

CARSON CITY SCHOOL DISTRICT
1402 West King Street
Carson City, Nevada
Tuesday, December 9, 2025

SCHOOL BOARD MEETING

LOCATION OF MEETING: **Robert Crowell Board Room**
 Community Center
 851 E. William Street
 Carson City, Nevada

**NOTICE OF INTENT TO ACT ON A RESOLUTION
TO AUGMENT AND APPROVE FY2026 AMENDED BUDGET**

Notice is hereby given that the Board of Trustees of the Carson City School District, State of Nevada, will act on a Resolution to approve an Augmented and Amended Budget for fiscal year 2025-2026. This Public Hearing, in accordance with NRS 354.598005, will include a disclosure of changes to the Final Budget. All persons may attend and will be heard at a regular meeting held in the Robert Crowell Board Room at the Community Center, 851 E. William Street, Carson City, Nevada, at 6:00 p.m. on Tuesday, December 9, 2025. Prior to the meeting, written comments may be filed with the Clerk of the Board of Trustees and will be considered.

CALL BOARD MEETING TO ORDER – 5:30 P.M.

1. 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 or to accomplish the business on the agenda in the most efficient manner.
2. Adjournment to Closed Session per NRS 288.220(4) to discuss Labor Relations with the District’s Management Representatives – **for discussion only.**
3. **RECONVENE TO PUBLIC SESSION – 6:00 P.M.**
4. Flag Salute: **Michelle Pedersen**
5. Superintendent’s Report – **for information only.**
Announcements, presentations, and follow-up on inquiries made to the Superintendent:
 - Seeliger Elementary School Choir Holiday Performance
 - Announcements
6. Board Reports/Board Member Comments – **for information only.**
 - Carson High School Activities
 - Carson High School – Silver Campus Activities
 - Nevada Association of School Boards (NASB) Update
 - Announcements
7. Association Reports – **for discussion only.**

8. Public Comment – Comments will be accepted in person, or through virtual participation via email; publiccomment@carson.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. – **for discussion only.**
9. Discussion and Possible Action on Recommended Approval of the July 1, 2025 to June 30, 2029 Tentative Agreement with the following Carson City School District Bargaining Group; Carson Educational Support Association (CESA) with an estimated Fiscal Impact of \$468,667 – **for possible action.** **Spencer Winward**
Dan Sadler
10. Discussion and Possible Action to Approve a Revised Capital Improvement Plan for the Carson City School District for Fiscal Years 2026-2030 – **for possible action.** **Spencer Winward**
Andrew Feuling
Mark Johnson
11. Discussion and Possible Action on a Resolution to Approve a Augmented and Amended Budget for FY 2025-2026, to include Revisions for Certified Enrollment, Audited Fund Balance, Carry Forward Amounts and Recommended Augmentations to Specific Funds – **for possible action.** **Spencer Winward**
12. Discussion and Possible Action on the Superintendent’s Annual Evaluation for the 2025 Calendar Year – **for possible action.** **Lupe Ramirez**
13. Approval of Consent Agenda – **for possible action (public comment will be taken prior to any action).**

ALL MATTERS LISTED UNDER THE CONSENT AGENDA ARE CONSIDERED ROUTINE AND MAY BE ACTED UPON BY THE CARSON CITY SCHOOL DISTRICT BOARD OF TRUSTEES WITH ONE ACTION AND WITHOUT EXTENSIVE HEARING. ANY MEMBER OF THE CARSON CITY SCHOOL DISTRICT BOARD OF TRUSTEES MAY REQUEST THAT AN ITEM BE TAKEN FROM THE CONSENT AGENDA, DISCUSSED AND ACTED UPON SEPARATELY DURING THIS MEETING.

- a. Approval and Ratification of Purchase Orders and Payables, and Authorization for Signing of Warrant Registers, Payroll Journals and other orders for goods and services for Processing and Payment
- b. Approval of Offers of Employment to Certified Staff, Notice of Non-Hires and Notice of Terminations
- c. Request permission for student exemption of required vaccinations pursuant to NRS 392.437 (religious beliefs) or NRS 392.439 (medical condition)

d. Approval of Board Meeting minutes; November 17, 2025

14. Informational Items – **for discussion only; no action will be taken.**

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

- a. Notification of Changes in the Classified and Nursing Staff, including New Hires and Terminations.
- b. Notification of Budget Transfers for the Prior Month; November 2025
- c. Activities and Events:
 - Wednesday, December 10, 2025, Professional Learning for Staff; students dismiss at the following times:
 - Pre-K – 10:55 a.m.
 - High Schools – 11:50 a.m.
 - Middle Schools – 12:00 p.m.
 - Elementary Schools – 12:40 p.m.
 - Friday, December 19, 2025, Minimum Day for ALL students; classes dismiss at the following times:
 - High Schools – 11:40 a.m.
 - Middle Schools – 12:00 p.m.
 - Elementary Schools – 12:40 a.m.
 - December 22, 2025 – January 2, 2026, Winter Break; classes resume on Tuesday, January 6, 2026
 - Monday, January 5, 2026, Staff Professional Development; No School for Students
 - Wednesday, January 14, 2026, Professional Learning for Staff; students dismiss at the following times:
 - Pre-K – 10:55 a.m.
 - High Schools – 11:40 a.m.
 - Middle Schools – 12:00 p.m.
 - Elementary Schools – 12:40 p.m.

15. Requests for Future Agenda Topics

16. Adjournment

A copy of the agenda of this meeting has been posted before 9:00 AM on Wednesday, December 3, 2025, at the following locations: 1) School Administration Office, 1402 W. King Street; 2) District Website: www.carsoncityschools.com; 3) State of Nevada website: <https://notice.nv.gov>.

Copies of supporting material may be requested from Mrs. Renae Cortez, Executive Administrative Assistant, at 1402 W. King Street, Carson City, NV 89703; by mail addressed to Mrs. Cortez at Carson City School District, Administrative Offices, P.O. Box 603, Carson City, NV 89702; by phone at (775) 283-2100 or by email to rcortez@carson.k12.nv.us. Copies of supporting material are available to the public at the District Office, 1402 W. King Street, Carson City, NV 89703, on the District website, www.carsoncityschools.com, and at the meeting on the date and place listed on the first page of this document.

Carson City School District is pleased to provide accommodations for individuals with disabilities. If you have a disability, please contact us at 775-283-2100, and we will provide assistance or accommodate you in any way that we possibly can. The meeting can be accessed at the following website: <http://carson.org/index.aspx?page=6204>

In addition, use the following link to access instructions on using YouTube subtitles to support language translation:
<https://link.carsoncityschools.com/translation>.

BOARD OF TRUSTEES MEETING
December 9, 2025

EXECUTIVE SUMMARY

9. Discussion and Possible Action on Recommended Approval of the July 1, 2025 to June 30, 2029 Tentative Agreement with the following Carson City School District Bargaining Group; Carson Educational Support Association (CESA) with an estimated Fiscal Impact of \$468,667

Carson Educational Support Association (CESA)

Term: July 1, 2025 – June 30, 2029 with financial reopener based on the next legislative session

- Clinical Aide Compensation (Updated) and days added (New)
- Progressive Discipline Manual (Revised)
- Sick Leave Bank & Catastrophic Sick Leave Bank (Revised)
- Annual Leave Payout Clarification (Revised)
- Expanded Sick Leave Conversion Rules (Revised)
- Credit for Prior Work Experience (New Article 11.16)
- Promotions (New Article 11.17)
- Salary Working Group (New Article 11.18)
- Safety & Closure Operations (Revised)
- Incident Command Team (ICT) Clarifications
- Bilingual Services Program (New Article 17)

10. Discussion and Possible Action to Approve a Revised Capital Improvement Plan for the Carson City School District for Fiscal Years 2026-2030

Revisions to the Capital Improvement Plan (CIP) have been made to reflect the current needs of district facilities including input from the Bond Oversight Committee. Please note it reflects the \$800,000 Pay as you go transfer discussed in the October 14, 2025 board meeting.

Depending on operational conditions, a final augmented budget may occur in the spring, prior to June 30, 2025 or the end of the fiscal year.

11. Discussion and Possible Action on a Resolution to Approve a Augmented and Amended Budget for FY 2025-2026, to include Revisions for certified enrollment, audited fund balance, carry forward amounts and recommended augmentations to specific funds

Each year, school districts in the State of Nevada are required by statute to adopt an amendment to the final budget by December 31st, after the official count of students has occurred. While every day is truly a count day now, there has been no change to the language of the statute, so we comply by fine tuning our Average Daily Enrollment (ADE) estimate for the year and making other revenue augmentations and expenditure adjustments as needed and update fund balances to reflect the audited financials from the prior fiscal year.

The District continues to prepare the budget with the intent to prevent sweeping ending balance funds per the provisions in the Pupil-Centered-Funding-Plan.

After reviewing the enrollment data for the 1st quarter, we made minor adjustments to revenue for the budget, based off slightly decrease in student enrollment.

Depending on operational conditions, a final augmented budget may occur in the spring, prior to June 30, 2025 or the end of the fiscal year.

12. Discussion and Possible Action on the Superintendent's Annual Evaluation for the 2025 Calendar Year

During the October 28, 2025, school board meeting, the Superintendent's evaluation form was approved that included 5 Standards: Vision, Culture & Instructional Leadership; Board Governance & Policy; Operations, Resource & Personnel Management; Communication and Community Relations; and Ethical Leadership, as well as the goals that were approved by the Board during the February 11, 2025 board meeting. In addition, it was determined that Mr. Feuling would complete and submit a self-assessment by November 12, 2025 for the 2025 calendar year. At that time, the Board approved December 1, 2025 as the due date for completing and submitting the evaluation, with compilation to be completed by Renae Cortez, Executive Assistant using a Google doc.

In addition, the Superintendent evaluation rubric was adjusted this year to accommodate the inclusion of goals and objectives as additional scoring components. This change increased the highest possible score from 1120 points in 2024 to 1176 points in 2025, reflecting a more comprehensive evaluation framework.

Initial 2024 Scoring Rubric:

- SUPERIOR: 1120–896 points
- VERY SATISFACTORY: 895–672 points
- SATISFACTORY: 671–448 points
- NEED TO IMPROVE: 447–224 points
- UNSATISFACTORY: 223–0 points

Based on last year's percentiles, the scoring rubric for the superintendent evaluation has been updated to reflect the new highest score of 1176 points. The adjusted rubric ensures consistency in rating categories while accounting for the increased scoring opportunities.

Adjusted 2025 Scoring Rubric:

- SUPERIOR: 1176–941 points
- VERY SATISFACTORY: 940–706 points
- SATISFACTORY: 705–470 points
- NEED TO IMPROVE: 469–235 points
- UNSATISFACTORY: 234–0 points

The updated rubric ensures consistency with past percentiles by preserving the scoring ranges from last year, maintaining fairness and comparability across evaluation periods.

Included in Board packets are copies of the completed evaluation document for each Trustee, which includes comments, a colored graph, exported scores for each trustee and the scoring scale. After comments and discussion, this item requires Board action.

COMPREHENSIVE AGREEMENT
BETWEEN THE
CARSON CITY SCHOOL DISTRICT
AND THE
CARSON EDUCATIONAL SUPPORT ASSOCIATION
(NON-SUPERVISORY AND SUPERVISORY UNITS)

~~2023~~2025-~~2025~~2029

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**COMPREHENSIVE AGREEMENT
BETWEEN THE
CARSON CITY SCHOOL DISTRICT
AND THE
CARSON EDUCATIONAL SUPPORT ASSOCIATION**

20232025-2025-2029

ARTICLE 1--AGREEMENT

- 1.1 This Agreement is made and entered into effective this 1st day of July 20232025, by and between the Board of School Trustees, hereinafter referred to as the "School Board" and Carson Educational Support Association, herein referred to as the "Association".
- 1.2 This Agreement does not apply to confidential employees.

ARTICLE 2--PREAMBLE

2.1 Preamble Statement

Whereas, the parties recognize that the Board of Trustees is charged by law with the duty and responsibility of operating a public school system; and whereas, wages, hours and other terms and conditions of employment of classified school employees are matters of mutual concern to the Board of Trustees and the Association; and whereas, members of the classified employees in the District have the right to join, or not join, any organization for their professional or economic improvements; therefore, it is the intent and purpose of this Agreement to assure sound and mutually beneficial economic and employment relations between the parties hereto: to attempt to provide an orderly and peaceful means of conducting negotiations and resolving any misunderstandings or grievances; and to set forth here in article form to agreements between parties as set forth in Nevada Revised Statutes Chapter 288.

2.2 Values Statement

Whereas, the parties recognize and agree that certain values are critical to the successful operation of schools in the District, and that these values are as follows: (a) Respect, between District and members, between employees, as well as between employees and district students; (b) meaningful two-way communication, between the District and staff, as well as between District staff generally; (c) the Development of a Growth-mindset meant to assist the District as it grows; (d) a student-centric approach to work within the District; (e) recognition that members of the Association are educational support professionals; (f) recognition that members of the Association fulfill an important and meaningful role within the District, and are not considered secondary to other District staff; and finally (g) that the District seeks to foster an environment of growth where all employees have an opportunity to grow into great employees.

2.3 Non-Discrimination Clause

The District and the Association agree not to discriminate against any person on the basis of race, color, national origin, sex, disability, age, or on any other basis protected by state or federal law, ~~and it provides equal access to the Boy Scouts of America and other designated youth groups.~~

ARTICLE 3--CLASSIFIED EMPLOYEE ADVISORY COUNCIL

3.1 A Classified Employee Advisory Council shall be established to consist of representatives from one or more occupational series in the District. Employee members of the Council shall be elected by vote of the personnel of each occupational series defined in Article 3, paragraph B of the Employee Advisory Council at the commencement of each school year. Elections will be held in August of each year by groups listed in paragraph B for a two (2) year term with one half being elected on the even year and one half being elected on the uneven year. Only in September of 1997, members will draw for the one-year term to set up the process. If, during the course of the school year, a member of the Employee Advisory Council resigns, that member shall be replaced by appointment of the President of the Association.

3.2 Membership of the Employee Advisory Council shall consist of Association members only as follows:

	<u>Employee Class</u>	<u># Members</u>	<u>Year</u>
1.	Custodians/Building/Grounds/Maintenance/Warehouse/Technology and Related Classes	1	Odd
2.	Accounting/Clerical/Secretaries and Related Classes	1	Odd
3.	Food Services and Related Classes	1	Even
4.	Transportation and Related Classes	1	Odd
5.	Instructional Support and Related Classes	1	Even
6.	Clinical Procedure Nurses and Clinical Aides and Related Classes	1	Even

3.3 The Employee Advisory Council shall meet from time to time during the school year in a manner mutually agreeable to the members. The Council shall seek the following objectives:

3.3-1 To gather information and make recommendations to the superintendent and to the Board of Trustees relating to the establishment of a fair, effective and

uniform method of accomplishing employee evaluations, including evaluation forms, criteria and procedures.

- 3.3-2 To improve the morale of the District classified staff.
- 3.3-3 To apprise a principal, the superintendent, or the Board of Trustees, as the case may be, of actual or potential problems involving the classified staff at any area.
- 3.3-4 To secure the maximum involvement of all members of the classified staff is the primary goal of the District.
- 3.3-5 To improve communications between school administration and members of the classified staff.

3.4 In the event a school(s) is required to restructure, the District and the Association will meet and confer prior to any restructuring, regarding the unique needs of the school(s) impacted and attempt to collaboratively develop a plan for implementation.

3.5 To accomplish the objectives established for the Employee Advisory Council, the Council shall meet to discuss school operations, may meet with the superintendent or ~~his/her~~their—designated representative, and attend any meeting of the Board of Trustees, upon advance notice of their desire to do so.

3.6 Nothing contained herein shall be construed, or is intended, to require involvement of the Employee Advisory Council in the discussion or arbitration of grievances, as that procedure is outlined elsewhere in this Agreement. However, the recommendations or findings of the Council may be made available to any party in connection with such grievance procedures.

ARTICLE 4--DEFINITIONS

4.1 The term "**NRS 288**" as used in the Agreement shall refer to Chapter 288 of the Nevada Revised Statutes, also known as the Local Government Employee-Management Relations Act.

4.2 The term "**employee**" as used in this Agreement shall refer to all Carson City School District classified employees included in the non-supervisory and supervisory bargaining units covered by Article 4 of this Agreement and who are regularly scheduled to work at least four (4) hours per day or twenty (20) hours per week.

"Employees" are covered by this Agreement unless otherwise noted.

4.3 The term "**supervisory**" shall mean any individual having authority in the interest of the employer to hire, transfer, suspend, layoff, recall, promote, discharge, assign, reward, evaluate, or discipline other employees.

