DCAS		15	14	15	14	16				
<b>TOTAL</b>	<b>4745</b>	<b>4825</b>	<b>4828</b>	<b>4838</b>	<b>4850</b>	<b>4860</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>DIFFERENCE FROM PRIOR YEAR</b>	<b>217</b>	<b>106</b>	<b>132</b>	<b>121</b>	<b>106</b>	<b>86</b>				

**Revised 1/9/2026**

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



0



# Douglas County School District



## ASPIRE Academy High School

Classification: 1 Star School

Title I, MRI

## 2025-2026 School Improvement Plan

# Mission Statement

ASPIRE Academy High School's mission statement was found quite simply in our acronym: All Students Pursuing Integrity, Responsibility and Education. This mission exemplifies our vision for this program as we challenge young people to attain these qualities. Our vision statement is- "Our ASPIRE family's education will be achieved through the passionate pursuit of personal growth and independence." Our students actively pursue responsibility as they begin to learn the importance of and apply healthy behavior choices, accountability, and community service. Finally, our staff intends to not only educate our students academically but, additionally inspire in them an intrinsic desire to grow and learn.

# Vision

Our ASPIRE family's education will be achieved through the passionate pursuit of personal growth and independence.

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# Comprehensive Needs Assessment

# Student Success

## Areas of Strength

The 2024 Nevada School Climate results indicate Aspire students scored at the Excellent level for Cultural and Linguistic Competence and Safety Physical Safety. And, scored in the Adequate range for Engagement Relationships and Safety Emotional Safety. These scores can be attributed to the alternate setting with smaller class sizes, and personalized learning. Students have access to one-on-one support with teachers, when they struggle with the Edmentum's online curriculum. Students that engage with teachers and complete guided notes pass their classes. We used our Title 1 funds to secure an additional teacher for 25-26. In addition we have created multiple direct instruction in person courses as options for students in addition to online curriculum for the 25-26 school year.

In Person Course Offerings

Algebra 1

Algebra Essentials

Geometry

Survey of Math

JAG

PE

VC Focus

Multi-Media & Computers

## Areas for Growth

An area for student growth is attendance. Attendance for the 24-25 school year by grade is as follows: 9th grade: 82%; 10th grade 93%; 11th grade 79%; 12th grade 82%; 13th grade 69%. For an average overall the grade spans of 82%.

We are making this an area of focus for the 25-26 school year through our Wildly Important Goal. We will be using MTSS training and coaching to help us improve our ADA attendance from 82% to 90%.

Note: There were only two students who in grade 13 whose ADA was 69% which significantly negatively impacted our overall school percentage.

## Equity Resource Supports

Student Group	Challenge	Solution
English Learners	We only have one student	Train Teachers in English Learner Strategies

<b>Foster/Homeless</b>	<b>Attendance</b>	Teachers make connections; SW weekly check in
<b>Free and Reduced Lunch</b>	Poor Engagement	Frequent check ins with counselor
<b>Migrant/Title1-C Eligible</b>	NA	
<b>Racial/Ethnic Minorities</b>	NA	
<b>Students with IEPs</b>	We have a high percentage of students on an IEP	Support Inclusive Ed Teacher and Para; implement systems for data collection; ensure progress monitoring; ensure teachers are following accommodations written in IEP.

# Problem Statements Identifying Student Success Needs

## Problem Statement

## Critical Root Cause

1

Students are credit deficient and are unable to graduate. ASPIRE students only passed 74% percent of their classes during the spring semester of 2024.

Students who don't attend don't graduate.

 = Priority

# Adult Learning Culture

## Areas of Strength

Our teachers are continuing to increase our blended learning opportunities at ASPIRE by involving online curriculum with learning plans, mini lessons, and projects. We now have three math (Algebra, Pre-Algebra, and Survey of Math) classes with direct instruction. Teachers are still using learning plans, projects, and mini lessons. Multi-Media, Environmental Science, and PE are also direct instruction courses giving our students more opportunities to work outside of online curriculum.

## Areas for Growth

It is challenging to provide Learning Plans, mini-lessons, and projects when there might be 5 or more courses happening in each classroom during each period with a variety of online courses. Engaging and working with small groups can be challenging when each student is at a different point and course. We have increased the total number of direct instruction courses to nine. This has increased student engagement even as we have increased the number of different online courses in our non-direct instruction courses.

## Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Limited English Proficient	Academic Language Learning Focus Stragies
Foster/Homeless	Attendance, Achievement	Make Connections, provide free breakfast and lunch and backpack buddies as well as grant money for needs
Free and Reduced Lunch	This is not a challenge all students at Aspire receive free breakfast and lunch	
Migrant/Title1-C Eligible	We do not receive these funds	
Racial/Ethnic Minorities	Achievement Gap	Focus on increasing attendance and engagement, making connections
Students with IEPs	We have a high % of our population on IEP but only 1 case manager.	Collaborate with PLC team to ensure student IEP's are implemented with fidelity.

# Problem Statements Identifying Adult Learning Culture Needs

## Problem Statement

## Critical Root Cause

1

Staff needs training on MTSS and academic conversations

Staff turnover

★ = Priority

# Connectedness

## Areas of Strength

All students attend a Focus class daily and this allows us to provide SEL curriculum, leadership opportunities, academic planning/ support, service opportunities, and career and college exploration on a weekly basis. We have a social worker present two days a week. We have whole school morning meetings to share information and set the day for our students. We are spending more time on Focus Team Building and Character Trait Lessons with words for the week. We are running a student leadership team and Hope Squad to provide our students with support. We are still using SEL curriculum every Tuesday in Focus.

## Areas for Growth

Implement systems for discipline to hold students accountable that are firm fair and consistent with district policy.

Training on systems and procedures.

## Equity Resource Supports

Student Group	Challenge	Solution
English Learners	so few EL students we do not have dedicated resources on site	collaborate w/ EL Coordinator; EL Specialist assistance and plan
Foster/Homeless	We do not have a full time SW and only one counselor	Prioritize students
Free and Reduced Lunch	This is not a challenge for our school because we offer Free B& L	
Migrant/Title1-C Eligible	Lack of stability for students; lack of personnel to keep track of this	unsure at this time
Racial/Ethnic Minorities	gangs; rez kids	partner w/ TANF
Students with IEPs	only one case manager, one para	audit and review to ensure fidelity

# Problem Statements Identifying Connectedness Needs

## Problem Statement

## Critical Root Cause

1

Students still rank low in social emotional competence. Students don't work well if their emotions are not regulated.

Students do not have the skillset to self regulate.

 = Priority



# Data Documentation for CNA

# Data Documentation for CNA

The following data were used to verify the comprehensive needs assessment analysis:

## Student Success

- Credit Sufficiency/Deficiency/Retrieval data
- Grades
- Graduation rates/GED/HiSET data
- MAP Growth Assessment
- Multi-Tiered System of Supports (MTSS)
- Student Climate Survey, Student Voice

## Adult Learning Culture

- Master schedule
- Professional Development Agendas
- Professional learning communities (PLC) data/agenda/notes

## Connectedness

- Attendance
- PBIS/MTSS data
- Perception/survey data
- Social Emotional Learning Data



# Inquiry Areas

# Inquiry Area 1 Student Success

## SMART Goal 1

Increase fall semester completion and pass rate by 3%.

**Formative Measures:** credits attempted vs credits earned year over year for fall semester.

### Improvement Strategy 1

Implement new online curriculum

#### Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Provide protected time for teachers to receive training	Alicia Braaksma, Edmentum Trainer	August 13, 2025; 8/29/25
2	Provide 1 week of training for students	Aspire Teachers	August 19-22, August 25, 2025

**Position Responsible:** District Adopted Curriculum -Ed Services

**Resources Needed:** Edmentum Courseware, Student Chromebooks, Internet, Edmentum Trainer, Teachers

**Evidence Level**

**Status Checks**

In progress

November

January

March

June

### SMART Goal 1

MTSS. Increase our TFI points above the minimum threshold to ensure our school meets the District goal of 100% of school meeting TFI by June of 2026

**Formative Measures:** 4 trainings attended by our MTSS team. Formed a school MTSS team (principal, counselor, social worker, 1 teacher)

### Improvement Strategy 1

Professional Development

#### Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	MTSS Site Team will attend 4 team trainings	Jen Mortensen	throughout the 2025-26 school year
2	Aspire Whole Staff will attend monthly mtg with an MTSS focus	Alicia Braaksma	throughout the 2025-26 school year
3	MTSS small team - meet monthly	Alicia Braaksma, Katie Herald, Dori Draper, Tara VanPatten	throughout the 2025-26 school year

**Position Responsible:** School Psych (MTSS Coach); Principal

**Resources Needed:** UNR trainings partnership w/ DCSD.

Monthly Mtgs: Calendared protected meeting times provided during the contracted teacher time of work.

**Evidence Level**

## Status Checks

In progress

**November**

**January**

**March**

**June**

# Inquiry Area

Connectedness

## 3

### SMART Goal 1

Increase attendance by 3% for the fall semester

**Formative Measures:** Attendance data

### Improvement Strategy 1

Professional Development: Academic Conversations

#### Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Train teachers in a variety of protocols for academic conversations and metacognition to increase the significance of student learning and therefore attendance at school.	Alicia Braaksma, Principal	by August 29th.

**Position Responsible:** Principal

**Resources Needed:** PD site day

#### Status Checks

In progress

**November**

**January**

**March**

**June**

### Improvement Strategy 2

Streamline attendance process for secretary

**Actions for Implementation**

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Train new secretary in attendance policy and procedure	Principal and DO trainers	fall 2025
2	Have secretary call every student who was absent but did not call in absence to reduce unexcused absences	Secretary	throughout the 2025-26 school year

**Position Responsible:** multiple

**Resources Needed:** training, phones

**Status Checks**

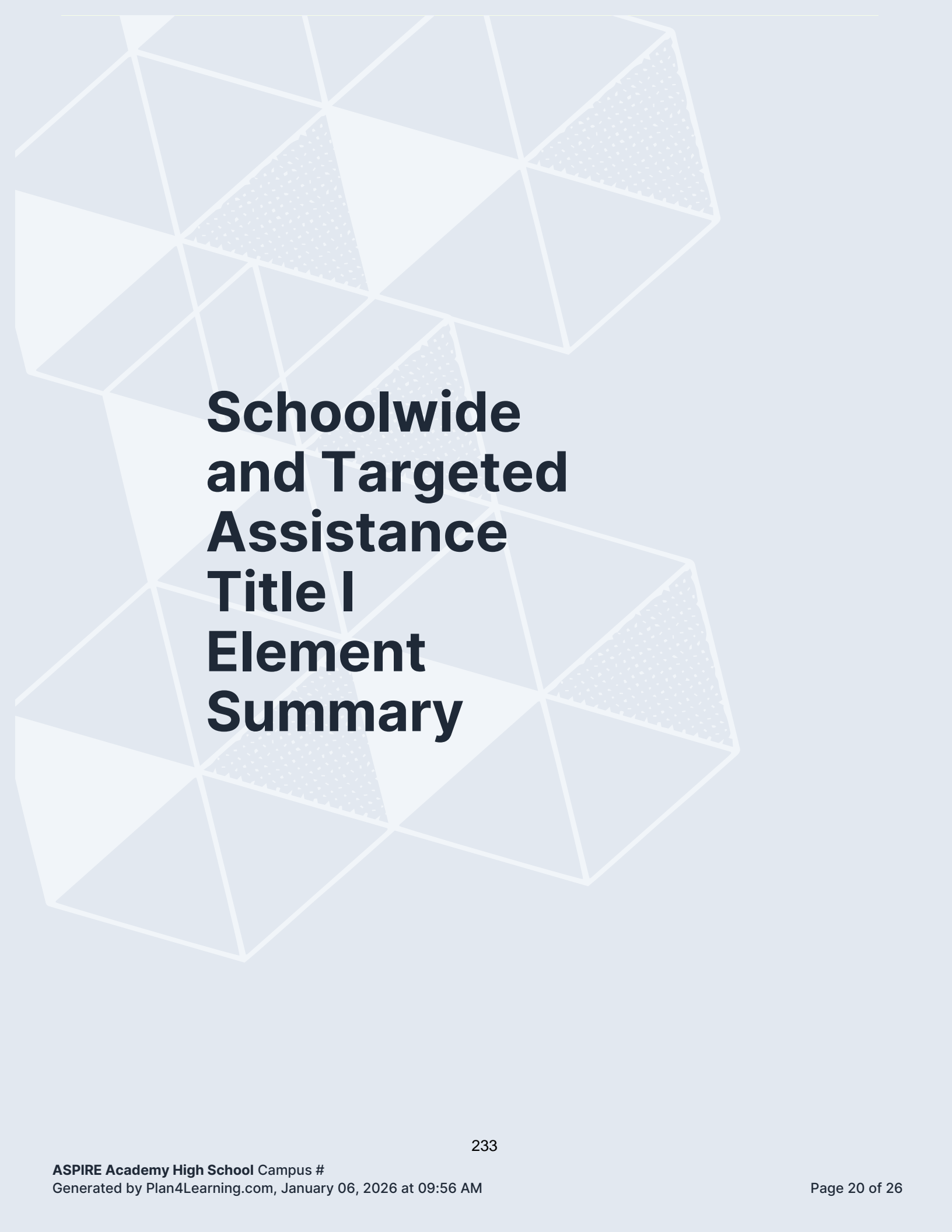
In progress

**November**

**January**

**March**

**June**



# **Schoolwide and Targeted Assistance Title I Element Summary**

# Schoolwide and Targeted Assistance Title I Elements

## 1.1 Comprehensive Needs Assessment

District Wide Climate survey is completed annually.

## 2.1 School Performance Plan (SPP) developed with appropriate stakeholders

Site PD days and school site MTSS and PLC Small School Team meet regularly and ongoing to plan and develop the SPP and also give feedback about the plan. e.g. the site MTSS team will meet three times in the fall and the SPP team will meet twice in the fall before the November check in date.

## 2.2 Regular monitoring and revision

The plan is regularly monitored through the small school PLC team, MTSS site team along with the MTSS coach.

## 2.3 Available to parents and community in an understandable format and language

The plan is posted on our school website and is available at the front desk.

## 2.4 Opportunities for all children to meet State standards

We have two teachers who are grant funded that are available to all students to assist the in meeting State standards. These highly qualified teachers provide personalized learning and support for students via small class sizes in an alternative setting.

## 3.1 Annually evaluate the schoolwide plan

The school plan will be revisited and revised as needed throughout the school year. The plan for 26-27 will be finalized in May prior to the end of the school year.

## 4.1 Develop and distribute Parent Involvement and Family Engagement Policy

Site leadership team - the Small School PLC Team will develop the Parent Involvement and Family Engagement Policy with the guidance from the district office, social worker and school psych (MTSS coach). It will be posted on our website and available in our main office.

Context: Families are an integral part of student success and a partner with the school. In the fall, prior to parent teacher

conferences student will have an opportunity to participate in student led conferences with their parent/family. Additionally, students participate in service learning projects and parents are encouraged to attend their student's presentation of their service learning project. During the enrollment process parents participate in an evening meeting and meet with the principal and counselor.

## 4.2 Offer flexible number of parent involvement meetings

Families are an integral part of student success and a partner with the school. In the fall, prior to parent teacher conferences student will have an opportunity to participate in student led conferences with their parent/family. Additionally, students participate in service learning projects and parents are encouraged to attend their student's presentation of their service learning project during the school day. During the enrollment process parents participate in an evening meeting and meet with the principal and counselor.

## 5.1 Determine which students will be served by following local policy

TBD



# Teams

# Teams

## SPP Team

### Members

First Name	Last Name	Position	Committee Role
Mike	Laxague	Teacher	Member
Mark	Nair	Teacher	Member
Alecia	Rhode	Teacher	Member
Stormy	Herald	Teacher	Member
Katie	Herald	Teacher	Member
Alicia	Braaksma	Principal	Lead

## MTSS Team

### Members

First Name	Last Name	Position	Committee Role
Jen	Mortensen	School Psych	MTSS Coach
Katie	Herald	Teacher	Member
Tara	Vanpatten	Social Worker	Member
Dori	Draper	Counselor	Member
Alicia	Braaksma	Principal	Lead



# Community Outreach Activities

**Activity**

**Date**

**Lesson Learned**

# **Douglas County School District**

## **C. C. Meneley Elementary School**

### **2025-2026 School Improvement Plan**



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# Comprehensive Needs Assessment

# Student Success

## Areas of Strength

We utilized Write Score for the first time during the 2024-25 school year. Our data highlights growth for all students. Teachers gained a better understanding of the writing process and how to help their students improve their overall writing skills. The support from teachers was personalized for students in grade 3 through 5. This was last year's data:

3rd grade raw scores improved from 2.47 to 4.36

4th grade raw scores improved from 3.02 to 4.39

5th grade raw scores improved from 4.77 to 5.23

## Areas for Growth

We still have students who are not proficient writers. SBAC no longer separates writing out for ELA as they have done historically. Therefore, we will not be able to use SBAC data as we have planned. We will use Write Score to measure writing growth.

Comparison of raw score average from Fall of 24 to Fall of 25:

3rd: 2.47 to 3.35

4th: 3.02 to 4.86

5th: 4.77 to 5.73

# Problem Statements Identifying Student Success Needs

Problem Statement	Critical Root Cause
<p><b>1</b> We still have students who struggle to write.</p>	<p>Because writing is challenging, students do not often like to write and they do not practice enough. Writing also takes a long time to teach and takes students a lot of time to practice writing.</p>
<p><b>2</b> We have too many problem behaviors at our school. Based on the Nevada Working Conditions Survey and an internal staff survey presented by the principal at the end of the last school year, it was determined that student behavior concerns needed to be addressed, thus these behavior goals.</p>	<p>How students communicate their needs can often be challenging for them and this results in inappropriate behaviors. Students struggle with code switching and being emotionally resilient when faced with a challenge.</p>

 = Priority

# Adult Learning Culture

## Areas of Strength

As a school, we have been focusing on the MTSS process and Tier 1 behavior instruction and support. Our system is solidly in place for academics and behaviors. We have refined our interventions and data tracking. We had over 1700 office referrals in SWIS. We know teachers are writing office referrals.

## Areas for Growth

Due to the large number of referrals, we have determined that we do not have enough supports and instruction in place for Tier 1. We have inconsistencies in who is writing referrals and what they are being written for. Teachers and grade levels are not always consistent in their Tier 1 instruction. We need to collectively work together to provide instructional resources to teach our behavior expectations.