4.4 The term "**Association**" as used in this Agreement shall mean the Carson Educational Support Association.

- 4.5 The term "**superintendent**" as used in this Agreement shall mean the superintendent of schools of the Carson City School District or his/her designated representatives.
- 4.6 The term "**District**" as used in this Agreement shall mean the Carson City School District.
- 4.7 The term "**School Board**" as used in this Agreement shall mean the Board of School Trustees of the Carson City School District.
- 4.8 The term "**days**" as used in this Agreement shall mean working days, rather than calendar days, unless otherwise indicated.
- 4.9 The term "**temporary employee**" as used in this Agreement is a person hired on a temporary basis for completion of a special project or task, an emergency, satisfying abnormal workloads or for seasonal needs. Temporary employees may not work for more than twenty (20) consecutive weeks out of fifty-two (52) weeks per year, in any twelve (12) month period.

Temporary employees are not covered by the terms of this Agreement.

- 4.10 The term "**substitute employee**" as used in this Agreement means any person hired to fill in for an absence. A substitute may hold such position only until the absent employee returns to work.

Substitute employees are not covered by the terms of this Agreement.

- 4.11 The term "**part time employee**" as used in this Agreement is a person who is regularly scheduled to work less than four hours per day or less than twenty hours per week. Part time employees are not covered by the terms of this Agreement.
- 4.12 The term "**probationary employee,**" as used in this Agreement, is an employee who has not completed six (6) months of full-time regular and continuous employment with the District, or an employee who has been promoted or transferred to a position and who has not completed his or her first six (6) months in the new classification. An employee becomes **post-probationary**, and therefore, he or she is no longer on a probationary status, when he or she completes his or her probationary period in his or her new classification.

Note: Probationary employees have no right to continued employment in their classifications. Therefore, probationary employees have no right to grieve employment actions taken by the District based on the District's determination that the probationary employee has not successfully completed his or her probation either as a new employee or as an employee who has been promoted or otherwise transferred to a new classification. However, a probationary employee may, grieve or otherwise challenge, the District's application and/or interpretation of this Agreement to said employee for all matters covered by the Agreement which do not relate to [such](#) employment actions.

An [probationary](#) employee who has attained a post-probationary status at the District; having completed greater than six (6) months of continuous service at the District, is subject to Article 11.12-3-2 for the purpose of retention if the employee fails to satisfactorily complete his or her probationary period in a new classification.

ARTICLE 5--RECOGNITION

- 5.1 The School Board recognizes the Association as the exclusive bargaining agent as defined in NRS 288.027 for the bargaining units of all classified employees, supervisory and non-supervisory personnel of the District as fully set forth as “CLASSIFIED EMPLOYEE UNITS” in this Article and acknowledges the receipt of: a) a copy of its constitution and by-laws, b) a roster of its representatives and officers, c) a pledge not to strike as required in NRS 288, and d) a verified membership list.
- 5.2 All rights and privileges granted to the Association under the terms and provisions of this Agreement shall be for the exclusive use of the Association.
- 5.3 Recognition shall entitle the Association to payroll deductions of membership dues as outlined in Article 14.
- 5.4 ~~Nothing in this Agreement shall limit the authority of the~~The District has the right to classify positions subject to the requirements of NRS 188.150 et seq.
- 5.5 The District shall consult with the Association as to the appropriateness of inclusion in one of the bargaining units of any new classification(s) added to the classified salary schedule or removal of any classification from the bargaining unit during the term of this Agreement in accordance with NRS 288.170.
- 5.6 Members of the Association shall be referred to as “Educational Support Professionals.”

5.7 **Classified Employee Units:**
Non-Supervisory

Accountant I
Accountant II
~~Admin I~~
~~Admin II~~
~~Admin III~~
Administrative Assistant I
Bilingual Parent Engagement Coordinator
Bus Attendant
Bus Driver
Bus Driver Special Education
Bus Driver Substitute
Bus Driver Trainer
Campus Supervisor
~~Cafeteria Manager~~
Clinical Aide
~~Clinical Procedure Nurse~~
Cook/Baker
Custodian I
~~Custodian II~~
~~Custodian III~~
~~DHH Interpreter I~~
DHH Interpreter II
DHH Interpreter III
DHH Interpreter IV
~~Director of Nutrition~~
Distance Education Assistant
~~Grants Supervisor~~
~~Grounds Supervisor~~
Groundskeeper

~~HR Analyst~~
~~HR Benefits Analyst~~
~~HR Supervisor~~
~~Instructional Assistant I~~
~~Instructional Assistant II~~
~~Instructional Program Coordinator~~
~~IT Engineer Salary (PROTECH)~~
~~IT Support Tech I~~
~~IT Support Tech II~~
~~Junior Engineer~~
Library Media Clerk/Senior Project Coord.
Library Media Technician
Maintenance
Mechanic I
Mechanic II
Mechanic III
Network Engineer
Nurse
Paraprofessional
Paraprofessional ESL
Paraprofessional Kinder
~~Operations Coordinator~~
~~Paraprofessionals~~
Payroll Supervisor
Purchasing Supervisor
Safety Officer I
Safety Officer II
Special Ed Paraprofessional I
Special Ed Paraprofessional II
Special Ed Paraprofessional III
Warehouse Specialist

~~Transportation Supervisor~~
~~Truancy & Dropout Prevention Specialist~~
~~Warehouse Coordinator~~
~~Warehouse Specialist~~
~~Network Engineer~~
~~System Engineer~~
Mail Truck Driver &
Inventory Specialist

SUPERVISORY POSITIONS

Administrative Assistant II
Administrative Assistant III
Cafeteria Manager
Cafeteria Manager Central Kitchen
Cafeteria Manager High School
Cafeteria Manager Middle School
Custodian II
Custodian III
Director of Nutrition
Grants Supervisor
Grounds Supervisor
Maintenance Supervisor
Mechanic III
Operations Coordinator
Payroll Supervisor
Purchasing Supervisor
Systems Engineer
Transportation Supervisor
Warehouse Coordinator

5.8 The District will provide the Association President with ~~monthly~~[regular](#) updates of new hires, transfers, resignations, and retirements.

[5.9 Upon request, the District shall provide the Association with the name, classification, work location, and work email of all members of the non-supervisory and supervisory bargaining units.](#)

ARTICLE 6--NO STRIKE AGREEMENT

The Association recognizes the public policy as expressed in NRS 288.230 in which the Nevada Legislature declared:

That the services provided by the School District as an employer are of such nature that they are not and cannot be duplicated from other sources and are essential to the health, safety and welfare of the people.

That the continuity of such services is likewise essential and their disruption incompatible with the responsibility to the people; and

It is the public policy of the State of Nevada that a strike against the School District as a Local Government Employer is illegal.

The Association agrees to act and conduct its affairs in accordance with this policy. The Association, its officers and agents, agree further that they shall not support any strike against the Carson City School District nor shall they engage in or support any action to impair the rendering of such essential services by the District.

ARTICLE 7--GRIEVANCE PROCEDURE

7.1 Purposes

The purpose of this procedure is to secure, at the lowest possible administrative level, equitable solutions to problems which arise. Both parties agree that these proceedings shall be kept as confidential as may be appropriate at any level of the procedure.

7.2 Definitions

7.2-1 A "**grievance**" is a complaint by an employee, group of employees, or the Association based upon an alleged violation, misinterpretation, or inequitable application of a specific provision of this Agreement [and/or School Board Policies and Regulations](#).

7.2-2 A "**continuing grievance**" is a grievance based on an act or condition, which actively recurs on a periodic basis. For example, the District underpays an employee by \$10.00 on each paycheck. A grievance based upon this act by the School District would be a continuing grievance.

7.2-3 An "**aggrieved person**" is an employee, a group of employees ~~of~~[or](#) the Association, asserting a grievance.

7.2-4 A "**party of interest**" is any person or persons who might be required to take action, or against whom action might be taken, in order to resolve the problem.

7.2-5 The term "**days**" when used in this Article shall, except where otherwise indicated, mean working days rather than calendar days.

7.3 Time Limits

7.3-1 Since it is important that grievances be processed as rapidly as possible, the number of days indicated at each level should be considered as a maximum, and every effort should be made to expedite the process. However, the parties, by mutual agreement, may extend the number of days at any level to a specific date.

7.3-2 If an employee, group of employees, or the Association does not file a grievance or a continuing grievance in writing as provided herein within ten (10) working days after the employee, group of employees, or the Association knew of or should have known of the act or condition on which the grievance is based, then the grievance shall be considered waived.

7.3-3 Failure at any level in this procedure to appeal a grievance in writing within the required time limits shall be deemed as withdrawn.

7.3-4 When a grievance is taken to arbitration, no new evidence will be submitted by either party.

7.4 Procedures

7.4-1 Level One - Supervisor

7.4-1-1 If an employee feels that he has a grievance, he shall first discuss the matter informally with the supervisor to whom he is directly responsible and may request the presence of the school's grievance representative.

7.4-1-2 If an aggrieved person is not satisfied with the disposition of his/her problem through informal procedures, he shall submit his/her claim as a formal grievance in writing to his supervisor and to the Association's school grievance representative, and to the superintendent within ten (10) working days after the employee, group of employees, or Association knew of or should have known of the act or condition on which the grievance is based.

7.4-1-3 The supervisor shall, within ten (10) working days, render his/her decision and the reasons therefore, in writing on the prescribed form to the aggrieved, with a copy to the Association's school grievance representative and to the superintendent.

7.4-2 Level Two - Superintendent of Schools

7.4-2-1 If the aggrieved is not satisfied with the disposition of his grievance at Level One, or if no decision has been rendered within ten (10) working days after presentation of the grievance in writing, he shall file the written grievance with the superintendent within ten (10) working days after the decision was rendered or was due at Level One.

- 7.4-2-2 The superintendent of schools or his/her representative shall act for the administration at Level Two of the grievance procedure. Within ten (10) working days after receipt of the written appeal of a hearing, the superintendent or his/her representative shall meet with the aggrieved person for the purpose of resolving the grievance. When requested by either party a full transcript shall be prepared and the cost shared by both parties.

The superintendent shall, within ten (10) working days after the hearing, render his decision and reasons therefore in writing to the aggrieved person, supervisor, or appropriate administrator and the Association.

- 7.4-2-3 Notification of step two grievance hearings shall be mailed to the grievant at least five (5) working days prior to the hearing.

7.4-3 Level Three - Arbitration

- 7.4-3-1 If the aggrieved is not satisfied with the disposition of the grievance at Level Two, the Association may, within ten (10) working days after the decision was rendered or should have been rendered by the Superintendent, notify the District in writing that it wishes to take the grievance to binding arbitration.

- 7.4-3-2 Within ten (10) working days after written notice of submission to arbitration, the superintendent and the Association shall agree upon a mutually acceptable arbitrator who is experienced, impartial, disinterested, and of recognized competence. If the parties are unable to agree upon an arbitrator, a request for a list of arbitrators shall be made to the American Arbitration Association and the selection made following the procedures contained in NRS 288.200.

- 7.4-3-3 The arbitrator's recommendations shall be submitted in writing to the aggrieved, the Superintendent and the Association only, and shall set forth his findings of fact, reasons, and recommendations on the specific issue(s) submitted. The arbitrator's recommendations shall be binding and shall be consistent with the law and with the terms of this Agreement.

- 7.4-3-4 The costs of the services of the arbitrator shall be borne by the party that has not prevailed. Each party agrees to bear its own costs, fees and expenses in the preparation, presentation and participation in the case before the arbitrator.

- 7.4-3-5 If the arbitrator's award would cost the District in excess of 1/4 (one-quarter) cent of the tax rate for any one specific grievance, or 1/2 (one-half) cent of the tax rate in the aggregate (more than one grievance) during the term of the Agreement, then the School Board shall have final authority.

At the next meeting of the School Board, the decision of the arbitrator and any other information shall be presented to the School Board for consideration and both parties shall have the opportunity to present their positions before the School Board takes final action on the grievance.

- 7.4-3-6 Arbitration awards on dismissal cases for employees with three (3) years of full-time, continuous employment with the District, shall be binding (refer to Article 8).

- 7.4-3-7 In cases involving discharge, in the event an arbitrator cannot be mutually agreed upon, the parties agree to utilize and be bound by the Rules for Expedited Arbitration of the American Arbitration Association, except and provided, however, each party reserves the right by either party, the parties agree to obtain a list from the American Arbitration Association of five (5) arbitrators participating in expedited arbitrations from which an arbitrator will be selected following the procedures contained in NRS 288.200.

7.5 Rights of Employees to Participation

- 7.5-1 No reprisals of any kind shall be taken by either party against any party in interest, any school representative or any other participant in the grievance procedure by reason of such participation.
- 7.5-2 Any Subject to the Association's exclusive rights as the bargaining agent, any party in interest may be represented at any level of the formal grievance procedure by a person of his-their own choosing.
- 7.5-3 The Association has a right to be present during the resolution of a grievance even though the employee did not request the Association's presence. Grievances resolved between the District and the employee shall not be used for precedential value against the Association if the Association did not participate in the resolution.

7.6 Miscellaneous

- 7.6-1 If, in the judgment of the Association, a grievance affects a group or class of employees, the Association may submit such grievance in writing to the superintendent directly and the processing of such grievance may begin at Level Two. If the superintendent determines the matter can be resolved at Level One, he may require the grievance start at Level One.
- 7.6-2 Appeals and decisions rendered at all levels of the formal grievance procedure shall be in writing on or attached to the appropriate form, and shall set forth the decisions and reasons therefore.
- 7.6-3 All documents, communications and records dealing with the processing of grievance shall be filed separately from the personnel files of the participants.
- 7.6-4 Forms for filing and processing grievances, and other necessary documents shall be jointly prepared by the parties and distributed by the Association. If forms are not available at the time, a grievance may be presented in letterform.
- 7.6-5 A grievance may be withdrawn at any level by the aggrieved without prejudice.
- 7.6-6 The remedy available for any alleged breach of this Agreement or any alleged violation of rights hereunder granted, shall be pursuant to the foregoing grievance procedure provided, however, that nothing contained herein shall deprive any party of any legal right.

- 7.6-7 In the event there is a question as to whether a specific grievance is arbitrable, such a threshold issue shall be considered first in the arbitration hearing and no evidence shall be given as to the merits of the grievance. If the arbitrator finds the issue not arbitrable, no further consideration of the grievance shall be allowed. If the arbitrator finds the issue arbitrable, he shall proceed to hear the grievance. If the arbitrator is unable to make such a determination at that time, then he may proceed to hear the grievance even though no decision will be rendered on the grievance if he subsequently determines the issue is not arbitrable.
- 7.6-8 Any and all time limitations as set forth in this section may be extended by agreement of the parties.
- 7.6-9 Arbitration awards that involve retroactivity shall not be made retroactive more than ten (10) working days prior to the date of filing of the grievance or continuing grievance.
- 7.6-10 The administration will cooperate with the Association in its investigation of any grievance and further, will furnish the Association with such information pertinent and available as is required for the processing of the same grievance.

~~7.7 — Policies and Administrative Regulations — Complaint Procedure~~

~~7.7-1 — The Policies and Administrative Regulations have been established by the School Board to help carry out its responsibilities. Both parties agree that Policies and Administrative Regulations are not a part of the Agreement and as such are completely outside the scope of this Agreement.~~

~~7.7-2 — The parties hereby recognize the existence of Policies and Administrative Regulations of the District (to which the employees covered by the Agreement are bound, which are subject to change by the School Board and related to subject matter not covered by the provisions of this Agreement). The parties agree that any dispute arising under the application and/or administration of such policies or regulations relating to subject matter not covered by the provisions of this Agreement shall be processed in accordance with the School Board Regulations.~~

ARTICLE 8--SUSPENSION, WARNING NOTICES, DEMOTION AND DISCHARGE

8.1 Disciplinary Actions

The District shall not suspend a ~~permanent~~ post-probationary employee without pay; ~~nor~~ demote or discharge a post-probationary~~permanent~~ employee as a disciplinary action without just cause.

8.2 Appeals

8.2-1 Post-probationary~~Permanent~~ employees who are suspended without pay, who are demoted or discharged as a disciplinary measure may appeal such action through the grievance procedure (see Article 7).

8.2-2 In the event the appeal reaches Level Three (arbitration), the sole issue upon which the arbitrator is to render an opinion shall be whether or not there was just cause for the District to take the specific disciplinary action which was taken. The arbitrator can only affirm or reverse the disciplinary action.

8.2-3 The parties will select the hearing officer from a list provided by AAA or the Federal Mediation and Conciliation Services (FMCS”) pursuant to Article 7.5(c)(2) of this Agreement. The parties shall each pay half of the expenses of the compensation for the hearing officer and the expense of the official transcript. The parties will pay for their own attorney fees and costs of preparation and presentation.

8.2-34 The provisions of this Article shall not be available to probationary employees. A probationary employee is one who has not completed six (6) months of full-time regular and continuous employment with the District in his or her current classification; this includes employees who are new hires as well as employee who are promoted or otherwise transfer to a new classification.

The probationary period of an individual employee may be extended for no more than three months by his/her immediate supervisor/administrator.

A probationary employee may request, in writing, to his/her supervisor/administrator that the superintendent reduce or extend the probationary period.

8.3 Progressive Discipline

~~The parties agree that the general principles of progressive discipline are to be used when considering disciplinary action. To that end the District has developed, in conjunction with the Association, a disciplinary manual titled “Classified Procedure Manual, Progressive Employee Discipline”. A copy of the Manual is attached hereto as Appendix B. The District agrees to follow the disciplinary procedures outlined in that manual~~ the Classified Procedure Manual: Progressive Employee Discipline. The manual will be posted on the District’s website and may be updated by the District from time to time. The District further agrees not to modify the manual without first obtaining written approval from the Association.

~~8.3-1 The parties will select the hearing officer from a list provided by the Federal Mediation and Conciliation Services (“FMCS”) pursuant to Article 7.5(c) (2) of this Agreement. The parties shall each pay half of the expenses of the compensation for the hearing officer and the expense of the official transcript. The parties will pay for their own attorneys’ fees and costs of preparation and presentation. The manual will be posted on the District’s website, and may be updated by the District from time to time.~~

~~8.3-28.3-1~~ All classified supervisors shall be trained yearly in the correct procedure of the updated Classified Procedure Manual, Progressive Employee Discipline. ~~All classified supervisors shall be trained in the 2009-2010 school year with continuing training every two years.~~

~~8.3-38.3-2~~ All Classified Employees After they have successfully completed their probationary period, all employees shall receive a copy of the current updated Classified Procedure Manual, Progressive Employee Discipline. ~~All new classified employees, after they have successfully reached their one year probationary period, shall receive a copy of the manual. Training for all supervisory level classified employees shall receive training every two years.~~ CESA and the District will collaborate in the planning, preparation and training of classified staff.

~~8.3-48.3-3~~ Notice of Investigation. The District shall provide a classified employee ~~that who is~~ the subject ~~to of~~ an investigation that may result in disciplinary action a written Notice of

Investigation at least 24 hours or one (1) business day prior to said investigatory meeting. The written Notice of Investigation shall include a notice that the employee has the right to request CESA Representation. The District and the Association will collaborate to develop a standard form for the Notice of Investigation.

8.4 Social Media Policy

The parties agree that statements made online, including information published on social media websites, may be used as evidence of misconduct, including, but not limited to, violations of District Policy, District Regulation, this Agreement, and/or Nevada State Law. The parties further agree that evidence recovered from online sources, including from social media websites, may be used by the District in an investigation into an employee's alleged misconduct, and may be used to support disciplinary action, up to and including termination, against an employee subject to this Agreement.

Therefore, the parties urge employees covered under this Agreement to exercise discretion when posting information online. Accordingly, this provision stands as notice to employees covered under this Agreement that postings on the internet, are posted in the public domain, and may be reviewed and/or relied on by the District in a disciplinary action related to an allegation that an employee has engaged in some form of misconduct.

That said, the District is not required to pursue disciplinary action against an employee covered under this Agreement simply because that employee has posted information on the internet; or has been posted about on the internet, where such information does not support a finding that the employee has engaged in misconduct, including but not limited to, violations of District Policy, District Regulation, the Agreement, and/or State Law.

Furthermore, the District may choose not to investigate and/or pursue disciplinary action against an employee simply because the District has received information about an employee which was pulled from the internet. Instead, the District will pursue disciplinary action against employees only where it receives evidence which supports a finding that the employee in question has violated District Policy, Regulation, the CBA, and/or State Law.

The purpose of this provision is to establish that while District has no interest in pursuing unsubstantiated claims of misconduct related to its employees, it has a duty to investigate all allegations of misconduct that it receives. As such, the purpose of this provision is to inform employees that they will not suffer disciplinary action simply because the District is presented with an unsubstantiated allegation of misconduct arising from an online posting in which the complaining party alleges that the employee has engaged in misconduct. While the District may investigate the allegation, the allegation will not result in disciplinary action unless the District obtains evidentiary support showing that the alleged misconduct has occurred.

8.5 Disciplinary Transfers

~~While an employee may be transferred to a different site within the District, as a result of a disciplinary action, such a transfer must comply with the District's Transfer Policy. Non-~~

~~disciplinary transfers must comply with the District's Transfer Policy, and associated procedures.~~ The District will not transfer or reassign an employee as a form of discipline.

8.6 Miscellaneous Provisions

8.6-1 No formal action shall be taken upon any complaint against or about an employee nor shall any notice thereof be included in an employee's personnel file unless the employee has been provided with written notice thereof within seven (7) working days of said complaint. Any complaint which is not discussed with the employee shall not be considered in the employee's evaluation, shall not become part of the employee's personnel file nor shall it be used against the employee in any action by the District.

8.6-2 The personal life of an employee is not an appropriate concern of the District and shall not affect the employee's employment status unless there is off-duty misconduct with a nexus to employment or the personal life of the employee adversely affects their performance.

ARTICLE 9--LEAVE OF ABSENCE

9.1 Annual Leave

9.1-1 Newly hired employees who earn benefits:

9.1-1-1 Begin earning vacation time the first month.

9.1-1-2 May not take vacation until satisfactory completion of the first six months of continuous service.

9.1-1-3 May not be issued vacation pay if terminated before completion of the first six months continuous service.

9.1-2 To use vacation time:

9.1-2-1 Obtain supervisor's approval in advance on the "Personal Leave or Annual Leave Request" form provided by the District.

9.1-3 Accrual of annual leave:

9.1-3-1 Full-time classified employees (who work an 8 hour day) accrue annual leave as follows:

- a. employees who have one (1) year but less than four (4) years of service will receive ten (10) days;
- b. employees who have four (4) years but less than eleven (11) years of service will receive fifteen (15) days;
- c. employees who have eleven (11) years or more of service will receive twenty (20) days.

- ~~9.1-3-2~~ Employees hired prior to July 1, 1989 will continue to accrue annual leave as follows:
- ~~a. employees who have one (1) year of service will receive ten (10) days;~~
 - ~~b. employees who have completed one (1) year but less than eleven (11) years of service will receive fifteen (15) days. Employees who have eleven (11) years of service will receive the number of days of annual leave provided in Section 9.1-3-1 e above.~~
- 9.1-3-~~32~~ Employees must work at least half-time (4 hours a day) to accrue annual leave. Employees who work less than full-time accrue annual leave on a pro-rated basis in accordance with 9.1.3.1.
- 9.1-3-~~43~~ Employees accrue annual leave for regular hours the employee works or is in paid leave status. Employees do not accrue annual leave for overtime hours.
- 9.1-3-~~54~~ Maximum accumulation of annual leave shall not exceed 30 days (240 hours) as of June 30 annually.
- 9.1-3-~~56~~ Annual leave is credited to the employee's annual leave account:
- a. At the end of each month worked.
 - b. Fractional hours are converted to the nearest quarter-hour for annual leave purposes.
- 9.1-3-~~67~~ Twelve-month employees will receive their annual leave accrual rates for the school year on July 1 of each year.
- 9.1-3-~~78~~ Except as provided in section 9.1-3-10 Twelve month employees who exceed the 30-day/240 hour limit for annual leave by June 30th of each year will forfeit all hours which exceed this limit.
- 9.1-3-~~89~~ Any annual leave in excess of ~~the thirty (30) days/two hundred forty (240)~~ thirty (30) days/two hundred forty (240) hours on June 30th, which the employee had previously requested on the District provided leave form between October 1st and March 1st, and used on or before June 1st in the year in which the excess occurs, shall be paid to the employee if the employee is not otherwise able to use the excess annual leave prior to June 1st. The maximum payoff is five (5) days/ forty (40) hours. To request payment, by June 1st of each year the employee must submit in writing a request for payment of the annual leave in excess of the thirty (30) days/two hundred forty (240) hours which meets ~~this~~ these criteria, along with proof of usage denial for any reason. Payment for unused annual leave will be made in full in the first full pay period following July 1st of each year.

9.1-4 Payment of annual leave:

- 9.1-4-1 Employees shall be paid accumulated annual leave upon termination provided he/she has completed six (6) months continuous service.
- 9.1-4-2 Employees who work less than a twelve (12) month assignment are paid accumulated annual leave in their annualized salary ~~and is reflected in their hourly pay with the salary schedule adjustment made in this 2023-2025 agreement~~ at the current, applicable hourly rate set forth in Appendix A.

9.2 Jury-Civic Leave

9.2-1 An employee called for jury duty:

- 9.2-1-1 Shall be entitled to authorized leave with pay.
- 9.2-1-2 Leave for jury duty shall not be counted as a sick day or a personal day.
- 9.2-1-3 Will submit jury duty documentation establishing that the employee has been selected for jury duty to his or her supervisor prior to the date of his or her summons for jury duty.
- 9.2-1-4 Will be released from all school obligations the entire day indicated on his or her jury summons and will not be required to return to school on the date of his or her summons if he or she is released from jury duty. However, the employee must report to work for the next school day following the date that he or she was released from jury duty.
- 9.2-1-5 Should the employee be required to participate in jury duty for a period greater than one (1) day, he or she must contact his or her supervisor before each additional day of jury duty to indicate that his or her jury obligations are still in effect. Contact must be made before 8 PM of the day before the additional day of jury duty.
- 9.2-1-6 May retain any pay given by the court.

- 9.2-2 Leave with pay will be granted for required court appearances which are the result of legal actions directly arising from the interpretation or application of this contract or which are the result of the performance of official and legal duties as employees of the District or any other instance where the subpoena is not the result of a civil suit or criminal action initiated by or against the employee. Such leave will not be counted against any paid leave due the employee.

Employees who are absent from work due to a required court appearance that is not related to their official duties as an employee of the District or beyond their control as set forth above will be allowed to use their annual leave, personal leave days or earned compensatory time off for the absence. If the employee does not have such paid ~~leave~~leave, they will be granted leave without pay.

9.2-3 The District will provide a domestic violence leave benefit equivalent to that required by NRS 608.0198 or any successor statute.

9.2-4 The District will provide leave for employees to vote as required by NRS 293.463 or any successor statute.

9.3 Sick Leave

9.3-1 Accrual of sick leave:

9.3-1-1 All year-round, 8-hour day, benefited classified employees shall receive fifteen (15) days of sick leave, converted to hours, on July 1 of each year. All annualized (not year-round), benefited classified employees shall receive at the beginning of their contract year a prorated amount of the 15-sick days leave based upon their total days (sum of primary assignment workdays, and paid holidays) and accounting foreconsiders the number of hours worked in their primary assignment per day, at the beginning of each contract year. Employees that are hired during the year will receive prorated sick leave based on the percentage of days to be worked for the year hired. This language does not change the original calculation forexplanation of pro rata accrual of sick leave, but is being updated to provided by way of clarification of howand does not change the manner in which accrual of sick leave is calculated.

9.3-1-2 Each year, a classified eEmployees with more than 165 accumulateda sick leave balance of at least one hundred and sixty-five (165) days, may convert a maximum of 15 those sick leave days to one (1)in excess of one hundred and sixty-five (165) “excess days” to personal leave day. This at a ratio of two (2) personal leave days per fifteen (15) excess days. An employee may convert a maximum of fifteen (15) sick leave days to two (2) personal leave days per contract year. Upon completion of the conversion, the employee must have a sick leave balance that is equal to or greater than one hundred fifty (150) days, in order to be able to convert sick leave days to one (1) personal leave day Employees must notify the District by October 30th on a form provided by District Finance.

9.3-1-3 Employees must work at least half-time (4 hours a day) to accrue sick leave. Employees who work less than full-time accrue sick leave on a pro-rated basis.

9.3-1-4 Employees accrue sick leave for regular hours the employee works or is in paid leave status. Employees do not accrue sick leave for overtime hours or field trips.

9.3-1-5 There shall be no limit as to the accumulation of sick leave if service is continuous.

9.3-1-6 Sick leave is credited to the employee's sick leave account:

- a. At the beginning of the school year.

- b. Fractional hours are converted to the nearest quarter-hour for sick leave purposes.

9.3-1-7 Sick leave ~~earned in any other school district or place of employment may not be transferred to this District~~accumulated in any other Nevada school district or charter school must be transferred from the employee's former school district or charter school to the District. In such cases, sick leave credited to the employee from the District shall be used prior to using any of the transferred leave in the District. Employees are not entitled to compensation for any sick leave transferred.

9.3-1-8 Termination of employment automatically erases any sick leave benefits unless payment is provided elsewhere in this Agreement. Reemployment after termination begins another term in the accumulation of sick leave.

9.3-2 Sick leave usage:

9.3-2-1 Sick leave shall be granted for absence caused by the employee's illness or accident. Any such absence longer than ten ~~(10) work days~~workdays duration must be verified by a physician's certification, except that the employee's immediate supervisor may, at ~~his/her~~their discretion, require physician's certification for an absence of three ~~(3)~~ consecutive workdays.

9.3-2-2 Accumulated sick leave not to exceed fifteen (15) consecutive days in any calendar year may be used for:
(1) giving care or help to a family member or friend who is ill or injured;
(2), or for bereavement leave for the death of a family member or ~~—~~friend, or for making arrangements for or the attendance at a funeral for such a person.

Verification of the circumstances of the use of the leave must be given if requested by the supervisor. An employee may request an extension of such leave beyond the fifteen (15) day maximum. Such a request may be granted by the Superintendent or the Superintendent's designee.

9.3-3 Payment of accumulated unused sick leave:

9.3-3-1 The value of a classified employee's unused sick leave shall be paid to the estate of any classified employee who dies while in the employment of the District at the rate of said employee's daily wage at time of death, for a maximum of sixty (60) sick leave days.

9.3-3-2 Payment for unused sick leave will be granted upon voluntary termination from the Carson City School District on the following conditions:

- a. Employees must have completed six (6) or more continuous years of service with the School District.
- b. Accumulated sick leave will be paid at the following specified percentages of the classified employee's hourly rate of pay based on grade and step at

time of termination, for a maximum of two hundred (200) days for any one individual:

- 1) For classified employees with more than six, but less than fifteen years of service, the rate will be forty-five percent (45%) of the hourly rate of pay.
 - 2) For classified employees with more than fifteen, but less than twenty years of service, the rate will be fifty percent (50%) of the hourly rate of pay.
 - 3) For classified employees with twenty or more years of service, the rate will be sixty percent (60%) of the hourly rate of pay.
- c. The maximum payment any classified employee may receive cannot exceed the specified percentage of \$127.50 for two hundred (200) days.
- d. To qualify for payment of unused sick leave a classified employee must give notification of intent to terminate at least two weeks before the effective date of termination.

9.4 Maternity Leave and Child Adoption Leave

9.4-1 Pregnancy, childbirth, false pregnancy, termination of pregnancy and recovery therefrom and any temporary disability resulting therefrom shall be treated as any other temporary disability for all job related purposes under the provisions of sick leave. An employee is able to use accumulated sick leave up to a maximum of six (6) weeks for maternity leave. Maternity leave beyond six (6) weeks may be granted based on a physician's excuse if the employee has accrued sick leave to cover the extension or as unpaid leave under the provisions and subject to the requirements of the FMLA. FMLA leave will be concurrent with any maternity leave.

9.4-2 An employee is entitled to use accumulated sick leave for adoption purposes under the following guidelines:

9.4-2-1 A maximum of six (6) weeks adoption leave will be permitted to either the mother or father, but not simultaneously. Adoption leave must be taken immediately upon receiving child or as provided by the FMLA. Leave beyond six (6) weeks may be granted under the provisions of and subject to the requirements of the FMLA. FMLA leave will be concurrent with any adoption leave.

9.4-2-2 Adoption leave will be granted only for children who are between the ages of birth to six (6) years of age at the time of adoption or under age requirements provided by the FMLA if FMLA leave is used.

9.4-2-3 The employee should notify his or her supervisor at least ten (10) days in advance of his or her desire to use adoption leave. In cases where ten (10) days advance notice is not possible, the employee should give as much advance notice as possible.

9.5 Military Leave

- 9.5-1 Service in the military forces will constitute authorized leave with pay, in accordance with Nevada Revised Statutes 281.145.
- 9.5-2 A copy of orders from the employee's commanding officer is to be submitted to the personnel department.