# Problem Statements Identifying Adult Learning Culture Needs

## Problem Statement

## Critical Root Cause

1

We have too many problem behaviors at our school. Based on the Nevada Working Conditions Survey and an internal staff survey presented by the principal at the end of the last school year, it was determined that student behavior concerns needed to be addressed, thus these behavior goals.

How students communicate their needs can often be challenging for them and this results in inappropriate behaviors. Students struggle with code switching and being emotionally resilient when faced with a challenge.

 = Priority

# Connectedness

## Areas of Strength

Our school has a strong and positive culture. This is based upon student culture survey results, the 5th grade climate survey through state and parent involvement at our evening family events. Teachers generally report feeling supported and connected to the school.

## Areas for Growth

We will be using a new communication application for next school year (Parent square). We strive to have all parents involved, but that remains a challenge. We will communicate more with families around our learner expectations and student behavior expectations. We will let parents know more regularly about strategies to support expected behaviors at home and what language we are using at school to help improve expected student behaviors.

# Problem Statements Identifying Connectedness Needs

Problem Statement	Critical Root Cause
<p><b>1</b> Students are not often ready to be at school and engaged in learning. We need to communicate more with families around our behavior expectations.</p>	<p>Students are not as resilient and often lack the communication skills to let others know what they need.</p>
<p><b>2</b> We have too many problem behaviors at our school. Based on the Nevada Working Conditions Survey and an internal staff survey presented by the principal at the end of the last school year, it was determined that student behavior concerns needed to be addressed, thus these behavior goals.</p>	<p>How students communicate their needs can often be challenging for them and this results in inappropriate behaviors. Students struggle with code switching and being emotionally resilient when faced with a challenge.</p>

 = Priority



# Data Documentation for CNA

# Data Documentation for CNA

The following data were used to verify the comprehensive needs assessment analysis:

## Student Success

- Curriculum Based Measures
- MAP Growth Assessment
- Multi-Tiered System of Supports (MTSS)
- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- Student failure and/or retention rates
- WIDA ACCESS for ELLs

## Adult Learning Culture

- Administrator evaluation
- Professional development needs assessment data
- Professional learning communities (PLC) data/agenda/notes
- School department and/or faculty meeting discussions and data
- School leadership data
- Staff surveys and/or other feedback
- Student Climate Survey
- Walk-through data

## Connectedness

- Attendance
- Behavior
- Community surveys and/or other feedback
- PBIS/MTSS data
- Perception/survey data



**Social Emotional Learning Data**



**Volunteer opportunities, attendance, and participation**



# Inquiry Areas

# Inquiry Area 1 Student Success

## SMART Goal 1

Constructed written response are an area of concern so for grades 3-5 we will use Write Score to improve student writing and continue this work from last school year. In addition to writing, we will also focus on improving student math fluency in grades 3-5. Based upon SLO data for fluency, students will increase their fluency across all four operations.

**Formative Measures:** Use of Write Score in grade 3-5. Two assessments will be given to determine growth. 3-5 teachers will write SLOs on fluency. 90% of students will grow across all four operations for our math goal.

## Improvement Strategy 1

Fully utilize the resources within Write Score and ensure that writing lessons are taught a minimum of 3 days a week.

### Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Classroom observations and student interviews.	Administration	September 2025 to March 2026

**Position Responsible:** Administration

**Resources Needed:** Write Score resources

### Status Checks

In progress

In progress

November

January

March

June

# Inquiry Area

## 2

### Adult Learning Culture

#### SMART Goal 1

Our school MTSS team will continue to work through Tier 1 behavior and academic supports. A select group of staff will continue MTSS training through UNR around Tier 2 and 3 supports.

**Formative Measures:** Increase expected behaviors across all locations of the school. We will use SWIS and IC behavior data to measure this improvement. Our goal is to decrease office referrals by 50% each month when compared to last school year.

#### Improvement Strategy 1

By June 12th, 2026, we will improve student behavior by increasing the demonstration of expected behaviors (Safe, Respectful, Responsible) and decrease office discipline referrals schoolwide by 25%, as measured through monthly SWIS reports. Tier 1 PBIS will be implemented with fidelity's as measured by the tiered fidelity inventory.

#### Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	School-wide PBIS Whole school MTSS team meetings	Administration and school counselor	By June 2026

**Position Responsible:** Administration and school counselor

**Resources Needed:** MTSS training through UNR.

#### Status Checks

In progress

In progress

November

January

March

June

#### SMART Goal 2

According to the Nevada 2024 - 2025 Working Conditions Survey, it was reported that physical conflicts among students, physical abuse of teachers, and verbal abuse of teachers are behaviors demonstrating a concern for safety at the school.

**Formative Measures:** We will work to support a decrease of office referrals by 50% for physical aggression and verbal disrespect. We will utilize our classroom morning meetings, PBIS rewards, counseling lessons, lunch groups, and Suite 360 to help teach, model, and reinforce positive expected behaviors at school. Data will be compared utilizing SWIS and IC behavior entries.

# Inquiry Area

Connectedness

## 3

### SMART Goal 1

We will communicate once a quarter with parents around our behavior data and will focus each quarter on an expected behavior that needs improvement.

**Formative Measures:** Once a quarter the principal will report to families on our behavior data, goals and strategies to support at home.

### Improvement Strategy 1

Improve communication with parents regarding student behavior.

#### Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Quarterly communication with families regarding behavior both positive and areas of need improvement.	Administration	Once a quarter

**Position Responsible:** Administration

**Resources Needed:** None

#### Status Checks

In progress

In progress

November

January

March

June

# Douglas County School District



# Carson Valley Middle School

# 2025-2026 School Improvement Plan

# Mission Statement

CVMS will inspire and prepare students to be independent life-long learners and empower them to make connections and have a positive impact in a diverse, ever-changing world.

# Vision

We teach because we love watching students grow into the best versions of themselves. Our goal is for every student to feel a sense of purpose and agency, to make meaningful connections with others, and to become safe, respectful, and responsible citizens who positively impact our community."

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# Comprehensive Needs Assessment

# Student Success

## Areas of Strength

CVMS serves a diverse population of learners and offers a wide range of academic opportunities and supports. Advanced Math is available for accelerated students in both 7th and 8th grade, and 22 sixth graders are currently participating in the Gifted and Talented (GT) program. CVMS is the only middle school in the district still offering Spanish, which is aligned with Douglas High School and helps prepare students for success in the high school language program.

Additionally, our culinary course provides students with career and technical skills in the culinary arts, directly supporting the high school's CTE program. Our dedicated and experienced teachers work tirelessly to support students not only academically, but also through clubs and athletics. Overall student attendance has been gradually improving as the effects of COVID continue to lessen.

Last year, we relaunched our PBIS program and implemented **PBIS Rewards**, an online platform that allows staff to award points to students. In ELA, teachers, in collaboration with our library media specialist, secured a year-long subscription to **Accelerated Reader (AR)** to enhance student reading levels, engagement, and assessment performance.

CVMS students will continue to lead their own parent conferences. During these **Student-Led Conferences**, held in advisory classes, students prepare slides throughout the semester to showcase their progress in each subject as well as their MAP and SBAC testing data.

## Areas for Growth

- **Expansion and Differentiation of Academic Opportunities**
  - Increase access to advanced coursework and enrichment for a broader range of students while providing targeted support for those who need additional scaffolding.
- **Student Attendance and Engagement**
  - Continue strategies to improve attendance and engagement, particularly for special populations, through connections with PBIS, clubs, and MTSS supports.
- **Data-Driven Instruction and Family Engagement**
  - Leverage assessment and PBIS data to inform instruction and interventions, while strengthening student-led conferences to enhance family involvement and support for student growth.

# Problem Statements Identifying Student Success Needs

## Problem Statement

## Critical Root Cause

1

Although CVMS provides a diverse range of academic opportunities, enrichment programs, and behavioral supports, gaps remain in ensuring all students consistently achieve their full potential. Some students, particularly those outside accelerated or GT programs, may not be fully challenged or supported. Additionally, while PBIS, Accelerated Reader, and Student-Led Conferences are in place, their impact is not yet fully maximized for improving student engagement, behavior, and academic growth across all populations.

Limited Differentiation in Core Instruction Advanced coursework and enrichment opportunities are concentrated in specific programs (e.g., GT, Advanced Math), leaving some students without sufficient challenge or support. Inconsistent Use of Data to Inform Instruction While tools like PBIS Rewards, MAP, SBAC, and AR provide data, instructional adjustments based on this information are not fully systematic or consistent across all classrooms. Gaps in Student Engagement and Ownership Although Student-Led Conferences and PBIS initiatives promote student ownership, not all students are equally engaged or actively reflecting on their learning and behavior. Equity and Access Challenges Certain student populations, including those not in accelerated programs or with unique learning needs, may not receive targeted interventions or supports to ensure they achieve grade-level standards.

2

Students are not consistently following clear behavioral and academic guidelines, which has impacted the creation of a structured environment that supports success for all learners.

Inconsistent Communication of Expectations Guidelines for behavior and academic responsibilities are not consistently communicated or reinforced across classrooms and common areas. Limited Reinforcement and Accountability Positive behaviors and adherence to expectations are not systematically recognized or addressed, leading to variability in student compliance. Insufficient Student Understanding and Ownership Some students may not fully understand the purpose of the guidelines or their role in contributing to a productive learning environment. Gaps in Staff Collaboration and Monitoring Staff may not consistently coordinate or monitor student behavior, resulting in uneven implementation of expectations schoolwide.

 = Priority

# Adult Learning Culture

## Areas of Strength

Teachers at CVMS engage in monthly Professional Learning Communities (PLCs) within their content areas. Through this collaborative work, subject-area teams have identified priority standards and developed grade-level learning progressions. Teachers are now focused on creating common assessments, analyzing student performance data, and discussing instructional strategies to improve outcomes.

In addition to PLCs, teachers participate in quarterly grade-level meetings to address broader student needs and cross-curricular priorities.

All instructional staff have received training on the English Language Development (ELD) program through the ELLevation platform. Our ELD Site Facilitator has provided ongoing professional development during staff meetings and PLCs to ensure consistent use of ELLevation lessons and to maintain staff engagement with the program throughout the year.

As the school transitions into full implementation of the Multi-Tiered System of Supports (MTSS), the ongoing work of PLCs will serve as a cornerstone of the MTSS framework, providing a systematic approach to collaborative planning, data-driven decision-making, and continuous instructional improvement.

## Areas for Growth

### Areas for Growth – MTSS Tier 1

#### 1. Consistency of Tier 1 Practices Across Classrooms

- Ensure that evidence-based instructional strategies are applied consistently in all subject areas and grade levels.
- Strengthen fidelity checks to monitor and support implementation.

#### 2. Data-Driven Instruction

- Build structures for teachers to use formative and summative assessment data more frequently to adjust Tier 1 instruction.
- **Increase collaboration in PLCs** around identifying trends in core instruction and addressing them proactively.

#### 3. Differentiation & Engagement

- Expand differentiation within Tier 1 so that instruction meets the needs of all learners, including advanced, struggling, and special populations.
- Incorporate more student-centered strategies that promote engagement and active learning.

#### 4. Integration of SEL & Behavior Supports

- Strengthen Tier 1 supports by embedding social-emotional learning and behavior expectations into daily instruction.
- Align PBIS strategies with academic Tier 1 instruction for a more holistic approach.

#### 5. Access & Equity

- Ensure Tier 1 curriculum and instructional practices are culturally responsive and accessible to English learners, students with disabilities, and other special populations.

#### 6. Family & Student Involvement

- Provide families with clear communication and strategies to support Tier 1 learning at home.

- Involve students more actively in goal-setting and self-monitoring of progress.

# Problem Statements Identifying Adult Learning Culture Needs

## Problem Statement

## Critical Root Cause

1

While CVMS is in the process of establishing structures for collaboration and instructional planning, Tier 1 instruction is not yet consistently meeting the needs of all learners. Student achievement data, particularly for special populations (e.g., English Learners, students with disabilities, and historically underserved groups), indicates gaps in mastery of priority standards. Inconsistent implementation of evidence-based instructional practices and limited differentiation within Tier 1 contribute to uneven student outcomes.

Inconsistent Fidelity of Tier 1 Practices, which include: Variability in how evidence-based strategies and core curriculum are implemented across classrooms and content areas. Limited Use of Data to Drive Instruction Differentiation & Scaffolding Gaps Insufficient Integration of SEL and Behavior Supports

 = Priority

# Connectedness

## Areas of Strength

This year, our school theme is “**Own Your Journey.**” As part of this focus, we have relaunched our Positive Behavioral Interventions and Supports (PBIS) program. In the past, our PBIS reward system faced challenges with inconsistent use of “Tiger Tickets,” and we were unable to effectively track which students were receiving points or which staff members were issuing them. To address these challenges, we have continued our implementation of **PBIS Rewards**.

In addition to PBIS, we are prioritizing Social-Emotional Learning across advisory classes. SEL lessons for advisory teachers will deliver a consist message of belonging with an emphasis of how every student fits-in. This will ensuring all students receive support in this area.

We also have a **Hope Squad**, a peer-nominated group of students selected by both peers and teachers to serve as approachable, trusted leaders. Hope Squad members promote suicide awareness and act as a support system for peers who may have concerns about themselves or others.

## Areas for Growth

- **Consistency and Fidelity of PBIS Implementation**
  - Ensure PBIS Rewards is used equitably and consistently across all classrooms, with regular monitoring of data to guide interventions and improve student outcomes.
- **Integration of SEL into Daily Instruction**
  - Expand SEL beyond advisory by embedding strategies into core academic instruction and providing professional development for teachers to support social-emotional growth alongside academics.
- **Family and Student Engagement**
  - Strengthen student ownership by involving them in shaping PBIS incentives and SEL initiatives, while also increasing parent participation in PBIS Rewards to reinforce positive behaviors at home.

# Problem Statements Identifying Connectedness Needs

## Problem Statement

## Critical Root Cause

1

While CVMS has implemented PBIS, SEL lessons, and the Hope Squad to support positive behavior and student well-being, data and observations indicate that student engagement, consistent use of behavior supports, and integration of social-emotional strategies into daily instruction remain uneven. Some students are not fully benefiting from Tier 1 behavioral and SEL supports, and opportunities to engage families and students in the process are underutilized.

Inconsistent Implementation of PBIS Staff vary in the frequency and consistency of awarding points and issuing referrals, leading to uneven reinforcement of expected behaviors. Limited Integration of SEL Across Content Areas SEL instruction primarily occurs during advisory, with minimal integration into core academic classes, reducing its impact on daily student interactions and overall school climate. Insufficient Student and Family Engagement Students have limited input into PBIS incentives and SEL initiatives, and parent participation in PBIS Rewards is low, weakening the home-school connection and reinforcement of positive behaviors. Data Utilization Gaps PBIS, SEL, and behavior referral data are not consistently analyzed to identify trends or target interventions for specific students or groups.

 = Priority



# Inquiry Areas

# Inquiry Area 1 Student Success

## SMART Goal 1

By May 2026, CVMS will increase student engagement and academic growth across all populations by strengthening existing programs (PBIS, Accelerated Reader, and Student-Led Conferences) and expanding enrichment opportunities through after school opportunities. Specifically, we will: Increase the percentage of students meeting or exceeding growth targets in reading and math by 10% (as measured by MAP). Reduce office discipline referrals by 15% (as tracked in Infinite Campus). Progress will be monitored quarterly through data reviews of academic performance, discipline, and participation rates, and adjustments will be made to ensure equitable support for all students. This also aligns with our WIG of reducing our discipline rates.

**Formative Measures:** 1. Increase the percentage of students meeting or exceeding growth targets in reading and math by 10% (as measured by MAP).  
2. Reduce office discipline referrals by 25% (as tracked in Infinite Campus).

## Improvement Strategy 1

**Academic Growth:** Increase the percentage of students meeting or exceeding growth targets in reading and math by 10% (MAP data). **Behavior & Engagement:** Reduce office discipline referrals by 25% (Infinite Campus data).

## Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	PBIS: Revisit schoolwide expectations, increase recognition for positive behaviors, and provide tiered supports for students with repeated referrals.	Sarah Sparhawk, MTSS Team	Quarterly
2	Launch after-school academic and enrichment clubs (math, reading, and arts) with at least one new offering per semester.	Greg Thetford, Sarah Sparhawk, Ann Felte, Juan Quijas, Tara VanPatten	First Quarter with quarterly reviews.
3	Share quarterly data reports with grade-level teams to identify students in need of additional support or enrichment.	Greg Thetford, Sarah Sparhawk	Quarterly
4	Recognize staff contributions in reducing discipline referrals and promoting academic growth.	Greg Thetford, Sarah Sparhawk	Monthly during PLC's

**Resources Needed:** Data, BIF Funding

### Status Checks

In progress

**November**

**January**

**March**

**June**

### SMART Goal 1

By May 2026, CVMS will improve Tier 1 instruction to close achievement gaps by ensuring consistent use of evidence-based and differentiated practices across all classrooms, resulting in 90% of classrooms demonstrating fidelity to Tier 1 instructional expectations (as measured by walkthroughs and fidelity checks).

**Formative Measures:** Quarterly Walkthrough Data - Percentage of classrooms observed using agreed-upon Tier 1 evidence-based practices (tracked against the 90% target).

PLC Agendas/Minutes - Evidence that grade-level/content PLCs are analyzing student work and formative assessment data at least monthly.

Teacher Self-Reflection/Surveys - Collected twice per year to measure teacher confidence and consistency in applying Tier 1 strategies.

### Improvement Strategy 1

Establish Clear Tier 1 Instructional Expectations

## Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Define a shared framework for high-quality Tier 1 instruction (e.g., lesson structure, learning targets, checks for understanding, differentiation strategies).	MTSS team, admin team, department leads.	May 2026
2	Use PLCs to design lessons, analyze student work, and embed differentiation strategies.	MTSS team, department leads	Quarterly checks beginning with October 17th when the first quarter ends.
3	Conduct regular walkthroughs and fidelity checks with specific, actionable feedback aligned to Tier 1 expectations.	Greg Thetford, Sarah Sparhawk	Quarterly walk through in the second semester after implementation and training.

## Status Checks

In progress

**November**

**January**

**March**

**June**

## SMART Goal 2

Survey data indicate that over 50% of teachers experienced burnout during the 2024-2025 school year based on the Workplace Conditions Survey. The goals in this School Performance Plan are designed to intentionally reduce staff burnout by improving working conditions, support systems, and overall staff well-being. Our goal is to reduce teachers experiencing burnout by 10%, reducing the percentage to 40%.