9.6 Personal Business

- 9.6-1 All permanent classified employees who earn benefits will be entitled to two (2) days of personal leave. District paid classified employees may accumulate unlimited personal leave days.
- 9.6-2 Employees eligible for personal leave shall request approval from their supervisor to use personal leave at least five (5) working days in advance, except in case of personal emergency in which case less advance notice may be given. If the emergency is such that advance notice is not possible then the supervisor must be notified as soon as possible as to the emergency and expected date of return. Absences without prior approval must be submitted to the superintendent, who may approve the leave, grant leave without pay or take other appropriate action. Personal leave may be used in full-day and half-day increments. No more than five (5) consecutive days may be used at a time. Additional days may be used throughout the year.
- 9.6-3 When an employee is hired after the beginning of a school year, he/she will be credited with personal leave for that first year as follows:
- 9.6-3-1 A full-time employee must serve the District one-half or more of the school year to be credited with two days personal leave.
- 9.6-3-2 A full-time employee who serves the District more than one-fourth but less than one-half of the school year will be credited with one personal leave day.
- 9.6-3-3 Employees ~~hired after July 1, 1991,~~ cannot use personal leave during their ~~first six months of employment~~ first three (3) months of employment. Employees may not utilize leave that has not yet been earned.
- 9.6-3-4 Employees who voluntarily leave employment will be eligible for pay for unused personal leave held at the time of termination. Accumulated personal leave will be paid at the following specified percentage of ~~his/her~~their contractual daily rate of pay ~~after July 1, 2003.~~
- a. For classified employees with six (6), but less than fifteen (15) years of service, at thirty-five percent (35%) of the base hourly rate of pay;
 - b. For classified employees with fifteen (15), but less than twenty (20) years of service, at forty percent (40%) of the base hourly rate of pay;
 - c. For classified employees with twenty (20) or more years of service, at forty-five percent (45%) of the base hourly rate of pay.

9.7 Leave Without Pay

- 9.7-1 Requests for leave without pay must be submitted in writing to the superintendent at least ten (10) days in advance. The superintendent may authorize leave without pay up to thirty (30) days. Leave without pay beyond thirty (30) days must be approved by the Board. Leave without pay may be granted for reasons of health, child rearing, service in and for the armed forces of the United States and other reasons deemed appropriate and for the good of the employee and/or the Carson City School District.
- 9.7-2 Leave of absence without pay for an extended period of time not to exceed one year may be granted by the School Board to classified employees who have completed at least three continuous years of service with the School District for such reasons as the Board may deem appropriate. Requests must be submitted in writing at least sixty (60) days in advance of the requested leave. In cases of emergency, the sixty (60) days may be waived. The School Board will only approve up to one leave of absence without pay per department.
- [9.7-3](#) All classified employees who are on leave of absence without pay must notify the personnel office, in writing, of their intent of return at least sixty (60) calendar days before the scheduled date of return. Failure to comply will terminate the re-employment agreement.
- [9.7-4](#) In the event that the original request for leave has not been complied with, the employee must submit in writing the reasons for non-compliance. In the event of non-compliance the School Board, at its discretion, may terminate the agreement to re-employ.
- [9.7-5](#) Classified employees granted a leave of absence will return to the same grade and step on the classified salary schedule. The employee shall also be credited with the unused sick leave accumulated at the time the leave of absence was granted.

9.8 Sick Leave Bank: Long-Term Disability and Catastrophic Illness

Under this ~~agreement~~[Agreement](#), ~~classified~~ employees who chose to be members of the Sick Leave Bank shall contribute a mandatory one (1) sick leave day each year. A second mandatory withdrawal of one (1) sick leave day (for a maximum of two (2) sick leave days in any one year) ~~shall be done~~[may be required](#) in accordance with Article 9.8-7 for the establishment and operation of a sick leave bank. ~~This will become effective for the 2010-2011 school year.~~ This bank is strictly designed for use of the members of the sick leave bank and cannot be utilized for the care of immediate family members or relatives. All information provided to the CESA Advisory Committee shall be kept confidential.

- 9.8-1 Only individuals who have contributed to the bank are eligible for benefits.
- 9.8-2 Benefits are available only to members of the sick leave bank who have been employed by the Carson City School District for a minimum of three [\(3\)](#) years of continuous service.

- 9.8-3 The maximum cumulative number of days which any one person can be granted from the bank during ~~his/her~~their period of employment with the Carson City School District is sixty (60) sick leave days.
- 9.8-4 Applicants for benefits from the sick leave bank must submit an application to the ~~Classified~~-CESA Advisory Committee of the School District. Sick Leave Bank Application form must be downloaded from the District website. The ~~Classified~~ CESA Advisory Committee will have the authority to grant or deny the application.
- 9.8-5 At the beginning of each school year there will be a nine-week open enrollment period. Eligible classified employees must notify the personnel office in writing of their desire to participate in the bank.
- 9.8-6 Those employees previously enrolled in the bank will continue their participation from year to year unless they notify the personnel office in writing of intent to withdraw. Such withdrawal from the bank must occur during the enrollment period and will not result in reinstatement of the time contributed to the bank.
- 9.8-7 When the total number of hours in the sick leave bank is reduced to less than four hundred eighty (480) hours, the ~~Classified~~leave bank administrator in the District's Human Resources Office will notify the -CESA Advisory Committee Chairperson and transfer hours from the Catastrophic Sick Leave Bank ("CSLB") to correct this shortfall. If there are insufficient hours in the CSLB to correct the shortfall, the CESA Advisory Committee will inform the bank membership and ~~the personnel department~~-Human Resources that a mandatory contribution of one (1) sick leave day per member will be made to ~~reimburse~~-replenish the bank.
- 9.8-8 Employees who retire or leave employment with the District may donate unused sick leave hours to the bank. This donation is limited to eight hours and must come from the hours for which the employee would be paid. This donation is in addition to any other hours contributed during the year.
- 9.8-9 ~~Employees who use~~By utilizing this Article of the ~~contract~~-Agreement, ~~shall allow employees authorize~~ the ~~Employee~~-CESA Advisory Committee to review their annual leave hours and their of sick leave hours and usage ~~and review of annual leave hours when applying for long-term disability~~.
- 9.8-10 Employees must exhaust all their paid leave status days (e.g., sick leave, annual leave, personal leave, ~~or~~ C.T.O.) before ~~this long-term disability can be used~~accessing the Sick Leave Bank.
- 9.8-11 Sick Leave Bank is not for absences due to COVID-19 unless it is long-term and supported by a ~~doctor's letter~~statement from a health care provider including required information as stated on the CESA Advisory Committee Sick Leave Bank Applicant Information and Instructions.

9.9 Sick Leave Bank: Catastrophic Illness

When the regular Sick Leave Bank reaches a threshold of three thousand (3,000) hours, all additional hours in the regular Sick Leave Bank shall flow into a Catastrophic Sick Leave Bank (CSLB). Classified employees who are members of the regular sick leave bank are also entitled to membership in the CSLB. The purpose of this Bank is to provide additional sick leave days to only members of the CSLB in the event of an unexpected extended

critical illness, surgery, or a temporary disability due to an injury after having exhausted all regular sick leave, personal leave, annual leave, compensatory time and the maximum allowed hours in the regular sick leave bank. The CSLB is strictly designated for the use of the members of the CSLB and cannot be utilized for the care of immediate family members or relatives.

9.9-1 Catastrophic illness is defined as an illness or injury of a very serious ~~nature~~nature, and which necessitates an absence from work for five (5) or more consecutive days. It is life threatening. Examples of conditions that could be considered catastrophic include but are not limited to:

- Cancer with aggressive treatment
- Organ transplant
- Major surgery
- Severe injuries due to a vehicle accident
- Broken bones
- Other debilitating diseases
- Deliveries, either normal or Caesarean, only provided if serious medical complications occur

9.9-2 Only individuals who are members of the regular sick leave bank are eligible for benefits.

9.9-3 Benefits are available only to members of the CSLB who have been employees of the Carson City School District for a minimum of three (3) years continuous service.

9.9-4 The maximum cumulative number of days which any one person can be granted from the bank CSLB during his/her employment with the Carson City School District is thirty (30) days.

9.9-5 Employees must exhaust all other paid leave status days (sick leave, annual leave, personal leave, compensatory time off, regular sick leave bank hours) before the CSLB can be used.

9.9-6 Applicants for ~~benefits from~~ the CSLB may pick up the application form from District Human Resources or the CESA Advisory Committee Chair, or it may be downloaded from the District's website. Applicants must fill out and submit the application to the ~~Classified-CESA~~ Advisory Committee, attaching all requested documentation. After a review process, the ~~Classified-CESA~~ Advisory Committee shall submit the CSLB application to the ~~Carson City School District School Board of Trustees~~ District's Superintendent for their approval, ~~modification or denial. The decision of the Board of Trustees is final.~~

9.9-7 All requests must include the reasons for the request and written verification from the employee's health care professional indicating the specific nature and severity of the illness or health care problems including the projected recovery date.

9.9-8 ~~Employees who use this Article~~ By applying for leave from the CSLB, employees consent to ~~of the contract shall allow~~ the ~~Classified-CESA~~ Advisory Committee's

~~to~~ review all of their leave history and usage in order determine if an employee's CSLB application is eligible for approval.

9.9-9 In case an employee's illness prevents him/her/an employee from personally applying for the CSLB, his/her/their designated representative or a member of his/her/their family on his/her/their behalf may submit his/her/their application to the Classified-CESA Advisory Committee.

9.9-10 The application for the CSLB should be submitted to the Classified-CESA Advisory Committee as far in advance as possible. In extreme cases, the application may be considered if submitted after the need for the CSLB has commenced. Sole determination for acceptance of the late application will be the responsibility of the Classified-CESA Advisory Committee.

ARTICLE 10--PERSONNEL INFORMATION AND RECORDS

10.1 An employee shall on his/her request and by appointment be permitted to examine his/her personnel file which shall be kept in the personnel department. This information, whether positive or negative, shall be maintained in this file, and not in a separate file that can be presented later. An employee may be given a copy of any material in his/her/their file if it is to be used in connection with a grievance or a personnel hearing upon request.

10.2 No material derogatory to an employee shall hereafter be placed in his/her personnel file unless a copy of same is provided to the employee for their signature. The employee shall be given an opportunity to submit explanatory remarks for the record.

10.3 The original Level 1 and 2 progressive discipline documents shall be forwarded to the Human Resources Department and placed in the employee's official personnel file.

10.4 Letters, reports and warning notices that are negative or critical in nature of an employee's conduct, service or character shall be removed from the employee's personnel file under the following conditions:

10.4-1 After one (1) year from the date of the document upon written request from the employee.

10.4-2 Documents will not be removed if a second document is entered for the same offense within one (1) year from the date of the original offense. The expiration date of the original document would then be the expiration of the second document.

10.5 Letters of reprimand that are negative or critical in nature of an employee's conduct, service or character shall be removed from the employee's personnel file under the following conditions:

10.5-1 After three (3) years from the date of the document upon written request by the employee.

10.5-2 Documents will not be removed if a second document is entered for the same offense within three (3) years from the date of the original offense. The expiration date of the original document would then be the expiration date of the second document.

10.6 Evaluations are not included in documents that may be removed under the conditions set forth in paragraphs 4 and 5 above.

ARTICLE 11 -- COMPENSATION

11.1 - Salary Schedules – *See Appendix A*

~~1. Beginning July 1, 2013, a~~All Classified employees who work less than 261 days will work an additional 1 (one) day as part of their regular assignment.

~~Starting in FY 2019; i.e. July 1, 2018 – June 30, 2019, a~~All employees covered by this Agreement will receive salary payments under this Agreement based on an annualized year which begins on August 1st and ends on July 31st. The first payment issued during the school year under this annualized payment schedule will be issued on August 15th.

~~2.~~ Base Salary:

FYs ~~2024~~2025-2029: For FYs ~~2023-2024~~2025-2029, the base salary shall ~~increase by 14%.~~
FY 2025: For FY 2024-2025, the base salary shall remain unchanged, subject to legislative reopeners contained herein.

In the attached Salary Schedule, Rows A and B have been removed. The starting pay for a new employee will be at Row C. ~~In addition, for 2024, there is an additional Row O, and for 2025, and additional Row P will be added.~~

During the term of this Agreement, the District agrees to pay the employee's portion of the PERS contribution, but this term shall sunset with the termination of this Agreement.

Due to the passage of SB ~~500~~234 in the 2023~~5~~ Legislative Session and it being signed into law by the Governor, any funds that the District receives pursuant to SB ~~234~~500 for increases to Classified salaries shall be directly passed through to ~~the Classified Staff then employed by the District~~employees. The District will provide a supplemental Salary Schedule reflecting the increase in pay once the SB ~~234~~500 funds are received by the District. This provision shall sunset June 30, 202~~7~~5.

11.1-1 Educational ~~Compensation~~ Wage Increment

Educational Degrees: Employees will be paid an annual increment of a maximum of \$1,000.00 for an Associate of Arts Degree(s), or an annual increment of a maximum \$1,500.00 for a Bachelor of Arts or Bachelor of Science degree(s) from an accredited institution approved by the Associate Superintendent of Human Resources. This annual increment will be prorated for the number of months that the employee has the degree. There is a maximum of one increment paid under this section no matter how many degrees an employee has. If an employee has an AA degree(s) and a BA/BS degree(s), the employee will only be paid for one BA/BS degree for a maximum of \$1,500.00 per year. This increment cannot be combined with the increment in Article 11.1-2.

11.1-2 Professional Certification Wage Increment:

Employees will be paid an annual increment of a maximum of \$500.00 for professional certification such as welding, air-conditioning, certified professional secretary which are job related and approved by the Associate Superintendent of Human Resources. There is a maximum of one increment paid under this section no matter how many professional certifications an employee has. This increment cannot be combined with the increment in Article 11.1-1.

11.1-3 ~~Impact of Wage~~ Increments ~~are and~~ PERS

The ~~above salary wage~~ increments ~~provided in Articles 11.1-1 and 11.1-2~~ are not subject to PERS contributions and will be paid separately each pay period or a prorated amount through the remainder of the year if the degree or certification is earned during the year.

11.1-4 Health Care Employees

11.1-4-1 Health Care employees will not ~~be compensated~~ receive additional compensation for teaching a class such as CPR, ~~Stop or Stop~~ the Bleed, that they give during their regular work day. ~~They Health Care employees~~ may refuse to teach such a class without any repercussions.

11.1-4-2 Clinical Aides may, at their request, be scheduled to work an additional ten (10) days per school year with supervisor approval. Such days shall not be scheduled during summer school.

1.1-4-3 The base salary of a Clinical Aide who possesses a license in good standing from the Nevada State Board of Nursing as a Licensed Practical Nurse will be increased by ten percent (10%).

11.1-4-4 Health Care Employees working in excess of three and one-half (3.5) hours shall be scheduled for an allowed a 15-minute duty-free work break for each period of three and one-half (3.5) hours worked at such time as may be determined by the employee's immediate supervisor or designee. Health Care Employees will be scheduled for and allowed no less than a one-half (0.5) hour duty-free lunch. The Health Care Employee is not allowed to leave the worksite during the duty-free lunch; therefore, the duty-free lunch period will be paid. If the lunch is not duty-free, it will be rescheduled the same day by the employee's immediate supervisor or designee. If rescheduling is not possible, the employee will be paid for the amount of time that is not duty-free at their regular or overtime wage as applicable.

11.2 Overtime

All time worked in excess of forty (40) hours in a work week will be paid or credited as "compensatory time off" (CTO) at the rate of time and one-half (1-1/2). Overtime shall not count toward PERS (Public Employees Retirement System) retirement benefits as per NRS 286.481.

11.2-1 ~~Definition of PERS Reporting:~~ Overtime will not be reported to PERS unless required otherwise by NRS Chapter 286 or the Official Policies of PERS. ~~Pay:~~

~~“Except as it may conflict with the Nevada Revised Statutes at 284.180 and the Nevada Administrative Code at 284.250, overtime pay is defined as additional compensation earned by a member who is held over on his/her regular shift or is requested to return to duty at a time that is more than 12 hours after notice is given.”~~

11.2-1-1 For the purposes of this Article ~~“~~time worked” will include holiday, annual, personal and sick leave for which the employee was eligible and received pay.

11.2-1-2 The first day of the work week will be Sunday.

11.2-2 Approval

11.2-2-1 All overtime must be approved. ~~No employee shall receive~~Employees who work unauthorized overtime compensation for work which was not approved are subject to disciplinary action. Overtime. ~~The overtime~~ will be paid to the employee unless the supervisor and employee mutually agree upon compensatory time off (CTO) ~~was agreed to by the supervisor and employee for the employee.~~ If an employee chooses to be paid overtime in CTO accrues at the rate of one and a one-half (1.5) hours for each hour worked, ~~it must be taken within the fiscal year overtime was worked.~~ It is the responsibility of the applicable site administrator or supervisor to track compensatory time off used. If an employee does not use his-their compensatory time off within thirty (30) days~~the fiscal year~~, the remaining hours will be ~~forfeited~~paid to the employee as overtime wages.

11.2-2-2 Health Care Employees who respond to a medical emergency that necessitates their presence beyond their regular workday shall be compensated for such time at their regular or overtime wage as applicable. The Health Care Employee will prepare a written report for their supervisor on the next working day setting forth the circumstances of the emergency and why their presence was needed. The supervisor will approve the additional hours if there is verification that medical emergency aid was rendered and that it required the presence of the employee.

11.2-3 Employees recalled for emergency work shall be guaranteed a minimum of two (2) hours work. ~~effective January 1, 1998, in accordance with Nevada Administrative Code (NAC) 284.214.~~

11.2-4 Employees who are called on the telephone or receive a text message during off-duty hours ~~and are instructed to perform work~~and, but who are not called back to work ~~pursuant to paragraph 3~~will be compensated for any work performed on the telephone for actual hours in quarter hour increments. ~~Payment at the overtime rate is subject to compliance with section 11.2 and NAC 284.214.~~ at their regular or overtime wage as applicable.

11.2-5 Call-back time will be counted toward PERS (Public Employees Retirement System) retirement benefits as per NRS 286.025.

11.2-5-1 **Definition of Call-Back Pay:**

~~“Except as it may conflict with the Nevada Administrative Code 284.214, e~~Call-back pay is defined as compensation earned for returning to duty after ~~a member an~~ employee has completed his/her/their regular shift, is off duty for a period of time, and is requested to return to duty with less than a 12-hours notice~~hours’ notice.~~”

- 11.2-6 E-Learning: District required e-learning will be scheduled during the employee's professional development and/or early release days.
- 11.2-7 Computer Access: Employees will be allowed reasonable access to District computers at work sites during the employee's regular work hours to review District e-mails that are required for Classified employee review. Such access is subject to the operational requirements of the District including but not limited to not conflicting with employees assigned work and prior approval of the School site administrator or designee.
- 11.2-8 Hours of Work, Rest and Lunch Periods: All breaks are to be scheduled and taken at the direction of the employee's immediate supervisor. Employee lunch and rest periods will follow District Regulation 420 (as amended). Appendix C. 11.2-8-1 Employees, other than Health Care Employees, working in excess of three and one-half (3.5) hours shall be allowed a 15-minute duty-free work break for each period of three and one-half (3.5) hours worked, at such time as may be determined by the employee's immediate supervisor or designee. All non-health care employees employed for at least six (6) hours will be provided with no less than a one-half-hour (0.5) duty free unpaid lunch. If the lunch is not duty free, it will be rescheduled the same day by the employee's immediate supervisor or designee, or the employee will be paid for the amount of time that is not duty free at their regular or overtime wage as applicable.

11.3 Paid Holidays

11.3-1 Classified employees covered by this Agreement who are regularly scheduled to work four (4) or more hours per day or twenty (20) or more hours per week for twelve (12) months per year will be paid for these holidays:

- 1) Independence Day
- 2) Labor Day
- 3) Nevada Day
- 4) Veteran's Day
- 5) Thanksgiving Holiday (2 days)
- 6) Christmas Day (2 days)
- 7) New Year's Day (2 days)
- 8) President's Birthday
- 9) Memorial Day
- 10) Martin Luther ~~King's Birthday~~ King Day
- 11) Easter Day (1 day)
- 12) Juneteenth

11.3-2 Other classified employees who meet the minimum standards for obtaining benefits will be paid for seven (7) holidays during the school year. Minimum standards for obtaining benefits are: to work four (4) hours per day or more on a regularly-scheduled basis, in a position scheduled for 120 consecutive work days or more. To receive holiday pay, the employee must work, or be in paid leave status, their regular scheduled ~~work day~~ workday before and after the holiday.

- 1) Nevada Day
- 2) President's Day
- 3) Memorial Day

- 4) Labor Day
- 5) Veteran's Day
- 6) Thanksgiving
- 7) Christmas Day
- 8) Martin Luther ~~King's Birthday~~ King Day
- 9) New Year's Day
- 10) Juneteenth

11.3-3 The holiday benefit is "annualized." ~~effective November 1997.~~ An annualized employee is one who works less than two hundred sixty-one (261) days/year, has full benefits and whose salary is divided by and paid in twenty-four (24) paychecks.

11.4 Longevity Payment

11.4-1 Longevity Payments shall be made on the June 30 Payroll check.

11.4-2 Employees who have completed 6-9 years of continuous service shall receive a total of \$500 in addition to his/her schedule salary.

11.4-3 Employees who have completed 10-14 years of continuous service shall receive a total of \$1,000 in addition to his/her schedule salary.

11.4-4 Employees who have completed 15-19 years of continuous service shall receive a total of \$1,700 in addition to his/her schedule salary.

11.4-5 Employees who have completed 20-24 years of continuous service shall receive a total of \$2,200 in addition to his/her schedule salary.

11.4-5 Employees who have completed 25+ years of continuous service shall receive a total of \$2,500 in addition to his/her schedule salary.

11.4-6 If an employee resigns or retires before the first payday in June he/she will receive his/her longevity, as set forth in Article 11.4 with his/her last paycheck if he/she has completed their previous school year.

11.4-7 Termination of employment automatically erases any longevity pay benefits. Re-employment after termination begins another term in the completion of continuous service. ~~This section does not apply to employees who terminated and were re-employed prior to July 1, 1987.~~

11.5 Retirement

Employees with a regular work week ~~which that~~ averages twenty (20) hours or more will have, in addition to their salary, the current costs paid by the Carson City School District to the Public Employees Retirement System (PERS) for retirement benefits.

Employer Pay Compensation Schedule Adjustments:

11.5-1 When increases to the PERS Contribution Rate occur ~~for regular members~~, the appropriate condition adjustment will begin on the effective date of the retirement contribution increase:

- 11.5-1-1 When ~~regular members~~ (employees) are not receiving a pay increase, the Classified Salary schedule will be reduced by one-half the amount of the change to the PERS Contribution Rate. (NRS 286.421-(3)).
- 11.5-1-2 When ~~regular members~~ (employees) are ~~to receive~~receiving a pay increase equivalent to one-half the amount of the change to the PERS Contribution Rate there will be no change to the Classified Salary Schedule. ~~(The employee is~~Employees are paying their share of the rate increase in lieu of an equivalent pay increase.)
- 11.5-1-3 When ~~regular members~~ (employees) are receiving a pay increase greater than one-half of the difference in the increase ~~of to~~ the PERS Contribution Rate, the pay increase will be reduced by that one-half difference in the PERS Contribution Rate increase. ~~(The employee is~~Employees are paying their share of the rate increase by a reduced pay increase.)
- 11.5-2 When reductions to the PERS Contribution Rate occur ~~for regular members~~, the appropriate ~~adjustment~~condition will begin on the effective date of the retirement contribution reduction:
 - 11.5-2-1 When ~~regular members~~ (employees) are not receiving a pay increase, the Classified Salary schedule will be increased by one-half the amount of the change to the PERS Contribution Rate.
 - 11.5-2-2 When ~~regular members~~ (employees) are ~~to receive~~receiving a pay increase ~~equivalent to the one half in reduction of the PERS Contribution Rate~~, the Classified Salary schedule will be increased by ~~the one half equivalent pay increase and by~~ one-half the amount of the reduction to the PERS Contribution Rate.
 - ~~11.5-2-3~~ ~~When regular members (employees) are receiving a pay increase greater than one half of the difference in the reduction of the PERS Contribution Rate, the pay increase will be increased by that one half reduction in the PERS Contribution Rate, and by any additional pay increase. (The employee is~~Employees are being paid their share of the reduction and ~~an~~ additional pay raise.)

11.6 Job-Related Expenses

- 11.6-1 The ~~Board District~~ will provide for the payment of the actual and necessary expenses, including traveling expenses, of any classified employee of the District incurred in the course of performing services for the District, ~~under the at its~~ direction ~~of the Board~~.
- 11.6-2 The use of a personal vehicle shall be considered a legitimate job expense if travel is among schools to which the employee is ~~assigned~~assigned, or travel is authorized in advance by the employee's immediate supervisor.
- 11.6-3 Use of personal vehicle for approved school purposes is reimbursable to the employee at the rate currently approved for certified staff.

11.6-4 Whenever the vehicle of an employee is damaged as a result of a collision or accident occurring in the course of performing services for the District, the District shall make reimbursement for collision insurance deductible, limited to a maximum of ~~\$200~~500. If no collision is in force, the District will pay for the estimated damages, not to exceed ~~\$200~~500. The District can refuse payment if:

11.6-4-1 The employee/driver is convicted of:

- 1) Manslaughter as a result of operating a vehicle;
- 2) Driving under the influence of intoxicating liquor, controlled substance, or other drug;
- 3) Failure to stop, failure to give information or failure to render assistance in the event of an accident;
- 4) Reckless driving;
- 5) Careless or imprudent driving;
- 6) Passing a school bus while loading or unloading passengers;
- 7) Speed contest, drag racing or exhibition of speed.

11.6-4-2 The employee/driver collects full amount of damages (including any deductibles) from the party responsible for the accident.

11.6-4-3 The employee/driver was not on District business as approved by the employee's supervisor.

11.7 Insurance

11.7-1 The ~~Carson City School~~ District will contribute the single employee premium for all full-time classified employees on the payroll an average of twenty (20) hours or more per week. In the event that the single employee premium for said full-time classified employees should increase prior to the expiration of ~~the period of this contract~~this Agreement or prior to a subsequent ~~contract~~successor agreement being negotiated between the parties, the District shall pay any such increase in the single employee premium contribution for said full-time classified employees during such interim period.

11.7-1-1 In case change in premiums or benefits make the policy untenable, the School Board may advertise for bids from another carrier.

11.7-1-2 The Association will allow the District to add an additional medical plan option to the existing medical plans which may be selected by employee's medical care coverage.

~~11.7-1-3 Effective July 1, 2010, the Carson City School District will contribute the single employee premium for all twelve (12) month and less than twelve (12) month full-time classified employees on the payroll an average of twenty (20) hours or more per week.~~

11.7-2 Representatives of the Association will be included as members of the Benefits Committee to make recommendations to the School Board regarding health insurance programs. As needed, the District and Association will continue to negotiate through the ~~interest-based~~interest-based bargaining (IBB) process facilitated by a ~~federal~~ mediator to mitigate future insurance costs which may include without limitation:

further insurance plan design changes, capping District contributions and shift agreed upon portion of cost savings to salary matrix.

- 11.7-3 Tentative changes in premium shall be determined in time to be included in the final budget, if possible. The change in premium shall become effective on the date the budget, of which it becomes a part, goes into effect.
- 11.7-4 If available from the District indemnified insurance carrier, classified employees may have the option of purchasing high-risk insurance covering such things as intensive care, heart attacks, cancer insurance, etc.
- 11.7-5 IRS Section 457 Special Pay Plan —~~Effective July 1, 2003, e~~Employees retiring or terminating employment with compensation due in connection with unused annual leave, personal leave, sick leave or other separation payments will may elect to be paid in the form of deferred compensation through a defined 401 (aA) special pay plan with a third-party administrator. Employees are immediately 100% vested in all contributions to the plan.

11.8 Industrial Compensation

Classified employees of ~~this the~~ District are covered by workers' compensation insurance ~~with the State Industrial Insurance System. This coverage shall be~~ provided by the Carson City School District at no cost to the employee; premiums shall be paid by the District.

11.9 President's Time – Absence for Negotiations

Absence for Negotiations:

- 11.9-1 Negotiation conferences or meetings between the parties shall be held at times and locations agreed upon by the parties.
- 11.9-2 Up to five (5) members of the Association's negotiating team shall be released from duties to attend ~~such negotiating~~negotiation conferences or meetings. ~~The length of this employee and the District's Human Resources Department will coordinate the leave with the employee's supervisor. leave is not to exceed fifteen (15) working days in aggregate for the five (5) members granted leave under this provision. Such release time for the Association's team shall be without pay unless the Association has made prior arrangement with the District to reimburse the School District for members' hourly rate for such time and for the costs of any substitute(s) required to cover such absences. Such absences must be arranged with reasonable prior written notification.~~
- 11.9-3 Upon reasonable prior notification in writing, the superintendent shall grant the president of the Association up to ten (10) days leave to be used for Association business. Such time shall be without pay unless the Association has made prior arrangement with the District to reimburse the School District for the president's hourly rate for such time and for the costs of any substitute required to cover such leave. If the superintendent determines that such leave will benefit the District and is not performing duties or providing services to the Association, the costs of the leave will be borne by the District.

- 11.9-4 Representative's Time – Absence for CESA Business: If a meeting is called by the District that is during the ~~work day~~workday at mutually agreed upon times, then there will not be any leave costs for the Association Representative. CESA Representatives will be granted leave with pay for the purpose of its members participating in meetings or proceedings with the District.

11.10 Temporary Assignment

Employees may be temporarily assigned to perform duties outside the scope of their regular job classification. If such assignment exceeds 5 working days duration, and if the employee is to continue in the temporary assignment he/she shall then be reclassified to the other job classification (minimum 2.5% in base hourly rate or step 1 of the grade in the higher classification, whichever is the higher rate) for the balance of such temporary assignment.

11.11 Supplemental Contracts

- 11.11-1 Supplemental contracts for the Carson City School District cover extra services involving time and direction of projects outside regular programs.
- 11.11-2 Classified employees who perform in a satisfactory manner will continue to be allowed renewal on a year-to-year basis after holding the same position for two consecutive years.

11.12 Probationary, Post-Probationary and Temporary Employees

- 11.12-1 Probationary Employees:

Probationary employees are defined as ~~staff that~~employees who have not completed the required six (6) months of service ~~along with two (2) required evaluations with the first performance evaluation conducted at~~ three (3) and ~~six (6) months respectively.~~ An employee's probationary period may be extended to provide additional time for satisfactory performance. The extension of probation will be factored into this definition based on performance requirement. This provision a probationary period may also applies be applied to an employee who has been promoted or transferred to a position and who has not completed ~~his or her~~their first six (6) months in the new classification.

Note: Probationary employees have no right to continued employment in their classifications. Therefore, probationary employees have no right to grieve employment actions taken by the District based on the District's determination that the probationary employee has not successfully completed ~~his or her~~their probation either as a new employee or as an employee who has been promoted or otherwise transferred to a new classification. However, a probationary employee may, grieve or otherwise challenge, the District's application and/or interpretation of this Agreement to said employee for all matters covered by the Agreement which do not relate to such employment actions.

- 11.12-2 Post-Probationary Employees:

Post-probationary employees are defined as staff that have completed all of the probationary requirements and are recommended during the last probationary evaluation for post-probationary status.

11.12-3 Temporary Employees

The District will notify the Association when employing a temporary employee as described in Article 4.9 and include an estimate of the anticipated length of employment. The District does not have to notify the Association when hiring part-time employees as defined in Article 4.11.

Unless an emergency exists, the temporary employee will not work more than twenty consecutive weeks out of 52 weeks per year. The District may rehire the same employee for ~~reoccurring~~-recurring seasonal needs. Temporary employees are not covered by terms of this Agreement.

If a temporary position is changed to a position covered by this Agreement, then the position will be advertised according to Article 12.

11.12-3-1 Temporary Employees Hired as Probationary:

Temporary or less than full time employees hired into a permanent position will serve the usual ~~twelve (12)~~six (6) month probation. However, a temporary or less than full time employee hired into a permanent position in the same classification will be given the hours worked as a temporary employee as credit as time served towards his/her/their first merit increase in proportion to how many hours a full-time employee would have to work to get a merit increase. If such temporary employee has worked more hours than the equivalent of a year of full-time then the employee will be hired at the same step as if they/he/she had received his/her/their first merit increase and will be eligible for his/her/their next merit increase at the successful completion of the ~~12~~6-month probation.

11.12-3-2 Probation of Permanent Employees After Promotion:

An employee promoted and then rejected for unsatisfactory work performance during the ensuing ~~twelve (12)~~six (6) month probationary period shall have the right to assume the position from which the employee was promoted if that position or a like position is vacant.

11.13 Reclassification

Employees have a right to request reclassification, but must bring their request by February 28 of each year. The process for reclassification to be followed is set forth below.

1. The employee must meet with their immediate supervisor to explain why they believe that the work they are doing is out of class as compared with their job description and duties as assigned, and how they are working above their class.
2. The employee must then submit an application for reclassification on the District's form which is signed by the employee and their immediate supervisor to the Assistant Superintendent of Human Resources. If the request is approved by the Assistant Superintendent of Human Resources, then the employee is reclassified in their new

position, retroactive to the date of application. If the reclassification is denied, then the employee may submit a request for reconsideration within ten (10) calendar days.