**Formative Measures:** We will track informal but telling indicators in addition to using the Workplace Conditions Survey at the end of the year. Informal tracking will include:

Staff morale during meetings

Participation in school activities

Retention intent (mid-year check)

### SMART Goal 1

By May 2026, CVMS will strengthen Tier 1 behavioral and SEL supports by ensuring consistent implementation of PBIS, SEL lessons, and Hope Squad strategies across all classrooms, resulting in a 15% increase in student engagement scores. (as measured by student surveys, classroom observations, and Infinite Campus data), while actively involving students and families in the process.

**Formative Measures:** Classroom Observations / Walkthroughs - Quarterly checks to document consistent implementation of PBIS strategies, SEL lessons, and Hope Squad practices across classrooms.

Student Engagement Surveys - Administer mid-year and end-of-year surveys to monitor changes in engagement and sense of belonging.

Student Participation in Hope Squad Activities - Track involvement rates and follow-up interventions to ensure equitable access.

Teacher Self-Reflection / Surveys - Twice per year, assess teacher confidence and consistency in embedding SEL strategies into daily instruction.

### Improvement Strategy 1

Establish Clear Expectations for PBIS & SEL Implementation

#### Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Develop and communicate a schoolwide framework for PBIS routines and SEL lessons.	Admin team, MTSS team	December 2025

#### Status Checks

In progress

**November**

**January**

**March**

**June**

# Douglas County School District



## Douglas High School

## 2025-2026 School Improvement Plan

# Mission Statement

As Tigers, we will work together to encourage and empower each other to be lifelong learners and positive contributing members of society.

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# Comprehensive Needs Assessment

# Student Success

## Areas of Strength

Douglas High School has made significant gains in this area. Teacher and full staff lead interventions have been a key here.

## Areas for Growth

Continued areas of growth are in fundamental math courses and beginning English courses.

## Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Students in this population are recently struggling with some fundamental fears at home in this political climate. Some students are struggling due to transiency as well.	We have hired a new EL teacher, have an extra para-professional and endorsed language teacher to help redesign our EL program to fit the needs of this transitional population.
Foster/Homeless		
Free and Reduced Lunch		
Migrant/Title1-C Eligible		
Racial/Ethnic Minorities		
Students with IEPs		

# Problem Statements Identifying Student Success Needs

## Problem Statement

## Critical Root Cause

1

Fall 2024: DHS would like to continue working on decreasing the failure rate. Spring Failure Rate, in core classes was 6.01%, a decrease of .44%.

Pandemic Gaps in academic & life skills Students require a wider range of differentiation within the classes.

 = Priority

# Adult Learning Culture

## Areas of Strength

Strengths in Adult Learning are in organizing authentic PLC structures and looking at classroom student growth data. This organic work has inspired teachers to improve their own instruction.

## Areas for Growth

More structure is needed to help lead and facilitate more advanced PLC work.

# Problem Statements Identifying Adult Learning Culture Needs

## Problem Statement

## Critical Root Cause

1

Accreditation results show a need for an aligned assessment process that includes assessment diagnostics and training on analyzing student assessment data and time to communicate outcomes. Update: Continued work on this two year plan.

Overall lack of diagnostic tools at DHS that relate to ACT.. Lack of teacher knowledge about what and how is assessed on standardized tests (specifically the ACT)

 = Priority

# Connectedness

## Areas of Strength

Overall DHS attendance for chronic absenteeism is improving. This year we held at 21%, which has been a sign of continual improvement.

Our areas of strength are staff lead interventions.

- 21.4% in 23-24
- 23.5% in 22-23
- 20.2% in 21-22
- 17.7% in 20-21
- Numbers weren't reported in 19-20
- 14.4% in 18-19

## Areas for Growth

This continues to be an area of growth, as chronic absenteeism plagues this generation.

## Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Communication with EL families	
Foster/Homeless		
Free and Reduced Lunch		
Migrant/Title1-C Eligible		
Racial/Ethnic Minorities		
Students with IEPs		

# Problem Statements Identifying Connectedness Needs

## Problem Statement

## Critical Root Cause

1

DHS, along with schools around the country, are experiencing an increase in chronic absenteeism. Update: Continued work on this goal. Current rate is 21%.

The Nevada Department of Education determined start time is too early. Attendance is often perceived as optional and unnecessary post pandemic.

 = Priority



# Data Documentation for CNA

# Data Documentation for CNA

The following data were used to verify the comprehensive needs assessment analysis:

## Student Success

- Accelerated/Advanced Coursework Enrollment
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- AP Completion
- Grades
- Multi-Tiered System of Supports (MTSS)
- Nevada Alternate Assessment (NAA)
- SAT, ACT, PSAT or ASPIRE
- Student failure and/or retention rates
- WIDA Screener

## Adult Learning Culture

- Processes and procedures for teaching and learning, including program implementation
- Professional Development Agendas
- Professional learning communities (PLC) data/agenda/notes
- Teacher evaluation
- Walk-through data

## Connectedness

- Attendance
- Behavior
- Enrollment
- PBIS/MTSS data



# Inquiry Areas

# Inquiry Area 1 Student Success

## SMART Goal 1

To increase credit sufficiency and reduce failure rates in courses with historically high D/F rates, particularly math courses required for graduation. Emphasis will be placed on ensuring underclassmen stay on track toward earning sufficient credits for graduation.

### Improvement Strategy 1

Utilize formative assessments and early progress indicators to trigger supports earlier in the semester.

#### Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Offer extended learning opportunities (math labs, tutoring, Saturday school) specifically for high-failure-rate courses.	Department Leads	On-Going
2	Provide monthly data review meetings for teachers to adjust instruction based on assessment trends.	Department Leads and Admin	On-going
3	Identify students with multiple D/F grades at each grading period and assign targeted academic supports.	Admin Team and Teachers	On-Going

#### Status Checks

In progress

November

January

March

June

# Inquiry Area

## 2

### Adult Learning Culture

#### SMART Goal 1

To strengthen the school's professional learning culture through structured PLCs that analyze student growth data, evaluate the effectiveness of interventions, and align instructional practices with college and career readiness standards.

#### Improvement Strategy 1

Continued work on PLC protocols focused on common assessment creation, data analysis, and instructional planning that aligns with student data trends and instructional gaps.

#### Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Facilitate professional development focused on formative assessment practices and response to intervention.	Admin Team	Fall 2024 and On-Going PLC
2	Align observation and feedback cycle aligned to NEPF standards and student outcomes.	Admin Team	On-Going
3	Create structured agendas and data templates for PLC discussions.	Department Leads	On-Going PLC
4	Facilitate professional development focused on common Scope, Sequence, Pacing, and Assessments	Admin and Department Leads	Fall 2025 and On-Going PLC

#### Status Checks

In progress

November

January

March

June

#### Improvement Strategy 2

Continue developing instructional leadership capacity through department leads and peer mentorship.

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**Actions for Implementation**

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Continued focus in our Site Leadership Teams		

**Status Checks**

In progress

**November**

**January**

**March**

**June**

**SMART Goal 2**

By May 2026, the school will increase staff participation and shared decision-making in the areas of MTSS behavior systems, professional development planning, and School Performance Plan development by increasing communication opportunities for dialogue in these areas. Result of Working Conditions Survey in the area of Staff Leadership & Autonomy

**Improvement Strategy 1**

Improve Communication Systems Across All Major Decision-Making Areas Increase opportunities for staff dialogue whereby teachers can safely, authentically, and impactfully contribute to instructional, behavioral, PD, and SPP.

**Actions for Implementation**

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Strengthen our standing Site Leadership Team (SLT) representing every department; in addition to meeting monthly to gather feedback on instructional strategies, PD needs, and academic priorities, we need to strengthen the communication prior/post meetings and to share the purpose of the SLT to all stakeholders.	Admin Team	On-Going
2	Strengthen the communication of our SPP Working Group that meets each quarter to review data, recommend adjustments, and draft/approve sections collaboratively.	Admin Team	On-Going
3	Create a MTSS Team to revise the school-wide matrix using teacher-generated problem points, patterns, and solutions.	MTSS Team	Ongoing, with 2nd Semester rollout

## Status Checks

In progress

**November**

**January**

**March**

**June**

### SMART Goal 1

Douglas High School will increase the TFI (MTSS Tiered Fidelity Inventory) from 16%, by more than a 100% increase, to at least 40% as measured by 3 TFI walk-throughs.

### Improvement Strategy 1

Create routines to educate, communicate, and work with students and families on the importance of attendance and classroom participation.

#### Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Monthly MTSS meetings focused on Tier 1.	MTSS Team	Monthly
2	Roll Out The Douglas Way for reevaluation, and push out to all stakeholders	MTSS Team and Admin	1st semester
3	Work with Leadership to create The Douglas Way Expectation Presentations and refreshers for students, teachers, and families.	MTSS Team & Admin	1st Semester
4	Reevaluate current classroom behavioral flow chart, create a Google form to collection intervention data for teachers and present to teachers	Deans and Admin	1st Semester
5	Collect Behavioral Data from IC and Behavior Flow Chart Google form w/interventions	Deans and Admin	Quarterly
6	Create positive intervention strategies that are meaningful to high school students	MTSS Team, Admin, and Leadership	1st Semester and on-going
7	Conduct informal TFI walk-throughs	Admin	Quarterly

**Position Responsible:** Admin

**Resources Needed:** TFI data, protocols, and tools

## Status Checks

In progress

**November**

**January**

**March**

**June**

## SMART Goal 2

To continue reducing the chronic absenteeism rate below 15% through intentional monitoring, outreach, and relationship-centered attendance strategies.

## Improvement Strategy 1

Continuing refining and maintaining early warning systems that flag students trending toward chronic absenteeism

### Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Continued support and refinement of the attendance liaisons/ case managers monitoring and follow up protocols for students with 5+ absences		

## Status Checks

In progress

**November**

**January**

**March**

**June**

## Improvement Strategy 2

Implement student attendance incentives and school-wide campaigns promoting daily attendance

## Status Checks

In progress

**November**

**January**

**March**

**June**

# Douglas County School District



## G. L. Scarselli Elementary School

## 2025-2026 School Improvement Plan



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# Comprehensive Needs Assessment

# Student Success

## Areas of Strength

Students at Scarselli have made great improvements in understanding phonics and phonemic awareness based on focus on the Science of Reading. Student and staff culture is strong and positive.

## Areas for Growth

- 3rd grade SBAC proficiency increased in Math and Reading
- Improved and more consistent phonics instruction across grades
- Positive school culture

## Equity Resource Supports

Student Group	Challenge	Solution
English Learners	We struggle to provide enough deep learning time with the ESL teacher.	
Foster/Homeless		
Free and Reduced Lunch		
Migrant/Title1-C Eligible		
Racial/Ethnic Minorities		
Students with IEPs	Providing enough practice after instructional minutes in special education. We need more paraprofessional help for practice time.	We are trying to be creative with the scheduling of paraprofessionals.

# Problem Statements Identifying Student Success Needs

## Problem Statement

## Critical Root Cause

1  
★

READING: In the 24-25 school year, the percentage of students in grades 1-5 scoring at or above the 65th percentile on the reading MAP dropped from 42% in the fall to 40% in the spring.

\*Lack of reading stamina \* Students don't like reading and we are not fostering a love of reading \* Students lack reading fluency, which affects comprehension \* We are not providing enough practice on SBAC-type questions \* Insufficient vocabulary instruction to address student vocabulary deficits

2  
★

MATH: In the 24-25 school year, only 42% of students in grades 1-5 scored at or above the 65th percentile on the spring math MAP assessment and only 45% of students in grades 3-5 scored at the proficient level on the SBAC Math assessment

We don't provide enough error analysis problems to kids. We don't provide enough SBAC-type questions for practice We don't teach and strengthen math vocabulary. Students are not proficient with math facts.

★ = Priority

# Adult Learning Culture

## Areas of Strength

We have a fairly strong adult learning culture at Scarselli, with teachers having a desire to learn new things will improve teaching and learning. However, teachers are less eager to work outside of contract hours for professional development purposes unless they are compensated.

Teachers at Scarselli are eager to learn new strategies that will improve instruction.

Positive climate

Teacher flexibility

Effective coaching from EPIC Instructional coach

Strong PLC framework

Willingness to try new things

## Areas for Growth

- Teachers are reluctant to accept peer coaching

## Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Being consistent in using instructional strategies aligned with HQSI.	Have the ESL teacher provide regular HQSI refreshers
Foster/Homeless	Ensuring that teachers understand the effects of foster and homeless situations for students	Provide professional learning on the effects of poverty and foster situations
Free and Reduced Lunch		
Migrant/Title1-C Eligible		
Racial/Ethnic Minorities		
Students with IEPs	Ensuring that teachers understand the importance of consistent collaboration with case managers on student needs and progress	Provide PLC time

# Problem Statements Identifying Adult Learning Culture Needs

## Problem Statement

## Critical Root Cause

1

We are not effective at targeting PD based on what the data shows us and administrators are not consistent with PD follow-up.

Insufficient time to devote to ongoing PD Failure to consistently follow-up on PD to ensure implementation

 = Priority

# Connectedness

## Areas of Strength

- Multiple methods of communication
- Positive phone calls home
- Positive news via social media

## Areas for Growth

- More positive phone calls home
- Communication earlier to families from teachers when a student is struggling

## Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Ensuring there is no language barrier	Reach out for translation services
Foster/Homeless	Communicating with homeless families can be a challenge	
Free and Reduced Lunch		
Migrant/Title1-C Eligible		
Racial/Ethnic Minorities		
Students with IEPs		

# Problem Statements Identifying Connectedness Needs

Problem Statement	Critical Root Cause
<p><b>1</b> Staff members are not consistent with communication to families regarding academics, behavior and attendance.</p>	<p>Admin has not been effective at holding teachers accountable for consistent communication Admin has not developed effective communication expectations Where expectations exist, teachers are not following consistently Teachers fear contacting parents (intimidated?)</p>
<p><b>2</b> According to the Nevada Working Conditions Survey, only two out of 15 teachers at Scarselli say they have "a lot of input" on PD programming at the school. Five teachers say they have no input and six teachers say they have minimal input. Two teachers did not answer the question.</p>	<p>Administrators do not do an adequate job of soliciting input from staff members on PD programming.</p>

 = Priority



# Priority Problem Statements

## Problem Statement

## Critical Root Cause

1  
★

MATH: In the 24-25 school year, only 42% of students in grades 1-5 scored at or above the 65th percentile on the spring math MAP assessment and only 45% of students in grades 3-5 scored at the proficient level on the SBAC Math assessment

We don't provide enough error analysis problems to kids. We don't provide enough SBAC-type questions for practice We don't teach and strengthen math vocabulary. Students are not proficient with math facts.

2  
★

READING: In the 24-25 school year, the percentage of students in grades 1-5 scoring at or above the 65th percentile on the reading MAP dropped from 42% in the fall to 40% in the spring.

\*Lack of reading stamina \* Students don't like reading and we are not fostering a love of reading \* Students lack reading fluency, which affects comprehension \* We are not providing enough practice on SBAC-type questions \* Insufficient vocabulary instruction to address student vocabulary deficits

★ = Priority



# Inquiry Areas

# Inquiry Area 1 Student Success

## SMART Goal 1

By the end of the 2025-2026 school year, all students in grades K-5 at Scarselli will achieve at least average annual growth in reading RIT scores, as measured by the NWEA MAP Growth assessment, with at least 70% of students achieving or exceeding their individual growth projections.

**Formative Measures:** MAP Reading Assessment

### Improvement Strategy 1

\*Intervention groups for reading fluency and comprehension in grades 3-5 \*Intervention groups for foundational skills, fluency and comprehension in grades K-2 \*Daily reading fluency practice for all students in grades 3-5 \*Consistently use Reciprocal Teaching in all grades, whole class and in small groups.

#### Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Organize intervention groups.	Teachers Learning Strategist	Flexible groups in 1-5 by September 1st
2	Administrators observe for effective implementation of Reciprocal Teaching	Administrators	Begin by September 15th

**Position Responsible:** Admin, Learning Strategist, Teachers

**Resources Needed:** \*Intervention materials

\*Read-alouds for Reciprocal Teaching

**Problem Statements:** Student Success 1

#### Status Checks

In progress

**November**

**January**

**March**

**June**

## SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
<b>1</b>	<p>READING: In the 24-25 school year, the percentage of students in grades 1-5 scoring at or above the 65th percentile on the reading MAP dropped from 42% in the fall to 40% in the spring.</p>	<p>*Lack of reading stamina * Students don't like reading and we are not fostering a love of reading * Students lack reading fluency, which affects comprehension * We are not providing enough practice on SBAC-type questions * Insufficient vocabulary instruction to address student vocabulary deficits</p>

## SMART Goal 2

By the end of the 25-26 school year, we will increase the school-wide median RIT score in math by 5 points for each grade level, from kindergarten to 5th grade, as measured by the NWEA MAP Growth assessment.

**Formative Measures:** MAP Math Assessment

### Improvement Strategy 1

\*Implement the 3 Reads as part of math instruction in each classroom. \*Implement Math Routines for Reasoning in grades 3-5

#### Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Admins observe weekly for 3 reads and Routines for Reasoning.	Admins	Begin by September 15th

**Position Responsible:** Administrators, Teachers

**Resources Needed:** none

**Problem Statements:** Student Success 2

#### Status Checks

In progress

**November**

**January**

**March**

**June**

# SMART Goal 2 Problem Statements Identifying Student Success

Problem Statement	Root Cause
<b>2</b>	<p>MATH: In the 24-25 school year, only 42% of students in grades 1-5 scored at or above the 65th percentile on the spring math MAP assessment and only 45% of students in grades 3-5 scored at the proficient level on the SBAC Math assessment</p>
	<p>We don't provide enough error analysis problems to kids. We don't provide enough SBAC-type questions for practice We don't teach and strengthen math vocabulary. Students are not proficient with math facts.</p>

# Inquiry Area

## 2

### Adult Learning Culture

#### SMART Goal 1

By June of 2026, all teachers at Scarselli will have had initial training and refresher training in the 3 reads method in math in in Routines for Reasoning.