3. The reconsideration will be heard by the Superintendent, the president of the Association, and a District employee who is employed in a similar position within the District.
4. If approved by the Superintendent, the employee will be reclassified into the new position and paid retroactive to the date of the application. If denied by the Superintendent, the employee may not re-apply for reconsideration for two (2) years.

11.14 Transportation

11.14-1 Bus drivers volunteering to drive for District-sponsored field trips will be paid at their current ~~rate of pay~~ hourly rate or their overtime rate as required by Article 11.2.

11.14-2 Bus drivers required to operate a vehicle in hazardous conditions, as set forth in the District Bus Driver Manual, will be compensated at a rate of double time for all hours worked under such conditions. Notwithstanding the above, Bus Drivers shall be compensated at a rate of one and one-half time for all shifts during which chains are required to safely operate the vehicle.

11.15 Annualized Classified Employees

11.15-1 An “annualized” classified employee is an employee represented by the Association who is not scheduled to work at least 261 days in 12 calendar months.

11.15-2 No benefited annualized employees will be hired after April 30 of each year. Open classified positions will be filled with temporary employees until the beginning of the new school year.

11.15-3 An annualized classified employee salary schedule is based on the annual rates set forth in Article 11.1 restated as a regular hourly rate, hours worked, holidays and annual leave accrual set forth in the CBA.

11.145-4 Annualized classified employees will receive their step and/or annual leave accrual increases in ~~his/her~~ their first paycheck of the school year.

11.15-5 Sick leave benefits earned for the entire school year will be posted in the annualized classified employee’s first paycheck ~~of the school year~~ on or after July 1st.

11.15-6 If an employee resigns or retires prior to the first payday in June, the employee will receive ~~his/her~~ their longevity payment, as set forth in Article 11.4, with ~~his/her~~ their last paycheck, if ~~he/she~~ they completed the previous school year.

11.15-7 If an annualized classified employee resigns or is terminated from ~~his/her~~ their employment with the District prior to the end of a school year, ~~his/her~~ their sick leave will be prorated for actual time worked and the employee’s final paycheck will be reduced by the prorated holidays/annual leave remaining in the school year after the effective date of the resignation or termination.

11.15-8 An annualized classified employee hired after the beginning of the school year must work a minimum of six (6) months to receive a step increase in the beginning of the succeeding school year, ~~e.g. August/September of 2000 if hired during the 1998/99 school year and has not worked a minimum of six (6) months.~~

11.15-9 Overtime compensation is computed using the employee's regular hourly rate.

11.16 Credit for Prior Work Experience

1. Reemployment After Voluntary Termination
 - a. An employee who voluntarily terminates employment with the Carson City School District (CCSD) and is later reemployed in the same or a similar classification shall receive full credit for their previous CCSD work experience.
2. Outside Work Experience
 - a. An employee with no prior CCSD work experience may receive credit for up to seven (7) years of verified outside work experience, provided the prior position is similar in nature and written verification of employment is obtained from the previous employer.
3. Combined District and Outside Experience
 - a. In an employee has both prior CCSD work experience and qualifying outside work experience, the employee shall first receive full credit for all previous CCSD service. In addition, the employee may be credited with up to seven (7) years of outside experience, subject to the verification and similarity requirements noted above.
4. Exception for Hiring Above Seven Years of Outside Experience
 - a. If the District determines it is necessary to hire a new employee at a step reflecting more than seven (7) years of outside experience, the District and the Association President (or designee) shall meet within five (5) days to review the rationale for the placement and discuss any concerns. The District will consider the Association's input and notify the Association of its final decision.

11.17 Promotion

A promotion is defined as the advancement of an employee to a position with greater responsibility, higher classification, or broader scope of duties within the organization. Upon promotion, an employee shall receive a salary increase of at least five percent (5%) above the salary they are currently earning, or would earn in the upcoming year, in their previous position. Under no circumstances shall the promotional salary placement result in compensation that is lower than the employee's current or projected pay had they remained in their previous position.

11.18 Salary Working Group

The District and the Association agree to establish a volunteer working group to fully examine the compensation structure offered by the District. The working group shall examine items; including, but not limited to starting wages, ending wages, step increases, veteran status, the number of required days for each position, the minimum wage difference between supervisors/supervisees, the minimum wage increase upon promotion, etc. The working group shall complete their examination of the compensation structure no later than March 1, 2027. The working group shall begin its work no later than November 1, 2025. The District and the Association shall each select up to 3 members of the working group. Upon mutual agreement, the working group may be expanded. This provision shall sunset at the termination of this Agreement.

ARTICLE 12 - POSITION OPENINGS AND EXAMINATIONS AND JOB DESCRIPTIONS

- 12.1 Position openings in the classified service which are announced on an open competitive or promotional basis shall be posted by the District for a period of not less than ~~ten~~ (10) ~~five~~ (5) working days.
- 12.2 Public announcement of examinations shall specify the title and salary range of the position, duties to be performed, the minimum qualifications required, the final date on which applications will be accepted, the type of examination and special conditions of employment if applicable.
- 12.3 The District will inform all applicants for employment of their actual starting wage, in writing, prior to the commencement of their employment.
- 12.4 The District will draft and provide job descriptions for each job classification recognized under this agreement reflecting duties, title, series (if applicable) and grade. The job description will be updated by the District if there have been changes in job duties no less than once every five (5) years.

Prior to implementation of any new or revised job descriptions the Association will be provided thirty (30) calendar days to review and provide written comments to the District regarding bargaining unit job descriptions.

Job descriptions will be posted on the District's website, and such postings will remain up-to date.

~~The contents of job descriptions are not subject to negotiations.~~

ARTICLE 13--SAFETY PROGRAM

- 13.1 The District agrees to make reasonable efforts to continue providing safety equipment, which in the opinion of the District, is necessary to protect employees from injury in accordance with the practice now prevailing in the District.
- 13.2 The District further agrees to continue to maintain safe and healthful conditions in accordance with applicable Nevada Revised Statutes.

13.2-1 The District will establish and conduct a safety program as required by NRS Chapter 618. The safety program will be administered by a responsible administrator appointed by the District to ensure compliance with all statutory requirements set forth in NRS Chapter 618.

- ~~13.2-13~~ The Superintendent may determine that conditions are so severe as to make it impractical for students and employees to report to their work site and except for determined required employees the school(s) will be closed. Such determinations will be solely the responsibility of the Superintendent or his/her designee. In such a case all classified employees who work less than 12 months shall stay home with pay for that day and they shall make up the day at a designated time later in the school year. In such cases the following will occur:

13.32-1-1 Prior to September 1st of each school year the Superintendent will notify the Association of the designated personnel he/she determines necessary for an Incident Command Team (ICT) of classified employees. The Superintendent may modify the ICT as necessary on a case-by-case basis.

13.32-1-2 The Superintendent or designee will activate the Incident Command Team (ICT). When the ICT is activated all classified employees of the ICT will be expected to report to their duty sites unless excused by their supervisor. Each designated member of the ICT who reports to work during such closing of the schools will be paid time and one-half ~~his/her~~their hourly wage for two (2) hours or every hour worked. A non-ICT employee called in by their supervisor will be paid a minimum of two (2) hours if called in and then requested to return home, whichever is greater, and their regular rate of pay for the balance of their regularly schedule work hours, if any.

If the ICT employee reports to work and conditions are such they must return home early, the two-hour minimum still applies, and the balance of the day will be treated as a full day worked. Pay will be time and one-half for actual hours worked and regular pay for the balance of hours.

~~13.3-1-3~~ If an A non-ICT employee, who is not ICT, is requested called in by their principal to report to work supervisor during the closing of schools they will be paid time and one-half their regular hourly wage for two (2) hours or every hour worked, whichever is greater, and their regular rate of pay for the balance of their regularly scheduled work hours, if any. ~~for actual hours worked.~~

~~13.23-1-34~~ All classified employees who work less than 12 months, will be paid for ~~such~~ a day schools are closed but will make up the day. All 12-month classified employees who are not ICT and did not work may take annual, personal or CTO leave. All 12-month employees will have the option to work an additional one (1) hour per day to make up days when school has been canceled by the Superintendent. These extra hours will be credited at the regular employee hourly rate, not overtime, and will be managed by the employee's supervisor. If an employee is choosing this option, the hours must be made up/completed by the end of the current fiscal year, or annual/personal leave will be applied.

~~13.2-1-4~~ The District will establish and conduct a safety program as required by NRS Chapter 618. The safety program will be administered by a responsible Administrator appointed by the District to insure compliance with all statutory requirements set forth in NRS Chapter 618.

13.43 Protection from Physical Harm: ———The District agrees to assist a classified employee who is injured by a student while acting within the scope of his/her/their employment in accordance with District policies and direction. Administrative leave will be authorized by the superintendent, upon request, without ~~deductions to~~ deduction from sick leave.

ARTICLE 14--REDUCTION IN FORCE

14.1 Seniority Date and Qualifications

- 14.1-1 In the event the District determines that the classified employee staff must be reduced, the "seniority" with Carson City School District shall determine the order in which members of the two classified bargaining units shall be reduced provided, however, that no employee shall be replaced by another employee that does not meet the minimum qualifications not qualified (in the District's opinion) for such classification nor shall one employee replace another if the latter employee is at a higher salary range. An employee in one occupational series shall not "bump" an employee in another occupational series.
- 14.1-2 "Seniority date" shall mean the most recent date of employment with the Carson City School District. "Seniority" shall be based on the total time worked or in paid leave status from the seniority date.
- 14.1-3 In the event two or more employees have the same seniority, then seniority shall be determined by a lottery in which employees having the same seniority shall draw lots in accordance with a pre-determined procedure.
- 14.1-4 In the event of a layoff, existing vacancies will be utilized to the maximum extent possible to place permanent employees in continuing positions who otherwise would be terminated from the District. All layoffs will be carried out in compliance with applicable laws and regulations.
- 14.1-5 All permanent employees terminated by layoff shall be placed on a re-employment priority list for all positions in their occupational series for which they are qualified and available and which positions are not a higher level than previously held. All such employees must be given preference for rehiring in permanent positions for which they are qualified. Names shall remain on the re-employment priority list for one year. However, refusal of a comparable permanent position may result in removal from the re-employment priority list.
- 14.1-6 Any resignation or termination of employment shall constitute a "break" in seniority, unless the termination was a result of layoff in which case the employee will be allowed to keep his/her/their seniority date if the employee is re-employed within the period of his/her/their layoff re-employment eligibility.
- 14.1-7 Leaves of absence without pay shall not change the employee's seniority date, but date of hire but shall not count toward seniority.
- 14.1-8 All other conditions being equal, the seniority shall prevail as the determining factor for purposes of layoff and the first right to rehire.
- 14.1-9 The Association will be informed of any pending reduction in force prior to the official notification of employees affected thereby at the earliest date release of said information is authorized. The Association and the District shall meet to discuss the reasons for the layoffs, the number and types of positions affected, and the approximate date the layoffs will take place. At this time, the Association may make its views and recommendations known (in writing) to the Associate-Superintendent of Human Resources concerning the implementation of such layoffs.

ARTICLE 15--EMPLOYEE EVALUATIONS

- 15.1 The employee anniversary date is the original date of hire.
- 15.2 Evaluation of permanent employees shall be done annually by May 1st unless this date is extended for good cause by Human Resources with written notification to the employee and site administrator as to the revised due date. The evaluation "due" date may change if a reclassification has been implemented. The next evaluation will be due twelve months from the new reclassification date. All classified employees will be evaluated on the approved evaluation form provided by the District.
- 15.3 Permanent employees will be evaluated once (1) during each twelve-month period, unless problems exist in which case evaluations would be made on an unscheduled basis.
- 15.4 If an employee receives an unsatisfactory evaluation, the employee shall be re-evaluated in three (3) months.
- 15.5 In cases where an employee believes that the overall performance rating or a particular rating received under a performance review is unfair, the employee may discuss his/her concerns with the supervisor in an attempt to reach a satisfactory resolution and enter any remarks deemed appropriate in the section provided on the performance evaluation form.
- 15.6 If the employee is not evaluated on the appropriate evaluation date, his/her merit increase shall be processed on the next pay period.

ARTICLE 16--PAYROLL DEDUCTION

- 16.1-1 The School Board agrees to deduct from the salaries of its classified employees dues for the Carson Educational Support Association (CESA), as classified employees individually voluntarily authorize the School Board to deduct, and to transmit the monies promptly to the CESA. Authorization will be written on forms provided by the Association.
- 16.1-2 The Association will certify to the School Board in writing the current rate of membership dues. The School Board will be notified of any change in the rate of membership dues thirty (30) days prior to the effective date of such change.
- 16.1-3 Deductions referred to in 16.1-1 will be made in equal installments semi-monthly during the year. Deductions will be made effective the date the membership form is signed, and the dues for the sign-up pay period shall be deducted from the following month's salary.
- 16.1-4 No later than October 15th of each year, the Association will provide the School Board with a list of those employees who have voluntarily authorized the School Board to deduct dues for the organization named in Section 1 above. The Association will notify the School Board monthly of any changes in said list. Any classified employee desiring to have the School District discontinue deductions he/she has previously authorized must notify the Association in writing between July 1st and July 15th of each year for that school year's dues. Membership dues will then be discontinued as of the 1st pay period in August.

- 16.1-5 Upon termination of any employee, dues for the Association will end the month of termination.
- 16.1-6 The Association shall indemnify and save harmless the employer from any and all claims, demands, suits and costs, incurred in connection with any such claim, demand and suit, resulting from any action taken by the employer for the purpose of complying with the provisions of this Article. The School Board may designate one person to act on its behalf with respect to the accounting and administrative functions required by this Article; and may direct that such person be responsible for questions and problems regarding such accounting and administrative functions.

ARTICLE 17--BILINGUAL SERVICES ~~PROGRAM~~COMPENSATION

17.1 Purpose

The District recognizes the value of bilingual communication in supporting students, families, and staff. To that end, employees who provide approved bilingual services may be eligible for additional compensation upon certification.

17.2 Eligibility and Certification

Employees must be designated by the District as eligible for bilingual compensation in either a Primary or Secondary bilingual role. Employees not designated by the District shall not be required to provide bilingual services. Employees who are not designated by the District shall not be subject to adverse employment consequences for not providing bilingual services.

All designated employees must pass a District-approved oral and/or written fluency assessment administered by a qualified third-party provider.

The District will cover the cost of the initial assessment; employees are responsible for the cost of any retests.

17.3 Definitions

Primary Bilingual Role: Regularly assigned to translate and/or interpret routine communications in the course of daily duties. Employees assigned to the Primary Bilingual Role shall be required to pass a competency test.

Secondary Bilingual Role: Provides occasional or as-needed bilingual support not part of their primary assignment. Employees assigned to the Secondary Bilingual Role shall be required to pass a competency test.

17.4 Compensation

Primary Bilingual Role: A stipend of \$1,500 annually, prorated based on the date of certification.

Secondary Bilingual Role: An additional \$5.00 per hour for approved hours performing bilingual duties, documented on timesheets and compensated in 15-minute increments.

17.5 Limitations

This compensation does not apply to employees whose positions require bilingual skills as a condition of employment (e.g., ESL Paraprofessionals).

17.6 Training

Employees designated to provide bilingual services will receive training on FERPA, confidentiality, and interpreting best practices.

The District will determine the number of employees per school/work site that may be certified for bilingual skills compensation in the following categories: (1) primary bilingual skills designation, and (2) secondary bi-lingual skills designation.

The bi-lingual certification process includes written and oral testing as determined by the District. The District pays the cost on the initial test and employees pay for the cost of any re-tests following failure of the initial test. Employees certified by the District shall be paid in addition to their regular hourly rate, bilingual skills compensation of an increment of \$1,200 per year (prorated for based on actual number of work days following certification date) if designated by the District for primary bi-lingual skills and \$2.00 per hour if designated by the District for secondary bi-lingual skills. Such secondary bi-lingual skills work shall be documented and approved on the employee's time sheet. Such hourly work will be compensated in minimum 15 minute increments.

This benefit is not applicable to employees hired by the District with foreign language skills that are a condition of continued employment, e.g. ESL (English as a Second Language) Paraprofessional. This pilot program is effective thirty (30) calendar days following ratification and approval by the parties and not retroactive to July 1, 2011, and expires and is of no further effect after June 30, 2013, unless extended in writing by the Association and the District.

Pursuant to the identification and selection of staff that will be providing bilingual services for the Carson City School District, the following procedures are hereby established:

17.1: Bilingual Procedures:

Step 1: The District will identify primary and secondary bilingual services staff defined as:

Primary: Staff that provide interpretation and/or translation of routine documents on a daily basis. No intent to have employees translate technical manuals or documents. This task would be translated by third party company.