**Formative Measures:** Training schedule

#### Improvement Strategy 1

3 Reads and Routines for Reasoning will be discussion and planning topics in PLCs and Admins observing for each practice weekly

#### Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	PLC agenda to include discussion of each strategy as learned in training and as implemented in the classroom	McNeall	Starting wth PLC on 9/15
2			

**Position Responsible:** Teachers, admins

**Problem Statements:** Student Success 2

#### Status Checks

In progress

**November**

**January**

**March**

**June**

**SMART Goal 1 Problem Statements Identifying Student Success**

Problem Statement	Root Cause
<b>2</b>	<p>MATH: In the 24-25 school year, only 42% of students in grades 1-5 scored at or above the 65th percentile on the spring math MAP assessment and only 45% of students in grades 3-5 scored at the proficient level on the SBAC Math assessment</p>
	<p>We don't provide enough error analysis problems to kids. We don't provide enough SBAC-type questions for practice We don't teach and strengthen math vocabulary. Students are not proficient with math facts.</p>

### SMART Goal 1

By June, 2026, each teacher at Scarselli will have made at least two positive phone calls home for each student on their roster.

**Formative Measures:** Positive Phone Call Spreadsheet

### Improvement Strategy 1

Provide sentence frames for teachers who are reluctant to call families and allow time during one PLC per month for teachers to make phone calls.

#### Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Create sentence frames.	Admin and teachers	Begin by 9/1/25
2	Create PLC agenda to include time for phone calls	Admin	Begin on 9/15/25

**Problem Statements:** Student Success 1, 2

#### Status Checks

In progress

**November**

**January**

**March**

**June**

## SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
<b>1</b>	<p>READING: In the 24-25 school year, the percentage of students in grades 1-5 scoring at or above the 65th percentile on the reading MAP dropped from 42% in the fall to 40% in the spring.</p>	<p>*Lack of reading stamina * Students don't like reading and we are not fostering a love of reading * Students lack reading fluency, which affects comprehension * We are not providing enough practice on SBAC-type questions * Insufficient vocabulary instruction to address student vocabulary deficits</p>
<b>2</b>	<p>MATH: In the 24-25 school year, only 42% of students in grades 1-5 scored at or above the 65th percentile on the spring math MAP assessment and only 45% of students in grades 3-5 scored at the proficient level on the SBAC Math assessment</p>	<p>We don't provide enough error analysis problems to kids. We don't provide enough SBAC-type questions for practice We don't teach and strengthen math vocabulary. Students are not proficient with math facts.</p>

## SMART Goal 2

By June, 2026, 100% of teachers at SES will indicate that they have "a lot of input" on PD programming at the school.

### Improvement Strategy 1

Survey teachers on PD programming at SES. Provide discussion opportunities for teachers to discuss their PD needs and wants.

#### Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Survey certified staff on PD needs.	Admin	Complete survey by 12/20/25

**Position Responsible:** Admin

**Resources Needed:** Survey

## Status Checks

In progress

**November**

**January**

**March**

**June**

**Douglas County School District**  
**Gardnerville Elementary School**  
**2025-2026 School Improvement Plan**



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# Vision

Gardnerville Elementary School is a great place to learn because every member of the GES Family matters. We provide meaningful, intentional, and purposeful learning experiences that honor what is best for students. With high expectations, we prepare students to be lifelong learners and contributing members of society.

## Demographics & Performance Information

### Nevada Report Card

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at [https://nevadareportcard.nv.gov/DI/nv/Douglas/gardnerville\\_elementary\\_school/2024](https://nevadareportcard.nv.gov/DI/nv/Douglas/gardnerville_elementary_school/2024)

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# Comprehensive Needs Assessment

Revised/Approved: November 21, 2025

## Student Success

### Student Success Areas of Strength

#### GES SBAC Data - Our Recent History

Grades 3-5 have performed consistently (within 3-4%) in ELA and Math on the SBACs over these last three years. For ELA around 50% of the students grades 3-5 scoring proficient in ELA and 40% in math.

	22-23 ELA 51.8%		23-24 ELA 52.4%		24-25 ELA 49%		22-23 Math 38.55%		23-24 Math 43.5%		24-25 Math 39% 318	
3	25:51	49%	44:71	61.9%	22:48	46%	25:51	49%	42:71	59.2%	24:48	50%
4	29:62	46.8%	25:54	46.3%	33:66	50%	22:62	35.5%	23:54	42.6%	22:65	34%
5	32:53	60.4%	31:68	45.6%	22:44	50%	17:53	32.1%	18:68	26.5%	14:43	33%

Spring 2025									
ELA SBAC Achievement Levels									
School & grade	(1) Developing	(2) At Standards	(3) Meeting Standards	(4) Exceeding Standards	Grand Total	Developing %	At Standards %	Meeting Standards %	Exceeding Standards %
GES	43	38	45	32	158	27.2%	24.1%	28.5%	20.3%
3	15	11	13	9	48	31.3%	22.9%	27.1%	18.8%
4	18	15	17	16	66	27.3%	22.7%	25.8%	24.2%
5	10	12	15	7	44	22.7%	27.3%	34.1%	15.9%

Spring 2025									
Math SBAC Achievement Levels									
School & grade	(1) Developing	(2) At Standards	(3) Meeting Standards	(4) Exceeding Standards	Grand Total	Developing %	At Standards %	Meeting Standards %	Exceeding Standards %
GES	44	52	41	19	156	28.2%	33.3%	26.3%	12.2%
3	14	10	15	9	48	29.2%	20.8%	31.3%	18.8%
4	19	24	18	4	65	29.2%	36.9%	27.7%	6.2%
5	11	18	8	6	43	25.6%	41.9%	18.6%	14.0%

All Students Spring 2025 SBAC ELA percent proficient is 10% higher than Math.

Special Education- 24-25 ELA SBAC Grades 3-5

Seven of the 24 (29.2%) students in special education scored proficient. This is an improvement over 23-24: 4 of 27 or 14.8% were proficient.

English Learners 24-25 ELA SBAC Grades 3-5

Two of 11 (18.2%) EL students scored proficient on the ELA SBAC. This is an increase over 24-25, where 1 of 19 (5.3%) scored proficient.

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Fall 25-26 **Reading MAP** Number and Percent of students score At/Above the 65%

- Gr 1 24 64.9%
- Gr 2 19 47.5%
- Gr 3 17 39.5%
- Gr 4 15 30%
- Gr 5 34 54%
- Gr 1-5 109 46.8%

### Student Success Areas for Growth

GES student performance in math has lagged reading/ELA for numerous years. A focus on math, specifically problem solving and persevering in solving math problems (mathematical practice 1). A concerted, school-wide effort and focus on math instruction, both best first math instruction (tier 1) and tier 2 math interventions (during site designated WIN Time (What I Need) is the plan.

All Students Spring 2025 SBAC ELA percent proficient is 10% higher than Math.

Special Education- 24-25 ELA SBAC Grades 3-5

Seven of the 24 (29.2%) students in special education scored proficient. Zero of the seven students in 4th grade scored proficient. This has implications for 5th grade in 25-26.

English Learner - 24-25 ELA SBAC Grades 3-5

Two of the 11 (18.2%) students in the English Learner program scored proficient. Of the 3 EL students in grade 4, zero scored proficient. This has implications for 5th grade in 25-26.

Free-Reduced Lunch 24-25 ELA SBAC Grades 3-5

Twenty-eight of 81 (34.6%) students in the FRL category scored proficient. This is a decrease over the 23-24 performance where 47 of 75 (37.3%) scored proficient.

Special Education- 24-25 MATH SBAC Grades 3-5

Seven of the 24 (29.2%) students in special education scored proficient. One of the seven students in 4th grade and 1 student in 5th grade scored proficient. This has implications for 4th grade in 25-26.

English Learner - 24-25 MATH SBAC Grades 3-5

Two of the 11 (18.2%) students in the English Learner program scored proficient. Of the 3 EL students in grade 4, zero scored proficient. This has implications for 5th grade in 25-26. Same as ELA.

Free-Reduced Lunch 24-25 MATH SBAC Grades 3-5

Twenty-one of 79 (26.6%) students in the FRL category scored proficient. This is the same as the 23-24 performance.

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Fall 25-26 **Math MAP** Number and Percent of students score At/Above the 65%

Gr 1 20 55.6%

Gr 2 14 35%

Gr 3 23 53.5%

Gr 4 26 52%

Gr 5 21 33.3%

Gr 1-5 104 44.8%

Our Fall Math MAP data lags our Fall Reading MAP data.

## Student Success Equity Resource Supports

Student Group	Challenge	Solution
<b>English Learners</b>	Of the 3 EL students in grade 4, zero scored proficient. This has implications for 5th grade in 25-26.	The EL Specialist will continue to focus on language development around math.
<b>Foster/Homeless</b>	We do not have a statistically significant number of Foster/Homeless population.	For our students who are known to be Foster/Homeless GES and DCSD work to support them.
<b>Free and Reduced Lunch</b>	Students performed higher in ELA than math in 24-25.	A focus on math, specifically problem solving and persevering in solving math problems (mathematical practice 1). A concerted, school-wide effort and focus on math instruction, both best first math instruction (tier 1) and tier 2 math interventions (during site designated WIN Time (What I Need) is the plan.
<b>Migrant/Title1-C Eligible</b>	NA	
<b>Racial/Ethnic Minorities</b>		321
<b>Students with IEPs</b>	<p>24-25 ELA SBAC Grades 3-5</p> <p>Zero of the 7 students in grade 4 scored proficient. This has implications for 5th grade in 25-26.</p> <p>24-25 Math SBAC Grades 3-5</p> <p><b>Seven of the 24 (29.2%) students in special education scored proficient. One of the seven students in 4th grade and 1 student in 5th grade scored proficient. This has implications for 4th grade in 25-26.</b></p>	A focus on math, specifically problem solving and persevering in solving math problems (mathematical practice 1). A concerted, school-wide effort and focus on math instruction, both best first math instruction (tier 1) and tier 2 math interventions (during site designated WIN Time (What I Need) is the plan.

### Problem Statements Identifying Student Success Needs

**Problem Statement 1:** GES student performance in math has lagged reading/ELA for numerous years.

**Critical Root Cause:** GES has historically focused and provided more time and interventions in the area of reading. In the last 5-8 years, interventions in reading and to the primary grades only. In 24-25 school year, interventions in reading were provided K-5.

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## Adult Learning Culture

### Adult Learning Culture Areas of Strength

The GES Staff is a committed force of educators. We have a mix of strong veteran educators and bright creative upstarts. GES staff are committed to doing what is best for students.

DCSD and GES have trained certified classroom k-pre-algebra teachers (K-5 at GES) have been formally trained in Routines for Reasoning. The Lesson Study Model is utilized for this professional learning.

GES has trained all certified classroom staff K-5 in Reciprocal Teaching commencing in Spring 2025 and again in Fall 2025.

In the Fall of 2024, 39 GES Staff members took the Nevada Staff Working Conditions Survey. Of the 39, 19 were certified staff and 20 were classified staff. This was a strong participation rate when comparing GES to other Douglas County School District elementary schools. The Working Conditions Topics were rated on a 4 point score, 1 being Least Positive to 4 being Most Positive.

In the Fall of 2024, 39 GES Staff members took the Nevada Staff Working Conditions Survey. Of the 39, 19 were certified staff and 20 were classified staff. This was a strong participation rate when comparing GES to other Douglas County School District elementary schools. The Working Conditions Topics were rated on a 4 point score, 1 being Least Positive to 4 being Most Positive.

### Adult Learning Culture Areas for Growth

DCSD and GES are focused on Multi Tiered Systems of Support (MTSS), specifically Tier I Response to Instruction (Best First Instruction) and Positive Behavior Interventions & Supports (PBIS). <sup>323</sup>

GES will have a small leadership team attend professional development on MTSS over the course of the 25-26 school year. The leadership team will bring the learning back to the entire GES team for implementation/refinement of PBIS Practices.

The 39 GES Staff who took the Nevada Staff Working Conditions Survey ranked the following topics as the Least Positive: Manageable Workload, District/Charter Leadership Supports, Staff Autonomy, Instructional Resources and Support, Salary and Benefits and School Leadership and Climate Supports had scores ranging from 2.2 (Manageable Workload) to 2.8 (School Leadership and Climate Supports). The 2.8 score for the topic, School Leadership and Climate Support was also reflected on the 2024-25 NEPF annual survey comments regarding communication.

### Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
<b>English Learners</b>	EL students need Tier 1 (best first standards based instruction) and Tier 2 (targeted EL instruction from the EL Specialist and Instructional Aide) to advance in ELA and math.	What I Need (WIN) times built into the GES master schedule provides for all EL students K-5 targeted EL instruction from 3 to 5 days a week week without missing grade level standards based instruction.
<b>Foster/Homeless</b>	F/H students need Tier 1 (best first standards based instruction) and Tier 2 (targeted EL instruction from the Literacy Specialist and other certified "specials" [PE, Media, Art/Music, Counselor]) to advance in ELA and math.	What I Need (WIN) times built into the GES master schedule provides for all students K-5 targeted intervention from 3 to 5 days a week week without missing grade level standards based instruction.
<b>Free and Reduced Lunch</b>	FRL students need Tier 1 (best first standards based instruction) and Tier 2 (targeted EL instruction from the Literacy Specialist and other certified "specials" [PE, Media, Art/Music, Counselor]) to advance in ELA and math.	What I Need (WIN) times built into the GES master schedule provides for all students K-5 targeted intervention from 3 to 5 days a week week without missing grade level standards based instruction.
<b>Migrant/Title1-C Eligible</b>	NA	324
<b>Racial/Ethnic Minorities</b>	NA	
<b>Students with IEPs</b>	SPED students need Tier 1 (best first standards based instruction) and Tier 2 (Specially Designed Instruction from the Special Education Teacher with support of Instructional Aides) to advance learning in ELA, math, and IEP goals.	What I Need (WIN) times built into the GES master schedule provides for all SPED students K-5 Specially Designed Instruction (SDI) from 3 to 5 days a week based on their IEP services without missing grade level standards based instruction.

### Problem Statements Identifying Adult Learning Culture Needs

**Problem Statement 1:** Providing Tier 2 instruction to meet the needs of all students, including EL, F/H, FRL and SPED without sacrificing Tier 1 instruction, has been a challenge historically.

**Critical Root Cause:** The enrollment of students at GES has declined over the last 5-8 years. In 25-26, enrollment is 286 students. Over 50 of the 286 students (17.5%) receive special education services. Typically, 10% of a school's enrollment receive special education services.

**Problem Statement 2:** the 2025 NEPF Survey and the 2024 Nevada Staff Working Conditions Survey found Communication, School Leadership and Climate Supports were identified as areas for improvement.

**Critical Root Cause:** During the 24-25 school year, staff meetings were reduced from twice monthly to once monthly and there were a number of new school activities that surprised

certified staff.

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# Connectedness

## Connectedness Areas of Strength

GES parents and community come out in large numbers for events that involve their children (e.g., art shows, music performances, drama performances, etc.). In 24-25, our registrar really guided parents through the enrollment and first day of school paperwork during kindergarten orientation. This proved to be very successful and need to be expanded to others, especially for the parents/guardians of new students.

In 23-24, the GES Family Engagement Team hosted it's first Community Health Fair. Building on the impact of this Team, in 24-25, a member of this team will join the Parent Teacher Student Organization (PTSO) at their monthly meetings. The next is step is to incorporate a member or members of the Student Ambassador Leadership Team (SALT) in the monthly PTSO meetings. This will positive momentum continues in 25-26. The Fall 2025 Health Fair was a success and it connected families to resources before the first day of school.

## Connectedness Areas for Growth

Communication at all levels is an opportunity for growth. DCSD and GES are transitioning to ParentSquare, a robust communication platform.

At GES, we learned that parents struggle with using Infinite Campus' Parent Portal and this can impact school to home communication. It is most concerning for staff members in the case of an emergency. We are proactive with our kindergarten parents. GES takes the time on the first 2 days of kindergarten to bring all parents in by appointment and walk them through the complete enrollment process (e.g., Infinite Campus Parent Portal, Free Reduced Lunch Application, etc.).

The GES Wildly Important Goal (WIG): Baseline data from 24-25 NEPF Administrator Survey - {Certified} Staff Input found an opportunity to improve communication noted in the written responses of the 11 staff who took the survey. Specifically: Lack of clarity, timeliness, and follow-through in communication. Thirty-nine GES staff members took the Nevada Workplace Survey in Spring 2025. Those results also echoed an opportunity to focus on clear and timely communication from site administration to staff.

## Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Timely communication in the parent/guardian home language is a challenge as we have multiple languages represented in our student body.	DCSD and GES are transitioning to ParentSquare, a robust communication platform. All message are translated to the required home language.
Foster/Homeless	Communication at all levels is an opportunity for growth.	DCSD and GES are transitioning to ParentSquare, a robust communication platform. Messages are translated, delivered via email, text and phone.

Student Group	Challenge	Solution
<b>Free and Reduced Lunch</b>	Timely communication in the parent/guardian home language is a challenge as we have multiple languages represented in our student body.	DCSD and GES are transitioning to ParentSquare, a robust communication platform. Messages are translated, delivered via email, text and phone.
<b>Migrant/Title1-C Eligible</b>	NA	
<b>Racial/Ethnic Minorities</b>	Timely communication in the parent/guardian home language is a challenge as we have multiple languages represented in our student body.	DCSD and GES are transitioning to ParentSquare, a robust communication platform. Messages are translated, delivered via email, text and phone.
<b>Students with IEPs</b>	Timely communication in the parent/guardian home language is a challenge as we have multiple languages represented in our student body.	Communication at all levels is an opportunity for growth. DCSD and GES are transitioning to ParentSquare, a robust communication platform. Messages are translated, delivered via email, text and phone.

**Problem Statements Identifying Connectedness Needs**

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**Problem Statement 1:** Timely communication to all parents/guardians including those whose home language is not English is a challenge.

**Critical Root Cause:** Educating households on the tools and locations to access timely communication is an ongoing challenge.

**Problem Statement 2:** The results from the 24-25 NEPF Survey and the Nevada Working Conditions Survey for certified staff found clear and timely communication to all GES staff about school activities, events, staff meetings, professional development, etc. was found to be an opportunity for the 25-26 school year.

**Critical Root Cause:** Staff comments related to the 24-25 NEPF survey, "My site administrator could grow in the following areas:" reflected a need for improved clear and timely communication from site administration.