Secondary: Staff that provide interpretation and/or translation of routine documents on an infrequent or as-needed basis.

Step 2: The District will train bilingual services staff with regard to FERPA, IEP, confidentiality, and best practices for interpreting.

Step 3: A third party company will administer the speaking (oral) and written competency test. The results of the test will determine fluency. The first language test will be at the District's expense. Any retests will be at the employee's expense.

17.2: ~~Compensation:~~

~~Primary bilingual services staff will receive the initial prorated \$1200 stipend. The intent of this section is to solely have one primary staff member per site. Thereafter, primary staff will receive the full stipend if certified in the beginning of the school year or a prorated portion based on number of work days if certified after the beginning of the school year. Secondary bilingual services staff will receive a \$2 per hour increment in addition to their regular hourly rate that will be noted and submitted on a time sheet. In addition, primary bilingual services staff must satisfactorily pass the speaking and written parts of the competency test to receive the \$1,200 stipend and secondary bilingual staff must pass the speaking portion of the competency test to receive the increment.~~

ARTICLE 18--USE OF FACILITIES

The ~~Carson City School District Classified Employees Association~~ shall have the right to use school ~~mail boxes~~mailboxes, email, and the inter-school mail service for organizational materials, provided that all such material is clearly identified and of a non-political nature. The Association accepts the responsibility for such material. The Association shall be allowed to use school buildings for Association meetings so long as arrangements have been made with the superintendent of schools or an authorized representative. Such meetings shall not conflict with any regular or special educational activities and such use shall not involve extra or other unusual expense to the District. Use of buildings on other than school days requires the approval of the superintendent or his representative. Any added expense resulting from Association use shall be paid by the Association.

ARTICLE 19--CALENDAR

Classified employees will be invited to provide input to the formulation of the Christmas and Easter vacations into the school calendar.

ARTICLE 20--GENERAL SAVINGS CLAUSE

It is not the intent of either party hereto to violate any laws of the State of Nevada or the United States. The parties agree that in the event any provisions of this Agreement are held by a court of competent jurisdiction to be in contravention of any such laws, they will enter into immediate negotiations thereon. The remainder of this Agreement shall remain in full force and effect.

ARTICLE 21--TENTATIVE AGREEMENT PROCEDURE

- 21.1 It is hereby agreed by and between the undersigned parties that the procedure set forth herein shall be used during the course of their collective bargaining negotiations to demonstrate tentative agreement on any provision for their collective bargaining agreement.
- 21.2 Any provision for a collective bargaining agreement tentatively agreed to in negotiations between the Association panel and the School Board panel shall be stated in writing and shall be initialed and dated by the chief negotiator for each party.

- 21.3 The subject matter of any provision for collective bargaining agreement between the Association panel and the School Board panel which has been initialed in accordance with paragraph 20.1 above may not be reopened except by mutual agreement of both parties.
- 21.4 If the panels tentatively agree to and initial the provisions of a total agreement, the provisions of that agreement shall be subject to ratification and adoption by the members of the School Board. However, an initialed total Agreement shall commit the Association to submit the contents of that Agreement to its membership with a firm unanimous recommendation from its entire panel in favor of ratification and shall commit the School Board panel to submit the contents of that Agreement to the School Board with a firm unanimous recommendation in favor of its ratification and adoption.
- 21.5 The Association shall retain negotiations information requested and provided by District pursuant to NRS 288.180 (2) for a period of five years from receipt to avoid duplicate request in future years. Requested information available on District website will be provided by District with reference to location on District website where Association can download and print requested information.

ARTICLE 22--TERMS OF AGREEMENT

- 22.1 This Agreement, when ratified by both parties, shall become effective July 1, ~~2023~~2025, and shall remain in force until June 30, ~~2025~~2029.
- 22.2 If the parties cannot agree on any particular issue for negotiations, and there has been a provision in the prior Agreement on this subject, that provision shall continue in the contract until changed by mutual agreement or by binding arbitration.
- 22.3 The Agreement will be posted on the District's website within thirty (30) days after both parties have ~~proof read~~proofread and approved and signed the final draft. The Association will provide copies of the Agreement to any current or newly hired employees who do not have internet access and who request a copy. Association President or designee may use District copying equipment during non-work hours.
- 22.4 The District may reopen the Agreement to address a "fiscal emergency" in accordance with the requirements of NRS 288.150(4).
- 22.5 Legislative Trigger and Limited Reopener: Should the Nevada State Legislature act to provide the Carson City School District with the funding for school staff wage increases, funding which is greater than a two percent (2%) cost of living adjustment non-inclusive of funding attributable for coverage of step increases, the parties agree to reopen this contract on the singular issue of compensation to negotiate increases to the agreed upon salary increases for the next fiscal year(s) covered by this Agreement. A reopener of the compensation article to negotiate increases to the compensation Article will not open any other terms of this Agreement for negotiation.

CARSON EDUCATIONAL SUPPORT ASSOCIATION (CESA)

PRESIDENT

DATE

NEGOTIATIONS CHAIRPERSON

DATE

CARSON CITY BOARD OF SCHOOL TRUSTEES

PRESIDENT

DATE

CLERK

DATE

| **APPENDIX A- SALARY SCHEDULE 20235-20259**

APPENDIX B- PROGRESSIVE DISCIPLINE MANUAL

APPENDIX C – DISTRICT REGULATION 420 (AS AMENDED)

**BOARD OF TRUSTEES
CARSON CITY SCHOOL DISTRICT**

**REGULATION No. 420
CLASSIFIED STAFF**

**WORKING
PERIODS**

The following working periods for classified employees shall apply uniformly throughout the schools of this District:

A. — Secretarial-clerical staff

1. — Full time employment is 8 hours per day, 5 days per week.
2. — Secretarial-clerical staff shall report to work when schools are closed for bad weather.

B. — Custodial maintenance personnel

1. — Full time employment is 8 hours per day, 5 days per week.
2. — Custodial maintenance staff shall report to work when schools are closed for bad weather.
3. — Starting time shall be specified by the custodial supervisor.

C. — Classified Employees Rest and Meal Periods Applicable to Full Time and Part Time Employees

All classified employees working in excess of 3 and one-half hours shall be allowed duty free work breaks of 15 minute durations for each period of 3 and one-half hours worked, at such time as may be determined by the employee's immediate supervisor or designee. All classified employees employed for at least 6 hours will be provided no less than a one-half hour duty free unpaid lunch. If the lunch is not duty free, it will be rescheduled the same day by the employee's immediate supervisor or designee or the employee will be paid for the amount of time that is not duty free.

Adopted: April 15, 1981

Revised: July 1, 1986, July 26, 2016

Accountant I
Accountant II
Admin I
Admin II
Admin III
Bilingual Parent Engagement Coordinator
Bus Attendant
Bus Driver
Cafeteria Manager
Clinical Aide
Clinical Aide Salary
Clinical Procedure Nurse
Clinical Procedure Nurse Salary
Cook/Baker
Custodian I
Custodian II
Custodian III
DHH Interpreter I
DHH Interpreter II
DHH Interpreter III
DHH Interpreter IV
Director of Nutrition
Distance Education Assistant
Grants Supervisor
Grounds Supervisor
Groundskeeper
HR Analyst
HR Benefits Analyst
HR Supervisor
Instructional Assistant I
Instructional Assistant II
Instructional Program Coordinator
IT Engineer Salary (PROTECH)
IT Support Tech I
IT Support Tech II
Library Media Clerk/Senior Project Coord.
Library Media Tech
Maintenance
Mechanic I
Mechanic II
Mechanic III
Operations Coordinator
Paraprofessionals
Payroll Supervisor
Purchasing Supervisor
Safety Officer I
Safety Officer II
Special Ed Paraprofessional I
Special Ed Paraprofessional II
Transportation Supervisor
Truancy & Dropout Prevention Specialist
Warehouse Coordinator
Warehouse Specialist
Network Engineer
System Engineer
Mail Truck Driver &
Inventory Specialist



Carson City

School District

DRAFT

HUMAN RESOURCES DEPARTMENT
CARSON EDUCATIONAL SUPPORT ASSOCIATION (CESA)
ESP EMPLOYEE PROGRESSIVE DISCIPLINE HANDBOOK
Published: 3/12/2019; Revised: 7/22/2024 by Dan Sadler, CHRO

CESA Proposed Revision -12/30/2024**INTRODUCTION AND PURPOSE**

This handbook is designed to guide supervisors and employees through the process of progressive discipline, ensuring clarity and fairness in addressing behavior and performance issues. The goal of this manual is to help employees improve and succeed while maintaining a productive and respectful workplace. The District and the CESA have agreed to adhere to this specific progressive discipline procedure, per Collective Bargaining Agreement (CBA). The complete procedure is found in Appendix A of the CBA, and should be reviewed whenever disciplinary action is being considered. An overview of the procedure is as follows:

Definitions

Progressive Discipline: A structured process for addressing employee behavior and performance issues through a series of increasingly serious disciplinary actions.

Just Cause: A standard that requires fair and valid reasons for disciplinary actions.

Due Process: Ensuring fair treatment through the normal judicial system, especially as a citizen's entitlement.

FORMS ARE LISTED ON THE FOLLOWING PAGES:

A.1 (p. 19)

A.2 (p. 21)

A.3 (p. 23)

A.4 (p. 26)

A.5 (p. 30)

A.6 (p. 31)

B.1 (p. 32)

B.2 (p. 34)



PROGRESSIVE DISCIPLINE PROCEDURE

You will note that the procedure consists of five (5) levels of discipline, ranging from verbal notice/counseling to termination. Again, it should be noted that progressive discipline is not inflexible. A supervisor is not required to begin at level one (however, in practice you may find this is the level you normally begin with), nor is a supervisor required to utilize all five levels when disciplining an employee over a period of time. Supervisors are required, however, once a level of discipline is utilized, to strictly adhere to the stated steps of that level. ~~The district may consider non related violations by an employee as cumulative for purposes of applying discipline when such prior violations have been appropriately documented by the district.~~

Any employee needing assistance ~~in~~with any step should contact Human Resources.

LEVEL ONE: -VERBAL NOTICE/COUNSELING	Informal. A written record of the verbal notice/counseling <u>serves as an informal notice to the employee that further disciplinary action will follow if their behavior or performance does not improve.</u> <u>A copy will be documented provided to the employee and a copy retained in the personnel site/supervisor file for one (1) calendar year.</u> A copy of this record will be given to the employee.
LEVEL TWO: -WRITTEN WARNING	Informal. A written warning serves as a <u>more</u> formal notice to the employee that further disciplinary action will follow if their behavior or performance does not improve. <u>A copy will be provided to the employee and a copy retained in the site/supervisor file for one (1) calendar year.</u>
LEVEL THREE: -WRITTEN REPRIMAND	Formal. After a written warning, the next more serious disciplinary action is a written reprimand, which becomes part of the employee's personnel file for three <u>(3)</u> years.
LEVEL FOUR: -SUSPENSION WITHOUT PAY/DEMOTION	Formal. Suspensions and demotions are typically imposed in cases of gross misconduct or chronic behavioral or performance issues when no other appropriate response is available. <u>The document remains in the employee's personnel file for three (3) years.</u>
LEVEL FIVE: -TERMINATION	Formal. Termination is the process of permanently removing an employee from



	service and should be considered only after all other disciplinary measures have been exhausted.
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~~You will note that the procedure consists of five (5) levels of discipline, ranging from verbal notice/counseling to termination. Again, it should be noted that progressive discipline is not inflexible. A supervisor is not required to begin at level one (however, in practice you may find this is the level you normally begin with), nor is a supervisor required to utilize all five levels when disciplining an employee over a period of time. Supervisors are required, however, once a level of discipline is utilized, to strictly adhere to the stated steps of that level. The district may consider non related violations by an employee as cumulative for purposes of applying discipline when such prior violations have been appropriately documented by the district.~~

JUST CAUSE

~~Generally post~~Post-probationary employees may only be ~~suspended, demoted, or terminated~~disciplined for just cause.

In situations where suspension, demotion, or termination are necessary, it is of paramount importance that the supervisor follows ~~minimal~~ standards of due process (progressive discipline) and ~~it be~~is able to provide cause for the level of discipline administered. The following tests are applicable in determining whether an employer had just cause for disciplining an employee:

1. Did the ~~agency~~District give the employee forewarning or foreknowledge of the possible or probable disciplinary consequences of the employee's conduct?
2. Was the ~~agency's~~District's rule or managerial order reasonably related to the orderly, efficient, and safe operation of the business?
3. Did the ~~agency~~District, before administering discipline to an employee, make an effort to discover whether the employee did, in fact, violate or disobey a rule or order of management?
4. Was the ~~agency's~~District's investigation conducted fairly and objectively?
5. At the investigation, did the "judge" obtain substantial evidence or proof that the employee was guilty as charged?
6. Has the ~~agency~~District applied its rules, orders, and penalties evenhandedly and without discrimination to all employees?



7. Was the degree of discipline administered by the agencyDistrict in a particular case reasonably related to (A) the seriousness of the employee's proven offense, and (B) the record of the employee in his/her service with the agencyDistrict?

DOCUMENTATION

Thorough documentation is crucial for supporting disciplinary actions. Supervisors should maintain records of all disciplinary events, including dates, specific details of the infractions, and the employee's response. Templates for each type of disciplinary action (e.g., verbal notice, written warning) are included in the appendix.

Supervisor's Notes

Frequently a question that comes up is, "How does one know when a seemingly innocent act by an employee will turn into sufficient cause for disciplinary action?" One doesn't, and therein lies the need for anyone who oversees the work activities of others to keep a record of noteworthy events.

Under the auspices of the performance evaluation, supervisors should maintain on an on-going basis Supervisory Notes at the site. The note should be maintained confidentially. One of the best justifications (if one is needed) for requiring supervisors to maintain desk notes on **all** their employees is that studies have shown the active memory for recalling an employee's performance profile to be about three weeks--yet a supervisor is often judging an entire year's performance. Many supervisors also find it helpful to be able to cite specific events to back up their performance ratings when employees ask (and they will), "Why did I get a lower rating this year in the category of Meeting Deadlines?"

A second reason supervisory notes are important is that the supervisor must be able to cite specific dates and details of an occurrence such as tardiness if counseling hasn't worked and formal discipline is being contemplated. In the **absence** of precise dates, amounts of times tardy and reasons, what was said and done, and what agreements were made, the supervisor technically has no grounds for initiating discipline, particularly in the prevailing legal environment on these matters.

Here are a few examples of the kinds of entries that might appear in a Supervisor's Notes:

Mary Smith, Order Clerk;



1/23	I overheard Mary speaking impatiently to a customer on the phone; she told him, "Perhaps you would get better service at XYZ Company," then hung up. When I talked to Mary about the incident later in the day, she said that the customer calls every few days and screams at her, but she admitted she could have been more tolerant.
2/16	Mary was 20 minutes late to work ran out of gas; she apologized; no discussion
2/20	Mary left work 45 minutes early to take her husband to pick up his car; approved; no discussion
3/6	Marcy called in after being 1.5 hours late because of a flat tire she tried to change before getting help. She arrived toat work at 10:15am. At 2:00pm, I called Mary into my office to discuss her last three occasions of tardiness and early departure to explain the reasoning behind our policy. She acknowledged the policy and said she'd be more diligent about observing working hours in the future.

The supervisor should remember that notations should be factual statements of

WHEN, WHERE, WHAT, and WHY events occurred rather than judgmental statements.

The facts will speak for themselves when it comes to performance and discipline, and these situations should not be influenced by subjective judgments that may imply supervisor bias. It is surely unnecessary to point out that under no circumstances should the supervisor walk around carrying a little black book or ledger and be seen writing in it by employees every time something happens. Take the notes discreetly, and store them in a confidential place to assure the employee's privacy, even though the records are unofficial. Give the employee a copy of it and have them sign they have received it.



General Documentation

Documentation of disciplinary events, or those that may lead to discipline, is vitally important if the disciplinary action is to be supported by upper management and sustained if challenged. It will be helpful to review the following points to ensure completeness of the formal disciplinary document.

1. Do you have notes indicating the date, specific details of the infraction or unsatisfactory performance, witnesses or others involved, and your action at the time?
2. Have the time, location, and other pertinent details of the incident(s) been recorded?
3. Have you stated in clear terms what the employee did or failed to do that caused the infraction or unsatisfactory performance?
4. Have you stated the ~~district's~~District's policy, rule, practice, or performance standard that has been violated? Are you prepared to show that the employee knew, or should have known, about the policy, standard, etc.?
5. Have you compiled all records, reports, or other written documents related to the incident, and are there witnesses who can testify to the incident if necessary?
6. Have you explained the sequence of events in an orderly, chronological manner that illustrates the progressiveness of the infraction?
7. Is the notice written in an objective style and tone, recording observations rather than personal judgments? Is your information based on your own observations or investigation rather than on hearsay?
8. Has the employee been given previous warnings or instructions? Have you indicated the employee's response or reactions to previous warnings?
9. Is the type of discipline being recommended consistent with ~~district~~District policy and precedence of similar incidents? Is it appropriate to the offense? If necessary, have you discussed this incident with upper management and/or personnel staff to determine conformance with district procedures and practices?