# Priority Problem Statements

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# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Student Success

- Local benchmark, common assessments, diagnostic assessments, or interim assessments data
- MAP Growth Assessment
- Smarter Balanced (SBAC)
- WIDA Screener

## Adult Learning Culture

- Other
  - CALL Survey Data from 24-25
  - NEPF Survey Data from 24-25

## Connectedness

- Attendance
- Demographic data
- Enrollment
- Enrollment trends
- PBIS/MTSS data

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# Inquiry Areas

Revised/Approved: August 15, 2025

## Inquiry Area 1: Student Success

**SMART Goal 1:** ALL GES students grades 3-5 will demonstrate growth on the 25-26 Math SBAC.

**Aligns with District Goal**

**Formative Measures:** All students grades 1-5 will demonstrate growth from Fall to Winter iReady Math Diagnostic.

Improvement Strategy 1 Details				Reviews			
<b>Improvement Strategy 1:</b> All GES teachers will focus on best first standards-based math instruction, including the bi-weekly implementation of Routines for Reasoning (e.g., 3 Reads) for improved student performance in math.				<b>Status Check</b>			<b>EOY Reflection</b>
				<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				In progress	In progress	No review	330
Action #	Actions for Implementation	Person(s) Responsible	Timeline				
1	Thoughtful planning for best first standards-based math instruction, including the bi-weekly implementation of Routines for Reasoning (e.g., 3 Reads) .	GES Classroom Teachers & Site Administration	Aug. 18, 2025 through June 2026				

**Inquiry Area 2: Adult Learning Culture**

**SMART Goal 1:** All GES classroom teachers will implement the appropriately trained portion instructional pedagogy of Routines for Reasoning (i.e., 3 Reads) as part of their bi-weekly math instruction.

**Aligns with District Goal**

**Formative Measures:** Administrator formal and in-formal observations. Teacher self-reporting during Tier 1 PLC agendas.

Improvement Strategy 1 Details				Reviews			
<b>Improvement Strategy 1:</b> All GES teachers will focus on best first standards-based math instruction, including the bi-weekly implementation of Routines for Reasoning (e.g., 3 Reads) for improved student performance in math.				Status Check			EOY Reflection
				Nov	Jan	Mar	June
Action #	Actions for Implementation	Person(s) Responsible	Timeline	In progress	In progress	No review	
1	Thoughtful planning for best first standards-based math instruction, including the bi-weekly implementation of Routines for Reasoning (e.g., 3 Reads) .	GES Teachers & Site Administration	Aug 18, 2025 through June 2026				

## **Inquiry Area 2: Adult Learning Culture**

**SMART Goal 2:** Overall communication satisfaction rating: Measured via anonymous surveys (e.g., Google Forms or school-wide polls) administered quarterly or biannually to staff.

**Formative Measures:** Questions include: "On a scale of 1-10, how satisfied are you with the timeliness and clarity of school updates?" Aggregate the percentage of responses rating 8+ as "satisfied."

These are reviewed at key milestones (e.g., end of each quarter) to assess progress toward the WIG.

## **Inquiry Area 2: Adult Learning Culture**

**SMART Goal 3:** In November 2024, staff took the NEPF Survey. On the NEPF Survey, staff responded on a scale of 1-10 their satisfaction with 9 different indicators related to communication: clarity, timeliness, clarity of email responses, clarity of verbal responses, clarity of advance agendas, timeliness of advance agendas, overall communication for the first quarter of the 25-26 school year.

**Formative Measures:** With 14 certified responses, 10 of the 14 noted satisfied -very satisfied or highly satisfied with the overall communication for the first quarter of the 25-26 school year.

First quarter data showed there are areas that continue to need improvement, specifically, clarity of verbal responses to emails, clarity of email responses to emails, and clarity of school updates.

## **Inquiry Area 2: Adult Learning Culture**

**SMART Goal 4:** In the Fall of 2024, 39 GES Staff members took the Nevada Staff Working Conditions Survey. The 39 staff members reported an overall score of 2.8 out of 4.0 in the area of School Leadership and Climate Supports (tied to communication). There will be an increase of overall improved score on the Nevada Staff Working Conditions on the Fall 2026 Nevada Staff Working Conditions Survey.

### **Aligns with District Goal**

**Formative Measures:** The 39 GES Staff who took the Nevada Staff Working Conditions Survey ranked the following topics as the Least Positive: Manageable Workload, District/Charter Leadership Supports, Staff Autonomy, Instructional Resources and Support, Salary and Benefits and School Leadership and Climate Supports had scores ranging from 2.2 (Manageable Workload) to 2.8 (School Leadership and Climate Supports). The 2.8 score for the topic, School Leadership and Climate Support was also reflected on the 2024-25 NEPF annual survey comments regarding communication.

**Inquiry Area 3: Connectedness**

**SMART Goal 1:** GES will support each other and our parent/guardian community in the use of ParentSquare to improve two-way communication.

**Aligns with District Goal**

**Formative Measures:** Quarterly accounting of school and classroom Parent Square Posts and Direct Messages.

Improvement Strategy 1 Details				Reviews			
<b>Improvement Strategy 1:</b> Dedicate time at bi-weekly Staff Meetings to check in with certified staff for needs with utilizing ParentSquare.				Status Check			EOY Reflection
				Nov	Jan	Mar	June
Action #	Actions for Implementation	Person(s) Responsible	Timeline	In progress	In progress	No review	335
1	Seek training resources and opportunities to show/teach staff to maximize the use of ParentSquare.	Site Administration	Aug 18, 2025 through Dec. 2025				
2	The GES Wildly Important Goal (WIG): Baseline data from 24-25 NEPF Administrator Survey - {Certified} Staff Input found an opportunity to improve communication noted in the written responses of the 11 staff who took the survey. Specifically: Lack of clarity, timeliness, and follow-through in communication.	Site Administration	Aug 18, 2025 through Dec. 2025				

# Douglas County School District



## Gardnerville Elementary School

## 2025-2026 School Improvement Plan

# Vision

Gardnerville Elementary School is a great place to learn because every member of the GES Family matters. We provide meaningful, intentional, and purposeful learning experiences that honor what is best for students. With high expectations, we prepare students to be lifelong learners and contributing members of society.

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# Comprehensive Needs Assessment

# Student Success

## Areas of Strength

GES SBAC Data - Our Recent History

Grades 3-5 have performed consistently (within 3-4%) in ELA and Math on the SBACs over these last three years. For ELA around 50% of the students grades 3-5 scoring proficient in ELA and 40% in math.

	22-23 ELA 51.8%		23-24 ELA 52.4%		24-25 ELA 49%		22-23 Math 38.55%		23-24 Math 43.5%		24-25 Math 39%	
3	25:51	49%	44:71	61.9%	22:48	46%	25:51	49%	42:71	59.2%	24:48	50%
4	29:62	46.8%	25:54	46.3%	33:66	50%	22:62	35.5%	23:54	42.6%	22:65	34%
5	32:53	60.4%	31:68	45.6%	22:44	50%	17:53	32.1%	18:68	26.5%	14:43	33%

Spring 2025									
ELA SBAC Achievement Levels									
School & grade	(1) Developing	(2) At Standards	(3) Meeting Standards	(4) Exceeding Standards	Grand Total	Developing %	At Standards %	Meeting Standards %	Exceeding Standards %
GES	43	38	45	32	158	27.2%	24.1%	28.5%	20.3%
3	15	11	13	9	48	31.3%	22.9%	27.1%	18.8%
4	18	15	17	16	66	27.3%	22.7%	25.8%	24.2%
5	10	12	15	7	44	22.7%	27.3%	34.1%	15.9%

Spring 2025									
Math SBAC Achievement Levels									
School & grade	(1) Developing	(2) At Standards	(3) Meeting Standards	(4) Exceeding Standards	Grand Total	Developing %	At Standards %	Meeting Standards %	Exceeding Standards %
GES	44	52	41	19	156	28.2%	33.3%	26.3%	12.2%
3	14	10	15	9	48	29.2%	20.8%	31.3%	18.8%
4	19	24	18	4	65	29.2%	36.9%	27.7%	6.2%
5	11	18	8	6	43	25.6%	41.9%	18.6%	14.0%

All Students Spring 2025 SBAC ELA percent proficient is 10% higher than Math.

Special Education- 24-25 ELA SBAC Grades 3-5

Seven of the 24 (29.2%) students in special education scored proficient. This is an improvement over 23-24: 4 of 27 or 14.8% were proficient.

English Learners 24-25 ELA SBAC Grades 3-5

Two of 11 (18.2%) EL students scored proficient on the ELA SBAC. This is an increase over 24-25, where 1 of 19 (5.3%) scored proficient.

Fall 25-26 **Reading MAP** Number and Percent of students score At/Above the 65%

Gr 1 24 64.9%

Gr 2 19 47.5%

Gr 3 17 39.5%

Gr 4 15 30%

Gr 5 34 54%

Gr 1-5 109 46.8%

## Areas for Growth

GES student performance in math has lagged reading/ELA for numerous years. A focus on math, specifically problem solving and persevering in solving math problems (mathematical practice 1). A concerted, school-wide effort and focus on math instruction, both best first math instruction (tier 1) and tier 2 math interventions (during site designated WIN Time (What I Need) is the plan.

All Students Spring 2025 SBAC ELA percent proficient is 10% higher than Math.

Special Education- 24-25 ELA SBAC Grades 3-5

Seven of the 24 (29.2%) students in special education scored proficient. Zero of the seven students in 4th grade scored proficient. This has implications for 5th grade in 25-26.

English Learner - 24-25 ELA SBAC Grades 3-5

Two of the 11 (18.2%) students in the English Learner program scored proficient. Of the 3 EL students in grade 4, zero scored proficient. This has implications for 5th grade in 25-26.

Free-Reduced Lunch 24-25 ELA SBAC Grades 3-5

Twenty-eight of 81 (34.6%) students in the FRL category scored proficient. This is a decrease over the 23-24 performance where 47 of 75 (37.3%) scored proficient.

Special Education- 24-25 MATH SBAC Grades 3-5

Seven of the 24 (29.2%) students in special education scored proficient. One of the seven students in 4th grade and 1 student in 5th grade scored proficient. This has implications for 4th grade in 25-26.

English Learner - 24-25 MATH SBAC Grades 3-5

Two of the 11 (18.2%) students in the English Learner program scored proficient. Of the 3 EL students in grade 4, zero scored proficient. This has implications for 5th grade in 25-26. Same as ELA.

Free-Reduced Lunch 24-25 MATH SBAC Grades 3-5

Twenty-one of 79 (26.6%) students in the FRL category scored proficient. This is the same as the 23-24 performance.

Fall 25-26 **Math MAP** Number and Percent of students score At/Above the 65%

Gr 1 20 55.6%

Gr 2 14 35%

341

Gr 3 23 53.5%

Gr 4 26 52%

Gr 5 21 33.3%

Gr 1-5 104 44.8%

Our Fall Math MAP data lags our Fall Reading MAP data.

## Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Of the 3 EL students in grade 4, zero scored proficient. This has implications for 5th grade in 25-26.	The EL Specialist will continue to focus on language development around math.
Foster/Homeless	We do not have a statistically significant number of Foster/Homeless population.	For our students who are known to be Foster/Homeless GES and DCSD work to support them.
Free and Reduced Lunch	Students performed higher in ELA than math in 24-25.	A focus on math, specifically problem solving and persevering in solving math problems (mathematical practice 1). A concerted, school-wide effort and focus on math instruction, both best first math instruction (tier 1) and tier 2 math interventions (during site designated WIN Time (What I Need) is the plan.
Migrant/Title1-C Eligible	NA	
Racial/Ethnic Minorities		
Students with IEPs	24-25 ELA SBAC Grades 3-5 Zero of the 7 students in grade 4 scored proficient. This has implications for 5th grade in 25-26. 24-25 Math SBAC Grades 3-5 <b>Seven of the 24 (29.2%) students in special education scored proficient. One of the seven students in 4th grade and 1 student in 5th grade scored proficient. This has implications for 4th grade in 25-26.</b>	A focus on math, specifically problem solving and persevering in solving math problems (mathematical practice 1). A concerted, school-wide effort and focus on math instruction, both best first math instruction (tier 1) and tier 2 math interventions (during site designated WIN Time (What I Need) is the plan.

# Problem Statements Identifying Student Success Needs

## Problem Statement

## Critical Root Cause

1

GES student performance in math has lagged reading/ELA for numerous years.

GES has historically focused and provided more time and interventions in the area of reading. In the last 5-8 years, interventions in reading and to the primary grades only. In 24-25 school year, interventions in reading were provided K-5.

 = Priority

# Adult Learning Culture

## Areas of Strength

The GES Staff is a committed force of educators. We have a mix of strong veteran educators and bright creative upstarts. GES staff are committed to doing what is best for students.

DCSD and GES have trained certified classroom k-pre-algebra teachers (K-5 at GES) have been formally trained in Routines for Reasoning. The Lesson Study Model is utilized for this professional learning.

GES has trained all certified classroom staff K-5 in Reciprocal Teaching commencing in Spring 2025 and again in Fall 2025.

In the Fall of 2024, 39 GES Staff members took the Nevada Staff Working Conditions Survey. Of the 39, 19 were certified staff and 20 were classified staff. This was a strong participation rate when comparing GES to other Douglas County School District elementary schools. The Working Conditions Topics were rated on a 4 point score, 1 being Least Positive to 4 being Most Positive.

In the Fall of 2024, 39 GES Staff members took the Nevada Staff Working Conditions Survey. Of the 39, 19 were certified staff and 20 were classified staff. This was a strong participation rate when comparing GES to other Douglas County School District elementary schools. The Working Conditions Topics were rated on a 4 point score, 1 being Least Positive to 4 being Most Positive.

## Areas for Growth

DCSD and GES are focused on Multi Tiered Systems of Support (MTSS), specifically Tier I Response to Instruction (Best First Instruction) and Positive Behavior Interventions & Supports (PBIS).

GES will have a small leadership team attend professional development on MTSS overt the course of the 25-26 school year. The leadership team will bring the learning back to the entire GES team for implementation/refinement of PBIS Practices.

The 39 GES Staff who took the Nevada Staff Working Conditions Survey ranked the following topics as the Least Positive: Manageable Workload, District/Charter Leadership Supports, Staff Autonomy, Instructional Resources and Support, Salary and Benefits and School Leadership and Climate Supports had sores ranging from 2.2 (Manageable Workload) to 2.8 (School Leadership and Climate Supports). The 2.8 score for the topic, School Leadership and Climate Support was also reflected on the 2024-25 NEPF annual survey comments regarding communication.

## Equity Resource Supports

Student Group	Challenge	Solution
English Learners	EL students need Tier 1 (best first standards based instruction) and Tier 2 (targeted EL instruction from the EL Specialist and Instructional Aide) to advance in ELA and math.	What I Need (WIN) times built into the GES master schedule provides for all EL students K-5 targeted EL instruction from 3 to 5 days a week week without missing grade level standards based instruction.
Foster/Homeless	F/H students need Tier 1 (best first standards based instruction) and Tier 2 (targeted EL instruction from the Literacy Specialist and other certified "specials" [PE, Media, Art/Music,	What I Need (WIN) times built into the GES master schedule provides for all students K-5 targeted intervention from 3 to 5 days a week week without missing grade level standards based

	Counselor]) to advance in ELA and math.	instruction.
<b>Free and Reduced Lunch</b>	FRL students need Tier 1 (best first standards based instruction) and Tier 2 (targeted EL instruction from the Literacy Specialist and other certified "specials" [PE, Media, Art/Music, Counselor]) to advance in ELA and math.	What I Need (WIN) times built into the GES master schedule provides for all students K-5 targeted intervention from 3 to 5 days a week week without missing grade level standards based instruction.
<b>Migrant/Title1-C Eligible</b>	NA	
<b>Racial/Ethnic Minorities</b>	NA	
<b>Students with IEPs</b>	SPED students need Tier 1 (best first standards based instruction) and Tier 2 (Specially Designed Instruction from the Special Education Teacher with support of Instructional Aides) to advance learning in ELA, math, and IEP goals.	What I Need (WIN) times built into the GES master schedule provides for all SPED students K-5 Specially Designed Instruction (SDI) from 3 to 5 days a week based on their IEP services without missing grade level standards based instruction.

# Problem Statements Identifying Adult Learning Culture Needs

Problem Statement	Critical Root Cause
<p><b>1</b> Providing Tier 2 instruction to meet the needs of all students, including EL, F/H, FRL and SPED without sacrificing Tier 1 instruction, has been a challenge historically.</p>	<p>The enrollment of students at GES has declined over the last 5-8 years. In 25-26, enrollment is 286 students. Over 50 of the 286 students (17.5%) receive special education services. Typically, 10% of a school's enrollment receive special education services.</p>
<p><b>2</b> the 2025 NEPF Survey and the 2024 Nevada Staff Working Conditions Survey found Communication, School Leadership and Climate Supports were identified as areas for improvement.</p>	<p>During the 24-25 school year, staff meetings were reduced from twice monthly to once monthly and there were a number of new school activities that surprised certified staff.</p>

 = Priority

# Connectedness

## Areas of Strength

GES parents and community come out in large numbers for events that involve their children (e.g., art shows, music performances, drama performances, etc.). In 24-25, our registrar really guided parents through the enrollment and first day of school paperwork during kindergarten orientation. This proved to be very successful and need to be expanded to others, especially for the parents/guardians of new students.

In 23-24, the GES Family Engagement Team hosted it's first Community Health Fair. Building on the impact of this Team, in 24-25, a member of this team will join the Parent Teacher Student Organization (PTSO) at their monthly meetings. The next is step is to incorporate a member or members of the Student Ambassador Leadership Team (SALT) in the monthly PTSO meetings. This will positive momentum continues in 25-26. The Fall 2025 Health Fair was a success and it connected families to resources before the first day of school.

## Areas for Growth

Communication at all levels is an opportunity for growth. DCSD and GES are transitioning to ParentSquare, a robust communication platform.

At GES, we learned that parents struggle with using Infinite Campus' Parent Portal and this can impact school to home communication. It is most concerning for staff members in the case of an emergency. We are proactive with our kindergarten parents. GES takes the time on the first 2 days of kindergarten to bring all parents in by appointment and walk them through the complete enrollment process (e.g., Infinite Campus Parent Portal, Free Reduced Lunch Application, etc.).

The GES Wildly Important Goal (WIG): Baseline data from 24-25 NEPF Administrator Survey - {Certified} Staff Input found an opportunity to improve communication noted in the written responses of the 11 staff who took the survey. Specifically: Lack of clarity, timeliness, and follow-through in communication. Thirty-nine GES staff members took the Nevada Workplace Survey in Spring 2025. Those results also echoed an opportunity to focus on clear and timely communication from site administration to staff.

## Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Timely communication in the parent/guardian home language is a challenge as we have multiple languages represented in our student body.	DCSD and GES are transitioning to ParentSquare, a robust communication platform. All message are translated to the required home language.
Foster/Homeless	Communication at all levels is an opportunity for growth.	DCSD and GES are transitioning to ParentSquare, a robust communication platform. Messages are translated, delivered via email, text and phone.
Free and Reduced Lunch	Timely communication in the parent/guardian home language is a challenge as we have multiple languages represented in our student body.	DCSD and GES are transitioning to ParentSquare, a robust communication platform. Messages are translated, delivered via email, text and phone.

Migrant/Title1-C Eligible	NA	
<b>Racial/Ethnic Minorities</b>	Timely communication in the parent/guardian home language is a challenge as we have multiple languages represented in our student body.	DCSD and GES are transitioning to ParentSquare, a robust communication platform. Messages are translated, delivered via email, text and phone.
<b>Students with IEPs</b>	Timely communication in the parent/guardian home language is a challenge as we have multiple languages represented in our student body.	Communication at all levels is an opportunity for growth. DCSD and GES are transitioning to ParentSquare, a robust communication platform. Messages are translated, delivered via email, text and phone.

# Problem Statements Identifying Connectedness Needs

Problem Statement	Critical Root Cause
<p><b>1</b> Timely communication to all parents/guardians including those whose home language is not English is a challenge.</p>	<p>Educating households on the tools and locations to access timely communication is an ongoing challenge.</p>
<p><b>2</b> The results from the 24-25 NEPF Survey and the Nevada Working Conditions Survey for certified staff found clear and timely communication to all GES staff about school activities, events, staff meetings, professional development, etc. was found to be an opportunity for the 25-26 school year.</p>	<p>Staff comments related to the 24-25 NEPF survey, "My site administrator could grow in the following areas:" reflected a need for improved clear and timely communication from site administration.</p>

 = Priority



# Data Documentation for CNA

# Data Documentation for CNA

The following data were used to verify the comprehensive needs assessment analysis:

## Student Success

- Local benchmark, common assessments, diagnostic assessments, or interim assessments data
- MAP Growth Assessment
- Smarter Balanced (SBAC)
- WIDA Screener

## Adult Learning Culture

- Other
  - CALL Survey Data from 24-25
  - NEPF Survey Data from 24-25

## Connectedness

- Attendance
- Demographic data
- Enrollment
- Enrollment trends
- PBIS/MTSS data



# Inquiry Areas

# Inquiry Area 1 Student Success

## SMART Goal 1

ALL GES students grades 3-5 will demonstrate growth on the 25-26 Math SBAC.

**Formative Measures:** All students grades 1-5 will demonstrate growth from Fall to Winter iReady Math Diagnostic.

## Improvement Strategy 1

All GES teachers will focus on best first standards-based math instruction, including the bi-weekly implementation of Routines for Reasoning (e.g., 3 Reads) for improved student performance in math.

### Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Thoughtful planning for best first standards-based math instruction, including the bi-weekly implementation of Routines for Reasoning (e.g., 3 Reads) .	GES Classroom Teachers & Site Administration	Aug. 18, 2025 through June 2026

### Status Checks

In progress

**November**

**January**

**March**

**June**

# Inquiry Area

## 2

### Adult Learning Culture

#### SMART Goal 1

All GES classroom teachers will implement the appropriately trained portion instructional pedagogy of Routines for Reasoning (i.e., 3 Reads) as part of their bi-weekly math instruction.

**Formative Measures:** Administrator formal and in-formal observations. Teacher self-reporting during Tier 1 PLC agendas.

#### Improvement Strategy 1

All GES teachers will focus on best first standards-based math instruction, including the bi-weekly implementation of Routines for Reasoning (e.g., 3 Reads) for improved student performance in math.

#### Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Thoughtful planning for best first standards-based math instruction, including the bi-weekly implementation of Routines for Reasoning (e.g., 3 Reads) .	GES Teachers & Site Administration	Aug 18, 2025 through June 2026

#### Status Checks

In progress

November

January

March

June

#### SMART Goal 2

Overall communication satisfaction rating: Measured via anonymous surveys (e.g., Google Forms or school-wide polls) administered quarterly or biannually to staff.

**Formative Measures:** Questions include: "On a scale of 1-10, how satisfied are you with the timeliness and clarity of school updates?" Aggregate the percentage of responses rating 8+ as "satisfied." These are reviewed at key milestones (e.g., end of each quarter) to assess progress toward the WIG.

#### SMART Goal 3

In November 2024, staff took the NEPF Survey. On the NEPF Survey, staff responded on a scale of 1-10 their satisfaction with 9 different indicators related to communication: clarity, timeliness, clarity of email responses, clarity of verbal responses, clarity of advance agendas, timeliness of advance agendas, overall communication for the first quarter of the 25-26 school year.

**Formative Measures:** With 14 certified responses, 10 of the 14 noted satisfied -very satisfied or highly satisfied with the overall communication for the first quarter of the 25-26 school year. First quarter data showed there are areas that continue to need improvement, specifically, clarity of verbal responses to emails, clarity of email responses to emails, and clarity of school updates.

## **SMART Goal 4**

In the Fall of 2024, 39 GES Staff members took the Nevada Staff Working Conditions Survey. The 39 staff members reported an overall score of 2.8 out of 4.0 in the area of School Leadership and Climate Supports (tied to communication). There will be an increase of overall improved score on the Nevada Staff Working Conditions on the Fall 2026 Nevada Staff Working Conditions Survey.

**Formative Measures:** The 39 GES Staff who took the Nevada Staff Working Conditions Survey ranked the following topics as the Least Positive: Manageable Workload, District/Charter Leadership Supports, Staff Autonomy, Instructional Resources and Support, Salary and Benefits and School Leadership and Climate Supports had scores ranging from 2.2 (Manageable Workload) to 2.8 (School Leadership and Climate Supports). The 2.8 score for the topic, School Leadership and Climate Support was also reflected on the 2024-25 NEPF annual survey comments regarding communication.

### SMART Goal 1

GES will support each other and our parent/guardian community in the use of ParentSquare to improve two-way communication.

**Formative Measures:** Quarterly accounting of school and classroom Parent Square Posts and Direct Messages.

### Improvement Strategy 1

Dedicate time at bi-weekly Staff Meetings to check in with certified staff for needs with utilizing ParentSquare.

#### Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Seek training resources and opportunities to show/teach staff to maximize the use of ParentSquare.	Site Administration	Aug 18, 2025 through Dec. 2025
2	The GES Wildly Important Goal (WIG): Baseline data from 24-25 NEPF Administrator Survey - {Certified} Staff Input found an opportunity to improve communication noted in the written responses of the 11 staff who took the survey. Specifically: Lack of clarity, timeliness, and follow-through in communication.	Site Administration	Aug 18, 2025 through Dec. 2025

#### Status Checks

In progress

**November**

**January**

**March**

**June**

**Douglas County School  
District**

**George Whittell High  
School**

**2025-2026  
School  
Improvement Plan**



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# Inquiry Areas

# Inquiry Area 1 Student Success

## SMART Goal 1

Increase the number of middle school students that met growth projection on the MAP reading test from 56% to 65% for the 25-26SY.

### Improvement Strategy 1

Monitor available data to provide supports and interventions for reading to middle school students.

#### Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Set MAP goals and monitor progress	MS ELA Teachers	

#### Status Checks

In progress

**November**

**January**

**March**

**June**

# Inquiry Area 2

## Adult Learning Culture

### SMART Goal 1

Increase the utilization of the MTSS/PBIS process to evaluate Tier 1 instruction across all grade levels.

#### Improvement Strategy 1

Have a team that attends district level MTSS trainings and brings information back to site.

##### Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Create MTSS team and attend trainings	Counselor	Per district MTSS training calendar

##### Status Checks

In progress

November

January

March

June

#### Improvement Strategy 2

Have a team that attends district level MTSS trainings and brings information back to site.

##### Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	MTSS team that attend district trainings trains staff at site.	Counselor	

## Status Checks

In progress

**November**

**January**

**March**

**June**

## SMART Goal 2

Based upon the Nevada Workplace Conditions Survey, the staff identified that they need more instructional resources and support. In order to support this need, administration will work with the District's Professional Development Team to provide instructional support.

**Formative Measures:** Increase opportunities for staff to receive instructional support that covers all content areas.

## Improvement Strategy 1

Book study to increase awareness of best practices across all content areas that would be impactful.

### Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Determine book for book study and set up plan of action to accomplish book study	Sean Ryan	25-26 school year

## Status Checks

No Progress

**November**

No Progress

**January**

**March**

**June**

# Inquiry Area 3

## Connectedness

### SMART Goal 1

Increase the daily attendance rate for all students at the school.

#### Improvement Strategy 1

Schoolwide focus on increasing daily attendance. Use visual "scoreboard" with each classroom.

#### Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Use of visual "scoreboard" to track daily attendance.	1st period classroom teachers	Sept to June

#### Status Checks

In progress

November

January

March

June

# Douglas County School District



## Jacks Valley Elementary School

Classification: 2 Star School

Title I

## 2025-2026 School Improvement Plan

# Mission Statement

The Jacks Valley Elementary School community will ensure each student a path to a bright future through continuous academic improvement in a safe, kind, motivating, and positive environment.



# Vision

## Staff Shared Vision

**We teach at Jacks Valley to have a positive impact and empower students to be their best self, so they may live a happy and productive life with self-worth and purpose. As a result, they will have a beneficial influence on themselves and those around them.**

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# Comprehensive Needs Assessment

# Student Success

## Areas of Strength

Student attendance increased over the last three years. Students report that our School Climate is positive and they have adults that they can seek out for assistance. Teachers have created a strong Phonics/Phonemic Awareness Program in Kindergarten through Second Grades. Collaboration is robust, ongoing, and teachers follow-through during PLC time. Thematic instruction is emphasized through science and social studies.

Reflex Math has definitely helped improve numbers and concepts all assessments. Students who complete the Lexia program have shown significant proficiency on all assessments in reading. The Routines of Reasoning training is completed for everyone except new teachers. Students had significant growth-10% or more in all grade levels on Write Score. (2nd-5th)

## Areas for Growth

Students at Jacks Valley were proficient in ELA and Math on MAP at 52%. Yet, on SBAC proficiency rates were much lower at 37% in ELA and 31% in Math. This is a cause for concern and an area of growth.

## Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Students are not making the same amount of growth as other students.	Ensure interventions are in place and that families know about home remedies.
Foster/Homeless	None	
Free and Reduced Lunch	Students are not making the same amount of growth as other students.	Ensure students are receiving Tier 1 quality instruction in ELA and Math.
Migrant/Title1-C Eligible	None	
Racial/Ethnic Minorities		
Students with IEPs		

# Problem Statements Identifying Student Success Needs

	Problem Statement	Critical Root Cause
1	Students are not achieving at a satisfactory proficiency rate in English Language Arts.	Increase in screen time, loss of a 'love of reading' with motivation, no solid curriculum, not enough time spent in reading and writing
2	Our MTSS program needs to be more consistent and effective across all grade levels.	Lack of training, lack of consistent instruction across the school, interventions not working

 = Priority

# Adult Learning Culture

## Areas of Strength

Teachers collaborate regularly on essential instruction. Professional Development is provided based on teacher needs. The learning culture at Jacks Valley is notable. Staff feel like they belong and have say in what matters.

## Areas for Growth

Specifically, Reading and MTSS areas will be emphasized this year for growth. Professional Development in the Tier MTSS process for reading will our Wildly Important Goal. Reading will be targeting in grades 3rd-5h based on low proficiency levels on the SBAC.

## Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Families unable to speak our language	Ensure all adults have access to translated documents and all other means of communication
Foster/Homeless	Unstable home environment	Provide families with resources and information
Free and Reduced Lunch	Living in poverty	Provide families with resources and information
Migrant/Title1-C Eligible		
Racial/Ethnic Minorities	Difficulty living within our community	Validate concerns, provide guidance
Students with IEPs	Additional outside resources to assist with academic needs	Find ways to assist and accommodate

# Problem Statements Identifying Adult Learning Culture Needs

## Problem Statement

## Critical Root Cause

1

The MTSS process needs a restructured system at Jacks Valley to help with our reading deficits.

Lack of consistency Unstructured process  
Misinformation Resources

 = Priority

# Connectedness

## Areas of Strength

Jacks Valley has a strong community that is supportive and trusting. Family events are well-attended such as conferences and fun evening activities. Parents report that two-way communication is satisfactory.

## Areas for Growth

As a staff we agree that an area of growth would be to help our Title I parents with educational resources and needs. Teachers would like to assist families of students working below the 40% by providing informational evenings, morning teas, and home visits to accommodate their needs.

## Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Barriers at home and school with language	Ensure everything is translated
Foster/Homeless	Unstable home environments	Ensuring that consistent, structured routines and procedures are at school
Free and Reduced Lunch	Living in poverty and have few resources	Check on internet access and communication with types of resources available to families
Migrant/Title1-C Eligible		
Racial/Ethnic Minorities	Barriers in the community in which we live	Provide a happy, safe, and loving environment at school
Students with IEPs	Overcoming obstacles in their learning path	Providing the best, quality specially designed instruction possible

# Problem Statements Identifying Connectedness Needs

## Problem Statement

## Critical Root Cause

1

It is necessary to assist with resources and information to meet the needs of our families with children working at a low proficiency level in reading and mathematics.

Uncomfortable sharing information with families with needed resources Funding is occasionally an issue Consistency and follow-through

 = Priority



# Data Documentation for CNA

# Data Documentation for CNA

The following data were used to verify the comprehensive needs assessment analysis:

## Student Success

- MAP Growth Assessment
- Multi-Tiered System of Supports (MTSS)
- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- WIDA ACCESS for ELLs

## Adult Learning Culture

- Student Climate Survey
- Study of best practices
- Teacher evaluation
- Other

CALL Survey Results

## Connectedness

- Attendance
- Behavior
- Enrollment
- Mobility rate, including longitudinal data
- PBIS/MTSS data
- Perception/survey data
- Volunteer opportunities, attendance, and participation



# Inquiry Areas

# Inquiry Area 1 Student Success

## SMART Goal 1

By the end of the 2025-26 school year, 90% of students will demonstrate at least one year's growth in reading comprehension as measured by formative assessments, comprehension checks, and student work samples.

**Formative Measures:** MAP Data, DRA Data, and another assessment not yet chosen

## Improvement Strategy 1

All Student Learning Goals will be written in Reading Comprehension. PreK-2nd will concentrate on phonics/phonemic awareness and comprehension. 3rd-5th grades will work on comprehension and fluency. Assessments will be used to track interim progress being made. A minimum of three formal observations will be made in reading. Teachers will use SOAR Time for small group and interventions for students below the 40%.

### Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Implementation of SOAR Time	Brandi Torres/ Christen Wilcks	August 18, 2025

**Position Responsible:** Reading Specialist and Speech Pathologist

**Resources Needed:** People

### Status Checks

In progress

In progress

**November**

**January**

**March**

**June**

### SMART Goal 1

A strong MTSS will help is to increase student academic achievement and social-emotional well-being by strengthening Tier 1 supports and implementing targeted interventions to address identified needs, as measured by a 100% improvement in relevant data points using the Tiered Inventory within the next school year. This goal encompasses both academic and social-emotional aspects, reflecting a whole-child approach. According to the Nevada Working Conditions Survey, teachers report little autonomy. More input will be gathered regularly and a survey will be conducted of what they would like more oversight and independence over.

**Formative Measures:** MTSS Fidelity Inventory, regular agendas, meeting notes, trainings

### Improvement Strategy 1

Our MTSS Team will be begin the school year on the second Thursday of each month. At our Data in a Dash Meetings, each teacher will target two students for supports and interventions. These interventions will last 6-8 weeks and tracking of progress will done bi-weekly.

#### Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Target two intervention students using the MTSS format	Each Classroom Teacher	August 21-June 5th

**Position Responsible:** Principal, Pam Gilmartin

**Resources Needed:** Folders and lots of sample ideas

#### Status Checks

Revisions needed

In progress

**November**

**January**

**March**

**June**

### SMART Goal 1

We will empower Families as Partners in Student Learning: Provide families with resources and opportunities to actively support their children's learning at home and at school, leading to a 15% increase in families participating in school events, using provided resources (e.g., online learning platforms, workshops) as tracked by participation data during the 2025-2026 school year.

**Formative Measures:** Increase in information to families opening pathways to communication and resources. Survey/perception data used to track

### Improvement Strategy 1

We will recruit Room Parents for every classroom beginning on Friday, August 20th at the Popsicles on the Playground. We will ensure that families are provided resources in every newsletter and through Parent Square.

#### Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Room Parent Sign-up	PTSO	August 15, 2025

**Position Responsible:** PTSO member

**Resources Needed:** None needed

#### Status Checks

Revisions needed

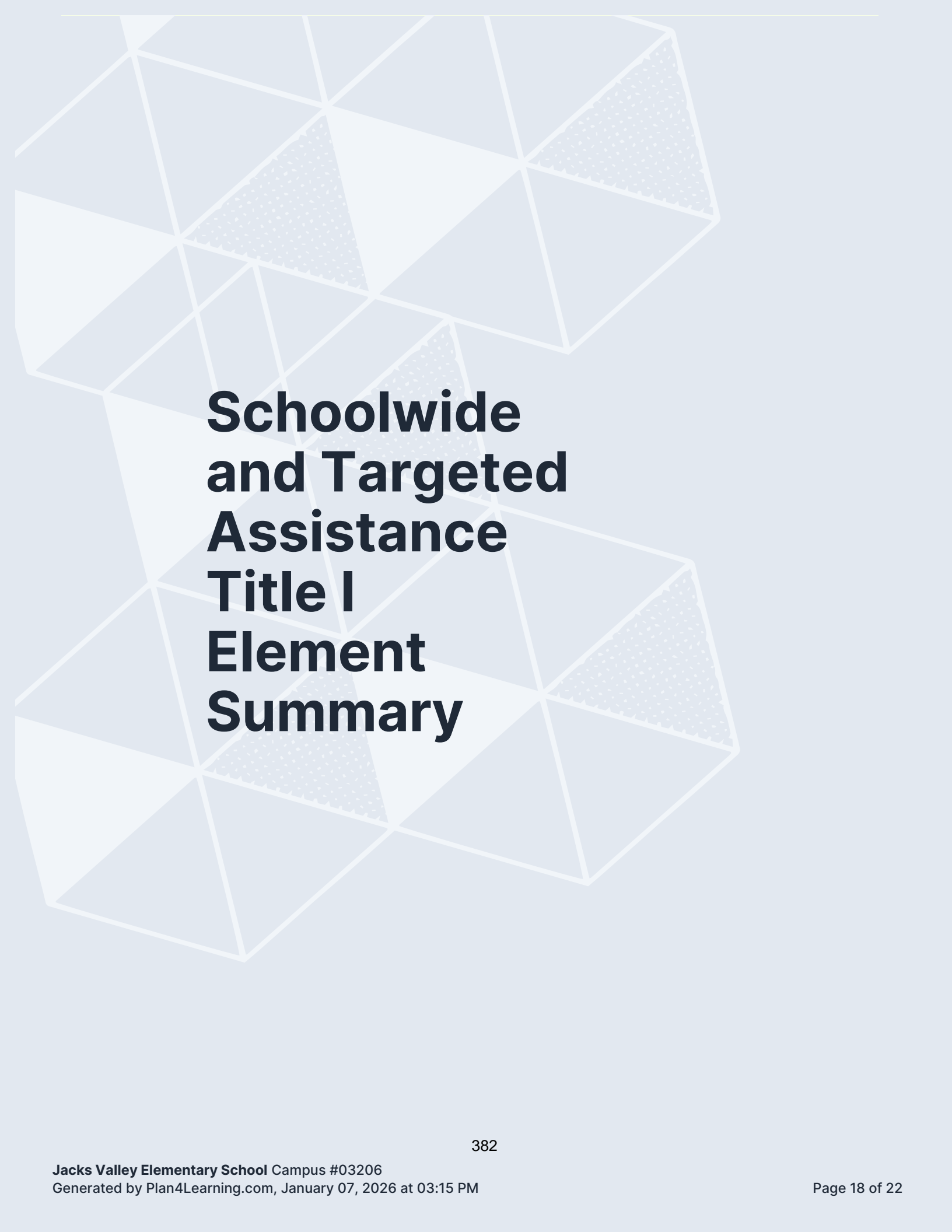
In progress

**November**

**January**

**March**

**June**



# **Schoolwide and Targeted Assistance Title I Element Summary**

# Schoolwide and Targeted Assistance Title I Elements

## 1.1 Comprehensive Needs Assessment

Data from surveys such as the Nevada Climate Survey and the CALL Survey are shared with staff and parents. As a group, we meet separately a minimum of once monthly to reflect on our goals and progress.

## 2.1 School Performance Plan (SPP) developed with appropriate stakeholders

Our Parent Teacher Student Organization meets monthly. The executive board meetings monthly, as well. During these meetings, progress on goals and improvement status is shared. Our families are involved in numerous stakeholder activities to get acquire their feedback.

## 2.2 Regular monitoring and revision

Monthly status checks are done with both staff and parents. All communication is open and immediate.

## 2.3 Available to parents and community in an understandable format and language

The plan is available on our website and discussed at PTSO meetings mentioned above.

## 2.4 Opportunities for all children to meet State standards

Preschool is provided to 20 students through Title I funding. We hope to include all of our at-risk population in educating early. Title I funding provides Lexia software for quality supplemental resources for all students.

## 2.5 Increased learning time and well-rounded education

Preschool is provided to students in need. Stipends are used to ensure that students lacking in proficiency can receive outside tutoring/small group instruction.

## 2.6 Address needs of all students, particularly at-risk

Students receive small group intervention when deficit in a specific skill set. Students receive reading services through a licensed reading specialist.

## 3.1 Annually evaluate the schoolwide plan

The SPP is implemented starting the year with a progress check-in every two-three months. The Team consists of the entire teacher population, so everyone keeps others on track with progress.

#### 4.1 Develop and distribute Parent Involvement and Family Engagement Policy

The Parent Involvement and Family Engagement Policy is posted on our website and sent home to parents the first and third months of the school year. The parent group helps revise the previous plan and then assists with improvements for future policies and procedures.

#### 4.2 Offer flexible number of parent involvement meetings

Multiple events are offered to parents throughout the year. Several family/community nights such as our Fall Festival and Sock Hop happen every year. The Popsicles on the Playground kicks off the year. Our Celebrate School Day includes all families in student-led conferencing with school-wide activities happening that day.

#### 5.1 Determine which students will be served by following local policy

Any student working below the 40% percentile will receive extra services in English Language Arts and Mathematics.

## Schoolwide and Targeted Assistance Title I Elements Personnel

Name	Position	Program	FTE
Jennifer Kelly	Early Childhood Teacher	Preschool	1
Virginia Hurtado	Preschool Aide	Early Childhood Program	1



# Community Outreach Activities

Activity	Date	Lesson Learned
Popsicles on the Playground	8/15/2025	Open the building to all

**Douglas County School  
District**

**Minden Elementary  
School**

**2025-2026  
School  
Improvement Plan**



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# Comprehensive Needs Assessment

# Student Success

## Areas of Strength

Minden students showed great success in all academic achievement indicators with huge improvement with 3rd-5th grade SBAC proficiency and growth from the previous year:

Achievement Indicator up to 14 from 7

Math 49.1 from 33.1

ELA 53.5 from 38.4

Science 28.1 from 21.1

Growth Indicator up to 19.5 from 8.5

Closing Gaps Indicator went up to 12 from 2

ELP Indicator went up to 8 from 1

## Areas for Growth

Science continues to be a concern for 5th graders and an area for growth. Math and ELA proficiency each grew about 17% but are still areas for more growth. Additionally, we look at growth continuing for all students regardless of proficiency level.

14.7% of students were considered chronically absent while MES had an average daily attendance rate above 95%. This means that students who were present, were present at a high rate. However, students who were absent, were absent frequently and well beyond the 18-day threshold.

## Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Small enrollment and limited staffing	Increase the amount of ELAD certified teachers
Foster/Homeless	High absenteeism	Housing and transportation support
Free and Reduced Lunch	Do not know which students these are	Support all students
Migrant/Title1-C Eligible	Small enrollment and limited staffing	Learn about the students' educational history; build background for the students and connect with ELAD supports
Racial/Ethnic Minorities	Often times very small enrollment	Build background with families and make a solid connection with the school

**Students with IEPs**

Changing staffing and close to the  
maximum caseloads

Cross train certified and classified staff  
to work with all students with IEPs.

# Problem Statements Identifying Student Success Needs

## Problem Statement

## Critical Root Cause

1

Students identified as chronically absent (missing 10% or more of the school year) went up from 12.7% in 2023-24 to 14.7% in 2024-25. Students who are absent or frequently tardy are missing considerable amounts of instruction and may be developing holes in their learning skills because of the absenteeism.

There may be a misconception about attendance coding and absence verification. Families are consistent in reporting and verifying absences, but may be under the impression that a verified or excused absence means the absence does not count. All absences (pre-arranged, illness, appointment, family event) count as an absence. Additionally, Minden's school zone is a mix of nearby neighborhoods, residences in the towns of Minden and Gardnerville, and 20+ miles south in the Topaz area. This means that transportation methods vary: a portion of the school is in the required walk-zone (no bus); a portion have a bus ride under 5 miles; and about 60 students have a bus ride that is over an hour long each way.

2

Minden Elementary continues to improve proficiency and growth on the SBAC assessment. Minden improved by 34 points overall and went from a 1-star rating to a 3-star rating on the State's report card and rating. The challenge this year is to maintain and improve on that growth. All indicators increased substantially from 2023-24 to 2024-25.

Minden is still finalizing its instructional expectations and interventions and supports in math and ELA after multiple changes in school leadership. Student productive independent struggle and responsibility was key in 2024-25. Additionally, the school's focuses, themes, and experiences for each grade level are becoming clearer and more cohesive. This is an adjustment from requirements for all activities being school-wide.

 = Priority

# Adult Learning Culture

## Areas of Strength

Minden's staff have high expectations of themselves and strive to be successful in all areas of school. MES teachers and support staff are helpful to each other. Minden is purposeful in its use of professional development days, professional learning community time (early student release), and mornings before school to implement adult learning opportunities and programs.

## Areas for Growth

A major priority this year is to build up and implement a sound MTSS system that supports staff in their instruction and with behavior. Tier development and resources, along with defined interventions and data tracking systems are a must. The school has a wide range of experience and time as a teacher so there is not always a common background, understanding, or experience; additionally no grade level from kindergarten through 5th grade has the same structure and teachers from last year. Mainly due to the enrollment trends, this has been a recurring theme the past few school years.

# Problem Statements Identifying Adult Learning Culture Needs

## Problem Statement

## Critical Root Cause

1

Minden Elementary School is committed to a collaborative and reflective adult learning culture. While staff demonstrate a strong willingness to support all learners, there is a need to strengthen shared understanding and implementation of Multi-Tiered System of Supports (MTSS), especially Tier 1 practices. This aligns with the district's MTSS Tier 1 priority. Spring 2025 PBIS TFI 3.0 baseline data (21/80) highlights a need for growth in practices, systems and data. Targeted professional learning will build staff capacity to implement Tier 1 practices with greater consistency and effectiveness.

While our MTSS team is established and meets regularly, the team's operating procedures and communication systems are not yet fully developed to ensure consistent, schoolwide understanding and implementation of MTSS Tier 1 practices. Strengthening both team processes and staff-wide professional learning (adult learning culture) will support more consistent and effective Tier 1 implementation leading to improved outcomes for all students.

 = Priority

# Connectedness

## Areas of Strength

Minden Elementary strives to connect with families and students in a variety of ways. One focus this year is to establish grade-level traditions and experiences so that students know about their grade level and can look forward to future years. MES has a mix of family nights (one a month) and engagement opportunities both instructional and fun throughout the year. The school has successfully transitioned to the new ParentSquare app for communication. The school has re-set homework expectations and resources to be consistent across the school and to promote a positive experience at home. The school administrators are connecting in different ways in person and electronically with families. This year there was a principals' message to kick-off back to school night. The administrators will use different methods each quarter to communication with families. Minden is responding to parent feedback about conferences and making adjustments to the conference schedule and format to better connect with families.

## Areas for Growth

Generating feedback can often be challenging or unsure of even where to start for the school to collect data and receive feedback from families. With all the changes happening, surveys and family feedback would be powerful to help with our attempts at connecting with families.

## Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Home language communication	Human translation or App help
Foster/Homeless	Inconsistent school enrollment and school learning opportunities	Connect with community resources and organizations; provide supports at school.
Free and Reduced Lunch	Not all students eligible have completed paperwork	Offer multiple opportunities and build background; 2nd year without universal FRL
Migrant/Title1-C Eligible	Home language communication	Human translation or APP help
Racial/Ethnic Minorities	School traditions and experience may differ	Develop consistent traditions across grade levels at school
Students with IEPs	May have communication coming from a variety of sources and supports	Centralize and identify a lead person to support communication

# Problem Statements Identifying Connectedness Needs

## Problem Statement

## Critical Root Cause

1

School communication systems or efforts to connect with families at home are inconsistent, not developed, and cause confusion or missed information for families.

The school communication systems previously in place were inconsistent and often dependent on position: administrators utilized Infinite Campus while classroom teachers utilized Remind. There were also different understandings and follow-through for paper communication. The homework expectations were inconsistent and confusing throughout the school.

 = Priority



# Data Documentation for CNA

# Data Documentation for CNA

The following data were used to verify the comprehensive needs assessment analysis:

## Student Success

- Criterion-Referenced Test in Mathematics
- Criterion-Referenced Test in Science
- Curriculum Based Measures
- Multi-Tiered System of Supports (MTSS)
- Nevada State Performance Framework (NSPF)
- Smarter Balanced (SBAC)
- WIDA ACCESS for ELLs
- Other

Attendance reports

## Adult Learning Culture

- Administrator evaluation
- Class size averages by grade and subject
- Master schedule
- Professional development needs assessment data
- Professional learning communities (PLC) data/agenda/notes
- School leadership data
- Other

MTSS Fidelity reports

## Connectedness

- Attendance
- Behavior
- Community surveys and/or other feedback

- Demographic data
- Enrollment
- Enrollment trends
- Volunteer opportunities, attendance, and participation
- Other

Parent feedback



# Inquiry Areas

# Inquiry Area 1 Student Success

## SMART Goal 1

By the end of the school year, June 2026, chronic absenteeism will reduce from 14.7% to below 10% for the 2025-26 school year as calculated by the NSPF (released mid-September, 2026).

**Formative Measures:** Quarterly attendance updates; family communication and required notices; admin and teacher info shares for clarification and improved understanding.

### Improvement Strategy 1

Quarterly attendance reporting (outside of state and district required notifications)

#### Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Quarterly attendance reports with increments of absences at 4.5; 9.0; and 13.5	Administrators and registrar	October; January; April
2	Principal informational share outs with families	Administrators	August; October; January; April; June

**Position Responsible:** Administrators, secretaries, and classroom teachers (to help distribute)

**Resources Needed:** Time, creation of notifications, letters, and presentations

#### Evidence Level

**Level 1: Strong:**  
Data driven by student attendance

**Schoolwide and Targeted Assistance Title I Element:** 2.5, 2.6

#### Status Checks

In progress

November

January

March

June

## SMART Goal 2

By the end of the school year, June 2026, pooled proficiency (math, ela, science, and RBG3) will increase from 47.5% to 52.5% as calculated by the NSPF (rough results in mid-July 2026 and full results released mid-September 2026).

**Formative Measures:** MAP assessments; WriteScore; Common Assessments; SBAC interim assessments

### Improvement Strategy 1

Universal assessment expectations, background, and productive struggle practice

#### Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Consistent assessment environments for district assessments, common assessments, and classroom assessments	Classroom teachers	Through out the year

**Position Responsible:** Administrators

**Resources Needed:** Time and common training

**Evidence Level**

**Level 2: Moderate:**  
Observations

**Schoolwide and Targeted Assistance Title I Element: 2.4**

#### Status Checks

In progress

**November**

**January**

**March**

**June**

### Improvement Strategy 2

Targeted academic interventions in ELA and math

#### Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	WIN time interventions conducted with fidelity and data driven	Classroom teachers	Through out the year

**Position Responsible:** Administrators and learning strategist

**Resources Needed:** Schedule built; PLC time utilized; data updated for student groupings

**Evidence Level**

**Level 1: Strong:**

Student performance data from MAP, DRA, PRESS

**Schoolwide and Targeted Assistance Title I Element: 2.4, 2.6**

**Status Checks**

In progress

**November**

**January**

**March**

**June**

### SMART Goal 1

By June 2026, Minden Elementary School will increase its MTSS/PBIS Tiered Fidelity Inventory (TFI) 3.0 score from 21/80 to at least 60/80 through targeted professional learning and collaboration to strengthen staff understanding and implementation of MTSS Tier 1 practices.

**Formative Measures:** MTSS Team Meetings (agendas, notes and action plan; 2x month)  
 Staff professional development (with learning reflections and feedback)  
 PLC Meetings (agendas, notes and action plan; approximately 2x/month)  
 TFI 3.0 + Walkthroughs (formal with external coach and core MTSS site team 2x/year; informal with core MTSS site team 1-2x/year)

### Improvement Strategy 1

Strengthen MTSS Team Functioning

#### Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Define and document team roles, responsibilities, and operating procedures.	Administrators & MTSS Site Liaison (Counselor); MTSS Team Members	September 2025
2	Develop a communication system to share MTSS updates and data with all staff.	Administrators & MTSS Site Liaison (Counselor); MTSS Team Members	October 2025
3	Use MTSS Team Meetings to review Tier 1 data and guide schoolwide actions.	Administrators & MTSS Site Liaison (Counselor); MTSS Team Members	September 2025 - June 2026 (2x/month)

**Position Responsible:** Administrators & MTSS Site Liaison (Counselor)

**Resources Needed:** Allocate time to complete the above actions; use Google Suite to support documentation and communication

## Status Checks

In progress

November

January

March

June

## Improvement Strategy 2

Improve Adult Learning of MTSS Through Professional Learning

### Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Provide targeted professional development on MTSS Tier 1 core features, including schoolwide expectations, acknowledgment systems and classroom practices.	Administrators & MTSS Site Liaison (Counselor); MTSS Team Members	September 2025 - June 2026
2	Incorporate MTSS learning into staff meetings and PLCs for reflection and application.	Administrators & MTSS Site Liaison (Counselor); MTSS Team Members	September 2025 - June 2026
3	Share examples and model consistent Tier 1 implementation across grade levels.	Administrators & MTSS Site Liaison (Counselor); MTSS Team Members	September 2025 - June 2026

**Position Responsible:** Administrators & MTSS Site Liaison (Counselor)

## Status Checks

In progress

November

January

March

June

## Improvement Strategy 3

Use Data to Drive Continuous Improvement

## Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Complete TFI 3.0 + Walkthroughs (formal with external coach and core MTSS site team 2x/year; informal with core MTSS site team 1-2x/year)	Administrators & MTSS Site Liaison	Fall, Winter & Spring of the 2025-2026 School Year
2	Use data from TFI 3.0 + Walkthroughs to develop an action plan for improvement; continue to revisit/modify action plan as needed	Administrators & MTSS Liaison; MTSS Team Members	Ongoing

**Position Responsible:** Administrators & MTSS Site Liaison

### Status Checks

In progress

**November**

**January**

**March**

**June**

## SMART Goal 2

By June 2026, at least 70% of Minden Elementary School staff will agree or strongly agree that they "have time for meaningful collaboration with colleagues". (Results from the Nevada Working Conditions Survey 2024-2025 indicate that only 30% of staff agree or strongly agree with this statement; therefore, this goal was developed to improve in this area.)

**Formative Measures:** PLC participation and feedback  
Staff surveys (internal and external)

## Improvement Strategy 1

Utilize PLC time (approx. 2x month) for meaningful collaboration with colleagues

## Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Provide direct training and guidance on PLC (PLC Meeting Routine)	MTSS Core Team	December 2025 and ongoing
2	Monitor PLC participation and outcomes using the PLC Meeting Routine forms	MTSS Core Team and Grade Level Leaders	Ongoing

**Position Responsible:** Administrators, MTSS Core Team & Grade Level Leaders

**Resources Needed:** Time allocation (already calendared) and PLC Meeting Routine Form (already created)

### Status Checks

In progress

**November**

**January**

**March**

**June**

# Inquiry Area

Connectedness

## 3

### SMART Goal 1

By June 2026, Minden Elementary will have 100% of families connected with the ParentSquare app.

**Formative Measures:** Class rosters and family invites

#### Improvement Strategy 1

Connect with all families with the new app

##### Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	System check for access and invitations to share	Administration and marketing director	Quarterly

**Position Responsible:** Administration, office staff, and marketing director

**Resources Needed:** Knowledge of the program to check

##### Evidence Level

**Level 2: Moderate:**

Data per student and family

**Schoolwide and Targeted Assistance Title I Element:** 4.1

##### Status Checks

In progress

November

January

March

June

### SMART Goal 2

By June 2026, Minden Elementary will have 90%+ families participate in at least one in-person conference.

## Improvement Strategy 1

Offer flexible conference times and schedule well in advance

### Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Flexible scheduling for conferences with early morning, daytime, after school, and evening times available	Administration and classroom teachers	October & November
2	Format adjustment for individual conference times per family (no groups or open time format)	Administration and classroom teachers	November
3	Student led portion along with direct adult-adult conversations; pre-information sheet before the conference	Classroom teachers	October & November

**Position Responsible:** Administration

**Resources Needed:** Staff meeting time, documents made by admin and classroom teachers,

**Evidence Level**

**Schoolwide and Targeted Assistance Title I Element:** 4.1, 4.2

### Status Checks

In progress

**November**

**January**

**March**

**June**

# **Douglas County School District**

## **Pau Wa Lu Middle School**

### **2025-2026 School Improvement Plan**



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# Comprehensive Needs Assessment

# Student Success

## Areas of Strength

Student scores went up for Spring SBAC in both Reading and Math. One reason for this could have been because attendance was better this school year.

## Areas for Growth

One area for growth is giving students choices for WIN time. By allowing students to choose during each session, their instructional needs will be met better.

# Problem Statements Identifying Student Success Needs

## Problem Statement

## Critical Root Cause

1

Student reading test scores are low with only 22.35% being above 65%tile in Spring 2025 MAP scores.

Students don't have close reading skills and understanding of the importance of reading.

 = Priority

# Adult Learning Culture

## Areas of Strength

The teachers who were receiving 3 Reads training used that strategy often in their classroom. PWL teachers were the model for others to observe.

## Areas for Growth

Admin will continue to provide professional development for our staff either through PDC, NWRPDP, or through the district office. Our goal is to develop a culture of adult learning where educators engage in purposeful, collaborative conversations during PLCs that are grounded in evidence, solution-oriented, and supportive of collective teacher efficacy.

# Problem Statements Identifying Adult Learning Culture Needs

## Problem Statement

## Critical Root Cause

1

Not all staff receive the same training, often it is based on content area.

Teachers receive curriculum training based on their content. But this lacks teacher efficacy across grades and content areas.

 = Priority

# Connectedness

## Areas of Strength

Students had multiple ways to connect at PWL through PBIS-the Panther Cart, events such as the Luau and grade level activities. Many students used points for these events. We had students in Leadership (?), NJHS (?), and sports. We want to improve in our data collection for these teams and connection points this year.

## Areas for Growth

In order to ensure that 100% of students are connected and active in at least one club, athletic team, or school-sponsored event, we must foster a stronger sense of belonging, identity, and pride in our school by making all students feel welcome to join in.

# Problem Statements Identifying Connectedness Needs

## Problem Statement

## Critical Root Cause

1

Not all students are connected to an adult or a team at Pau-Wa-Lu Middle School.

We don't have enough variety of options for every different student.

 = Priority



# Inquiry Areas

# Inquiry Area 1 Student Success

## SMART Goal 1

By June 2026, 100% of Pau-Wa-Lu Middle School students will show measurable growth in reading proficiency as evidenced by MAP scores from Fall to Spring.

**Formative Measures:** MAP Assessments  
New Curriculum Common Assessments  
Monthly Close Reading Activities

## Improvement Strategy 1

Regular use of Close Reading and 3 Reads strategy during Tier 1 Instruction.

### Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	During Advisory each week, all students will learn and practice a close reading strategy with advisory teachers.	All students with advisory teachers.	Quarter 1 with data analysis check

**Position Responsible:** All advisory teachers with their students

**Resources Needed:** Reading materials-short passages, articles for all levels  
Ongoing training in Close Reading from district advisor

### Status Checks

In progress

November

January

March

June

# Inquiry Area

## 2

### Adult Learning Culture

#### SMART Goal 1

By June 2026, 100% of our teachers will go through training to equip all teachers to have knowledge and understanding of Tier 1 teaching including 3 Reads and Close Reading strategies.

**Formative Measures:** Attendance at trainings & PD

Teachers would have formal observations during teaching of these lessons.

Admin will conduct TFI walk-throughs to observe and ask questions about these lessons.

#### Improvement Strategy 1

Admin will schedule training with staff in advance throughout the year. We will use members of the district office, PDC, and NVRPDP to provide training on Tier 1 strategies.

#### Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Schedule training throughout the year.	Admin	On PD day-8/29/25 & PD in Jan & March.
2	Have MTSS team discuss Tier 1 instructional practices for PLC meetings	MTSS Team	Schedule d for PLC in Nov & Feb.

#### Status Checks

In progress

November

January

March

June

# Inquiry Area

Connectedness

## 3

### SMART Goal 1

By June 2026, 100% of PWL students will be connected to a club, event, sport, or other PWL extracurricular activity.

### Improvement Strategy 1

Discuss with staff how to connect with students who don't seem connected to PWL. Create plan to have ALL students connected.

#### Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Meet with staff to discuss how to get students involved and connected.	Admin and staff	Beginning of the year club survey for students.

#### Status Checks

In progress

**November**

**January**

**March**

**June**

# Douglas County School District



## Pinon Hills Elementary School

## 2025-2026 School Improvement Plan

# Mission Statement

The Piñon Hills Elementary School students, parents, staff, and community encourage the use of active minds and bodies in striving for excellence in academics and citizenship.

# Vision

Piñon Hills Staff believes EPIC Learning provides every student a Learner Centered environment that builds self-confidence, and develops problem solving skills to help learners become successful.

Piñon Hills Staff ensure our students feel loved so they can learn to love others and themselves, and they will therefore maintain healthy relationships throughout their lives.

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# Comprehensive Needs Assessment

# Student Success

## Areas of Strength

Our core values and essential practices that we believe provide students an opportunity to thrive are as follow:

1. Every child matters and every moment counts to make a difference.
2. Authentic and organic relationships are critical. They will never care how much we know until they know how much we care about them. (students and families)
3. Instructional learning time that maximizes student cognition at their zone of proximal development.
4. We utilize formative assessment to make instructional adjustments during the learning. Additionally, we teach students how to self-monitor and make learning adjustments.

## Areas for Growth

Due to a focus on responsive instruction, we experienced an increased in the percentage of students scoring a 3 or 4 in Reading and 4% decrease in Math on SBAC assessments from 2023-2024 to 2024-2025 in grades 3 through 5. Additionally, as evidenced by our 2024-25 School Climate Survey our students reported the following results.

**431 Engagement – Relationships** – Measures the links and interactions between and among students, adults and peers in the school setting; relationships foster positive social interaction and establish a nurturing environment of trust and support.

**500 Safety – Physical Safety** – Refers to the protection of all stakeholders – including families, caregivers, students, school staff, and the community – from fear of or actual exposure to physical violence, theft, intimidation, intruders, harsh punishment, and weapons.

## Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Language acquisition	provide language support
Foster/Homeless	Sense of belonging and Social emotional learning	provide la family environment filled with love and nurturing
Free and Reduced Lunch	none	
Migrant/Title1-C Eligible	none	

<b>Racial/Ethnic Minorities</b>	none	
<b>Students with IEPs</b>	Learning challenges	Provide support by implementing their Individualized plans and working as a team.

# Problem Statements Identifying Student Success Needs

Problem Statement	Critical Root Cause
<b>1</b> During 2024-2025 our students in grades kindergarten through 5th grade 43% in reading and 32% in math scored below the 61st percentile as measured by MAPS assessments.	We have experienced a significant increase in students qualifying for language services in the past 3 years. The grade level with the highest percentage of students below the 61st percentile in both reading and math is 5th grade. This group of students were kindergartners and missed out on several months of in-person learning during a critical developmental learning period.
<b>2</b> Having enough time to provide individual and small group instructions while engaging other groups in high cognitive demand tasks in order to meet the individual needs of all students is problematic.	Simply not enough time and staff resources.
<b>3</b> Parents are busy working to financially support their families. Additionally, families have their students involved in youth activities. Therefore, scheduling time to connect with families is a challenge.	The current economic and societal climate is tough on families.
<b>4</b> Time is our greatest resource. Finding time to have in depth connections can be difficult.	Families are busy with their children participating in youth activities such as football, soccer, volleyball, theatre, dance, gymnastics etc.

 = Priority

# Adult Learning Culture

## Areas of Strength

Staff report that they love having the opportunity to work at PHES. They value that all staff are supportive of each other and everyone is focused on providing an overall positive experience for our students. We value that everyone adult is a learner. Staff are eager to observe their colleagues from a learning perspective. Each one of us has a growth mindset for ourselves and frankly believes that this is essential for us to have a growth mindset for our students. We believe that we all have an opportunity to learn from each other. Our staff appreciates that we facilitate opportunities for them to have release time to learn from others within our building.

## Areas for Growth

Staff survey results yield high efficacy regarding culture, climate, communication and support. Staff report being highly supported by their administration and colleagues. We have established both common learning and common collaboration times for grade-levels to grow and continually improve. One of our core values regarding adult learning is staff learning from each other through observation of their colleagues. Staff regularly observe a each other within our educational setting with opportunities to debrief and ask questions.

## Equity Resource Supports

Student Group	Challenge	Solution
English Learners	none	
Foster/Homeless	none	
Free and Reduced Lunch	none	
Migrant/Title1-C Eligible	none	
Racial/Ethnic Minorities	none	
Students with IEPs	none	

# Problem Statements Identifying Adult Learning Culture Needs

Problem Statement	Critical Root Cause
<b>1</b> During 2024-2025 our students in grades kindergarten through 5th grade 43% in reading and 32% in math scored below the 61st percentile as measured by MAPS assessments.	We have experienced a significant increase in students qualifying for language services in the past 3 years. The grade level with the highest percentage of students below the 61st percentile in both reading and math is 5th grade. This group of students were kindergartners and missed out on several months of in-person learning during a critical developmental learning period.
<b>2</b> Having enough time to provide individual and small group instructions while engaging other groups in high cognitive demand tasks in order to meet the individual needs of all students is problematic.	Simply not enough time and staff resources.
<b>3</b> Parents are busy working to financially support their families. Additionally, families have their students involved in youth activities. Therefore, scheduling time to connect with families is a challenge.	The current economic and societal climate is tough on families.
<b>4</b> Time is our greatest resource. Finding time to have in depth connections can be difficult.	Families are busy with their children participating in youth activities such as football, soccer, volleyball, theatre, dance, gymnastics etc.

 = Priority

# Connectedness

## Areas of Strength

Families report that they intentionally choose to live in the PHES zone in Douglas County because of our school. They value that their children are truly cared about and that they feel like partners with the staff. Parents and guardians appreciate open and candid communication regarding student progress toward mastery. They are thankful that we met each student academically where they are with regards to skill acquisition and content knowledge, and focus on growth from what they know and can do to meeting the standards. Finally, parents and guardians love the fact that our main focus is to provide a positive nurturing environment.

## Areas for Growth

We are fortunate to have a high number of Parent and Grandparent Volunteers. Our parents are very responsive to support our school and are actively involved.

## Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Language acquisition	interpreters
Foster/Homeless	none	
Free and Reduced Lunch	none	
Migrant/Title1-C Eligible	none	
Racial/Ethnic Minorities	none	
Students with IEPs	none	

# Problem Statements Identifying Connectedness Needs

Problem Statement	Critical Root Cause
<b>1</b> During 2024-2025 our students in grades kindergarten through 5th grade 43% in reading and 32% in math scored below the 61st percentile as measured by MAPS assessments.	We have experienced a significant increase in students qualifying for language services in the past 3 years. The grade level with the highest percentage of students below the 61st percentile in both reading and math is 5th grade. This group of students were kindergartners and missed out on several months of in-person learning during a critical developmental learning period.
<b>2</b> Having enough time to provide individual and small group instructions while engaging other groups in high cognitive demand tasks in order to meet the individual needs of all students is problematic.	Simply not enough time and staff resources.
<b>3</b> Parents are busy working to financially support their families. Additionally, families have their students involved in youth activities. Therefore, scheduling time to connect with families is a challenge.	The current economic and societal climate is tough on families.
<b>4</b> Time is our greatest resource. Finding time to have in depth connections can be difficult.	Families are busy with their children participating in youth activities such as football, soccer, volleyball, theatre, dance, gymnastics etc.

 = Priority



# Data Documentation for CNA

# Data Documentation for CNA

The following data were used to verify the comprehensive needs assessment analysis:

## Student Success

- Local benchmark, common assessments, diagnostic assessments, or interim assessments data
- MAP Growth Assessment
- Multi-Tiered System of Supports (MTSS)
- Nevada Alternate Assessment (NAA)
- Student Climate Survey, Student Voice
- WIDA ACCESS for ELLs

## Adult Learning Culture

- Administrator evaluation
- Professional Development Agendas
- Professional development needs assessment data
- Professional learning communities (PLC) data/agenda/notes
- Staff surveys and/or other feedback
- Student Climate Survey
- Teacher evaluation
- Teacher retention
- Teacher/Student Ratio

## Connectedness

- Attendance
- Behavior
- Enrollment
- Gifted and talented data
- PBIS/MTSS data

Perception/survey data

School safety data



# Inquiry Areas

# Inquiry Area 1 Student Success

## SMART Goal 1

100% of PHES students will meet or exceed their individual growth goals in reading as measured by Fall 2025 to Spring 2026 MAP.

**Formative Measures:** Common assessments  
MAPS  
DRA

## Improvement Strategy 1

All students will be provided responsive individualized instruction and opportunities for additional skill practice and content understanding through small groups and targeted instruction.

### Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Tier 1 instruction Classroom teachers Daily	MTSS Classroom teachers, specialists Admin Daily	

**Position Responsible:** Admin, teachers, specialist

**Resources Needed:** Time

**Evidence Level**

### Status Checks

In progress

November

January

March

June

# Inquiry Area

## 2

### Adult Learning Culture

#### SMART Goal 1

We will ensure that we utilize responsive instruction that provides individualization and target skill practice. 100% of the staff will utilize responsive instruction to address the learning needs of all students.

**Formative Measures:** Observation  
Self-assessment

#### Improvement Strategy 1

Support all teachers with additional time, specific feedback and coaching. We will allocate time for teachers to observe teachers and work in PLC's. --

#### Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Teachers self assess, Admin schedule formal and informal observations Admin Classroom teachers Daily	Schedule time for teachers to observe colleagues and reflect on best practices Admin teachers Quarterly	

**Position Responsible:** Admin, teachers, specialists

**Resources Needed:** time

**Evidence Level**

**Status Checks**

In progress

November

January

March

June

# SMART Goal 2

We will ensure that 100% of our staff are valued, supported and report high efficacy at work

**Formative Measures:** Workplace conditions survey results  
Staff School Climate survey results  
Daily honest feedback and authentic conversations

## Improvement Strategy 1

Directly talk face to face with staff authentically and honestly in order to foster two-way communication.

### Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	We will have direct in person interaction that communicates care, compassion and support. All staff daily		

**Position Responsible:** All staff

**Resources Needed:** time

**Evidence Level**

### Status Checks

No Progress

**November**

**January**

**March**

**June**

# Inquiry Area

## 3

### Connectedness

#### SMART Goal 1

We will ensure a positive culture and climate for all students.

**Formative Measures:** School climate surveys administered in the fall 2025 and the spring 2026.

#### Improvement Strategy 1

Utilize social emotional learning, positive behavior intervention supports, positive relationships, classroom communities and student centered environments for an improved school climate.

#### Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Teach expectations, reinforced expected outcomes, re-teach Classroom teachers, specialists, admin Daily		

**Position Responsible:** Admin, teachers, specialists, paraprofessionals, parents

**Resources Needed:** Time

**Evidence Level**

#### Status Checks

In progress

November

January

March

June

# **Douglas County School District**

## **Zephyr Cove Elementary School**

### **2025-2026 School Improvement Plan**



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# Inquiry Areas

# Inquiry Area 1 Student Success

## SMART Goal 1

At least 65% of students will meet or exceed their individual growth goal as measured by fall to spring reading MAP assessment in reading. (Winter to spring assessment for Kindergarten.)

**Formative Measures:** MAP test results

## Improvement Strategy 1

Use MAP testing data to identify student interventions and supports to increase reading growth.

### Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Speak with students to set MAP goals for reading growth	Classroom teacher	Post MAP test when data is available

### Status Checks

In progress

November

January

March

June

# Inquiry Area 2

## Adult Learning Culture

### SMART Goal 1

Increase the utilization of the MTSS/PBIS process to evaluate Tier 1 instruction across all grade levels.

#### Improvement Strategy 1

Have a team that attends district level MTSS trainings and brings information back to site.

##### Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Create MTSS team and attend trainings.	Counselor	Per district MTSS training calendar

##### Status Checks

In progress

November

January

March

June

#### Improvement Strategy 2

Have a team that attends district level MTSS trainings and brings information back to site.

##### Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Create MTSS team and attend trainings.	Counselor	Per district MTSS training calendar

## Status Checks

In progress

**November**

**January**

**March**

**June**

## SMART Goal 2

Based upon the Nevada Workplace Conditions Survey, the staff identified that they need more instructional resources and support. In order to support this need, administration will work with the District's Professional Development Team to provide instructional support.

## Improvement Strategy 1

Work with Professional Development (PDC) staff to address instructional practices related to writing at all grade levels.

### Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Coordinate trainings with PDC staff	Sean Ryan	25-26 school year

## Status Checks

No Progress

**November**

No Progress

**January**

**March**

**June**

# Inquiry Area 3

Connectedness

## SMART Goal 1

Increase the daily attendance rate.

**Formative Measures:** Monthly average daily attendance checks

### Improvement Strategy 1

Schoolwide focus on increasing daily attendance. Use visual "scoreboard" with each classroom.

#### Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Discuss visual "scoreboard" with staff and implement use	Admin	Sept to June

#### Status Checks

In progress

**November**

**January**

**March**

**June**