Objective Language

In documenting disciplinary events it is extremely important that the language used to describe the action be specific. The following are examples of documentation terms which



are general and difficult to substantiate and those which are specific and capable of being substantiated:

<u>General Terms</u>	<u>Specific Terms</u>
Numerous, frequently, often	Six (6) times
Safety of children is of great concern	At least nine (9) children were shoving each other about the bus, two (2) children, (names) were knocked to the floor.
Is frequently tardy	Was more than ten (10) minutes late on January 2, 6, 22; February 4, 9
Violates provisions of negotiated agreement	Conducted personal business, (type), on February 6, 8, 9, violating negotiated agreement (article), (section)
Unsatisfactory relationship	Refused to consult with other office machine repairers, (names), regarding repair of the X machine

CONDUCTING INVESTIGATORY CONFERENCES AND DISCIPLINARY MEETINGS

Investigatory conferences and disciplinary meetings are unlike meetings for any other purpose. They require more thought, more emphasis on factual details, and more mental preparation to assure the right frame of mind (objective and unemotional). The person handling any disciplinary matter should consider the following items before conducting a disciplinary meeting or counseling session.

1. Prepare for the Interview or Meeting

- a. Avoid a significant time lapse from date of incident (10 work days in most cases).
- b. Select a time and place that is private and free from interruption to avoid embarrassing the employee. Insure confidentiality.
- c. Review all the facts. Prepare questions specific to the facts.



- d. Have the personnel record and other information on hand at the time of the interview; prepare an outline.
- e. Consider what you know about the employee: personality, personnel record, and the particular job requirements. Consider exactly what you want to accomplish by the interview.

2. Investigatory Interviews - Weingarten Rights (Right to Representation) – 24-Hour Notice

- a. Nevada’s Government Employee-Management Relations Board (“EMRB”) requires that whenever an employee is interviewed and reasonably believes that their answer may result in discipline, the employee has a right to request representation by CESA, a coworker, a friend, a relative or an attorney. In terms of representation, the only prohibition is that the representative cannot be an agent of a union other than CESA. If an employee invokes their Weingarten Rights, the District is presented with the following options:
 - i. Accommodate the employee’s request, rescheduling the interview if necessary.
 - ii. Deny the employee's request and offer the employee the option of foregoing the interview or participating without representation.
 - iii. Terminate the interview.
- b. As noted above, the tests of just cause for discipline ask if the District conducted a thorough, fair and objective investigation of alleged misconduct; therefore, the employee’s side of the story is critical. Barring unusual circumstances, the employee’s request for representation should be accommodated.
- c. The EMRB has held that is a prohibited (unfair) labor practice to continue or attempt to question an employee after the employee has requested representation.
- d. Employees will receive written notice of an investigatory interview at least twenty-four (24) hours in advance of the scheduled meeting date and time. The notice will inform the employee of the meeting location, date and time and of their right to representation.

2.3. Conduct the Interview or Meeting in a Constructive Manner

- a. Start on a cooperative, positive note.
- b. Be ready to help the employee overcome any resentment.
- c. Avoid blaming or punishing the employee.
- d. Stick to the facts; don't become involved in personalities.
- e. Listen to what the employee has to say; practice "constructive silence."
- f. Encourage the employee to express feelings; don't show disapproval.
- g. Openly focus questions; avoid yes-or-no alternatives.
- h. Reiterate ~~the~~/paraphrase statements made by employee.



3.4. Elicit Cooperation

- a. Cooperation exists when one party shares the likes and dislikes of the other.
- b. Common association includes cooperative feelings.
- c. Acknowledge any help or information of value that is received from the other party.
- d. Be descriptive, not judgmental.
- e. Be specific rather than general.
- f. Deal with things that can be changed.
- g. Consider motives of the employee for giving you certain feedback.
- h. Give feedback when it is desired.

4.5. Make Sure the Employee Understands

- a. Discuss the requirements of the job. Point out the facts that show how the employee is— not meeting these requirements and what the effects are on other employees.
- b. Help the employee decide how to correct the problem and avoid repetition of the offense.
- c. Help the employee uncover the real cause of the problem--not only what is being done wrong, but why the employee is doing it.
- d. Explain fully the purpose of any action as a corrective measure rather than a punishment.
- e. Make sure the employee completely understands that behavior must change. Indicate the consequences if behavior doesn't improve.

5.6. Use Constructive Feedback

- a. Focus on behavior, not on the person.
- b. Make observations, not inferences.
- c. Describe behavior in terms of “more” or “less” rather than “good” or “bad.”
- d. Focus on behavior related to specific and recent situations rather than on the abstract.
- e. Share ideas and information instead of giving advice.
- f. Explore alternatives.
- g. Stress the need for mutual cooperation.
- h. Limit Avoid “overloading” the amount of different employee with too much information.
- i. Concentrate on what is said, rather than why it is said.

6.7. Provide for Follow-up

- a. Set up a plan for improvement with the employee.



- b. Include in the plan commitments both by the employee and by you to the steps you will take to bring about the desired improvement.
- c. Include specific time limits for accomplishing the desired goals and for formal reevaluation of the employee's behavior.

7.8. Make a Written Record of the Interview or Meeting

- a. Note in your calendar or diary the time, date and content of the disciplinary meeting or interview.
- b. Ensure that you have your supervisor's support.
- c. If the disciplinary action is to be formalized, draft the formal documentation, give a copy to the employee, and place the original in the employee's personnel file.

G. PROGRESSIVE DISCIPLINE STEPS

NOTE: NOTES:

*Depending on the seriousness of the infraction a supervisor may start at **anya higher** level of the Progressive Discipline Procedure. When an employee has demonstrated a serious disregard **effor the** rules and policies of the District, the supervisor may recommend immediate termination in lieu of these procedures.*

An employee's signature on document indicates that the employee has received it, but it does not signify agreement with the content of the document. Employees should be reminded of this if they are reluctant to sign. Refusal to sign a document may be considered insubordination.

LEVEL ONE: -VERBAL NOTICE/COUNSELING
INFORMAL: Documented in site/supervisor file for one (1) calendar year

In general, verbal notice/counseling written record includes any informal discussion with an employee designed to assist the employee to fully develop skills and abilities. The discussion may clarify standards, evaluate the employee's strengths and weaknesses, seek information, solve problems, or discuss why certain behavior or unsatisfactory performance is unacceptable. When there is a problem, this is usually the action taken to assist the employee in clarifying and remedying the problem. The supervisor documents (Appendix A.1) the discussion with the employee and maintains a copy in the site/supervisor file. A copy of the note is given to the employee.

~~**NOTE: INVESTIGATORY CONFERENCES ARE NOT REQUIRED FOR INFORMAL VERBAL NOTICE/COUNSELING.**~~



- Given by employee's direct supervisor;
- Informal (i.e., employee is not necessarily summoned to an office for a meeting);
- Educational (i.e., employee is told why such behavior is unacceptable);
- Informative (i.e., employee is reminded of consequences of repeated violations);
- Confidential (the warning is between supervisor and employee only and not sent to Human Resources);

1.0 The supervisor shall meet with the employee to discuss the unsatisfactory performance —or misconduct and to counsel the employee regarding the corrective action that must be taken to avoid further disciplinary action.

~~misconduct and to counsel the employee regarding the corrective action that must be taken to avoid further disciplinary action.~~

1.1 The supervisor shall complete a **LEVEL ONE: VERBAL NOTICE/COUNSELING (A.1)** form and keep it on file. The employee must sign the form to acknowledge receipt. Failure to sign will be noted as insubordination.

1.2 A copy of the signed **LEVEL ONE: VERBAL NOTICE/COUNSELING (A.1)** will be given to the employee.

~~1.3~~

~~1.3 The employee may respond in writing to the **LEVEL ONE: VERBAL NOTICE/COUNSELING (A.1)** and have the response placed in his/her site/supervisor file. The response must be received within ten (10) working days. The response will be attached to the verbal notice/counseling form.~~

1.4 The original **LEVEL ONE: VERBAL NOTICE/COUNSELING (A.1)** will be placed in the site/supervisor file for one (1) calendar year.

LEVEL TWO: -WRITTEN WARNING

INFORMAL: Documented in site/supervisor file for one (1) calendar year

A written warning (Appendix A.2) provides notice to an employee that further disciplinary action will be taken unless the employee's behavior or performance improves. The content of a written warning is essentially the same as that of the verbal notice/counseling. The employee



is advised in writing of the consequences of failing to improve performance. A copy is maintained by the supervisor in the site/supervisor file.

~~NOTE: INVESTIGATORY CONFERENCES ARE NOT REQUIRED FOR INFORMAL WRITTEN WARNINGS.~~

- A stronger reprimand, delivered in writing by direct supervisor to employee.
- A **LEVEL TWO: WRITTEN WARNING (A.2)** form is completed and a copy given to the employee. This form will remain in the site/supervisor file for one (1) calendar year.

2.0 The supervisor shall meet with the employee to discuss the unsatisfactory performance and/or misconduct and to counsel the employee regarding the corrective action that must be taken to avoid further disciplinary action.

2.1 The supervisor shall complete a **LEVEL TWO: WRITTEN WARNING (A.2)** form and keep it on file. The employee must sign they have received it. Failure to sign will be noted as insubordination.

2.2 A copy of the **LEVEL TWO: WRITTEN WARNING (A.2)** form will be given to the employee, who may respond in writing within ten (10) working days. The response will be attached to the warning form.

2.3 The original **LEVEL TWO: WRITTEN WARNING (A.2)** will be placed in the site/supervisor file for one (1) calendar year.

LEVEL THREE: -WRITTEN REPRIMAND

FORMAL: Documented in site/supervisor file and original sent to HR to be inserted into employees' district personnel file for three (3) calendar years.

After a written warning, the next more serious disciplinary action is a written reprimand (Appendix A.3). It is the district's official notification that an employee's performance or behavior is seriously below standard, and that continuation or repetition of that performance may result in suspension, demotion, or termination. The content of a written reprimand is similar to a written warning but more formal because it becomes a part of the employee's district personnel file. A copy of the written reprimand is forwarded to Human Resources for review and placement in the employee's personnel file.



~~NOTE: INVESTIGATORY CONFERENCE FORM B.1 AND TWENTY-FOUR (24) HOUR NOTICE IS MANDATORY AT THIS STAGE (FORM B.1) AS EMPLOYEES HAVE THE RIGHT TO RESPOND TO FORMAL DISCIPLINARY ACTIONS.~~

- The reprimand should fully disclose the nature of employee's violation, and stipulate that employee is to consider himself on notice to correct this behavior immediately.
 - This reprimand is generally written by direct supervisor, but can be undersigned by higher-level management.
- 3.0 The supervisor shall meet with the employee to discuss the circumstances surrounding the unsatisfactory performance and/or misconduct as an **INVESTIGATORY CONFERENCE (B.1)** form. ~~An association-~~If the employee requests representation, the supervisor will coordinate with the representative may be present, however, to schedule the meeting-is scheduled by the supervisor who is holding the conference. Failure to attend the conference ~~could result in~~may be considered insubordination.
- 3.1 If, in the judgment of the supervisor, the employee should receive a reprimand, s/he shall complete a **LEVEL THREE: -WRITTEN REPRIMAND (A.3)** form and submit it to the appropriate administrator or supervisor (as determined by the particular site or department) for review and approval.
- 3.2 If approved, the supervisor shall schedule a **DETERMINATION MEETING** with the employee to inform him/her of the decision to reprimand and to counsel him/her regarding the corrective action that must be taken to avoid further disciplinary action. Twenty-four (24) hours of notice is required for a determination meeting. The supervisor shall utilize **DETERMINATION MEETING NOTICE (B.2)** form to notify the employee of the meeting and ~~allowing allow~~ the opportunity for representation. ~~An association representative may be present, however, the meeting is scheduled by~~If the employee requests representation, the supervisor who is holding the conference will coordinate with the representative to schedule the meeting. Failure to attend the conference could result in insubordination. ~~The employee may also use other types of representation at this level, provided at least three (3) days notice is given to the District. If other representation is requested~~If an employee requests a non-CESA representative, Human Resources must be consulted before the meeting is scheduled.
- 3.3 The employee will be ~~requested~~directed to sign the **LEVEL THREE: -WRITTEN REPRIMAND (A.3)** form signifying they have received it. Failure to sign ~~that they have received it will result in~~may be considered insubordination.



3.4 The supervisor will send a copy of the **LEVEL THREE:- WRITTEN REPRIMAND (A.3)** to HR for review and to be placed in the employee's district personnel file. ~~Refer to Article 9 of the Comprehensive Agreement between the Carson City School District and the Nevada Classified School Employees Association.~~

3.5 The employee may respond in writing to the **LEVEL THREE:- WRITTEN REPRIMAND (A.3)** and have the response placed in his/her employee district personnel file. A copy of the response will be forwarded to the supervisor by HR. The response must be received within ten (10) working days. The form will be placed in the employee's personnel file for three (3) calendar years.

LEVEL FOUR: -SUSPENSION WITHOUT PAY/DEMOTION

FORMAL: Documented in site/supervisor file and original sent to HR to be inserted into employees' district personnel file for three (3) calendar years.

Suspension (Appendix A.4) is the temporary removal of an employee from duty with or without pay. Suspensions are normally made in cases involving gross misconduct or chronic behavioral or performance problems for which there seems to be no other appropriate response.

Demotion is the removal of an employee from a present position to one of lesser rank, responsibility, or pay. Normally, demotions are proper if employees can no longer perform the duties of their present position, but may still function effectively at a lower level.

NOTE: SUPERVISOR MUST NOTIFY HR IMMEDIATELY FOR ANY SUSPENSION OR DEMOTION.

~~NOTE: INVESTIGATORY CONFERENCE FORM B.1 AND TWENTY-FOUR (24) HOUR NOTICE IS MANDATORY AT THIS STAGE)~~

These are strong disciplinary measures, and should be used only for particularly blatant offenses or when the job atmosphere has become acrimonious as a result.

4.0 If unsatisfactory performance and/or misconduct occurs that, in the judgment of the supervisor, —warrants consideration for a suspension or demotion, the supervisor and/or administrator and

a Human Resources administrator, if necessary, will hold a meeting with the employee to



discuss the circumstances surrounding the infraction. Under certain circumstances, an employee may be temporarily suspended with or without pay until a meeting can be held and a decision rendered.

- 4.1 The employee shall be informed that s/he has the right to have an association representative present at the investigatory conference meeting (FORM B.1). ~~An association~~ If the employee requests representation, the supervisor will coordinate with the representative ~~may be present, however, to schedule the meeting is scheduled by the supervisor who is holding the conference.~~ Failure to attend the conference ~~could result in~~ may be considered insubordination.
- 4.2 If after the meeting there is sufficient justification for the suspension or demotion, the supervisor and/or administrator will complete a **LEVEL FOUR: -SUSPENSION WITHOUT PAY/DEMOTION (A.4)** form and draft a suspension or demotion letter (**FORM A.6**) The supervisor and/or administrator will meet with or contact HR to review the **LEVEL FOUR: -SUSPENSION WITHOUT PAY/DEMOTION (A.4)** form, the suspension or demotion letter (**FORM A.6**) and the decision to suspend or demote.
- 4.3 If approved, the supervisor and/or administrator will meet with the employee to inform him/her of the decision to suspend or demote and to deliver a copy of the suspension or demotion letter. Twenty-four (24) hours of notice is required for a determination meeting. The supervisor will utilize **DETERMINATION MEETING NOTICE (B.2)** form to notify the employee of the meeting. An association representative may be present, ~~however, the meeting is scheduled by.~~ If the employee requests representation, the supervisor who is holding will coordinate with the conference representative to schedule the meeting. Failure to attend the conference ~~could result in~~ may be considered insubordination. ~~The employee may also use other types of representation at this level, provided at least three (3) days notice is given to the District. If other representation is requested~~ If an employee requests a non-CESA representative, Human Resources must be consulted before the meeting is scheduled.
- 4.4 The administrator shall send a copy of the suspension or demotion letter (**FORM A.6**) with the **LEVEL FOUR: -SUSPENSION WITHOUT PAY/DEMOTION (A.4)** form attached, to HR to be placed in the employee's district personnel file.
- 4.5 The employee may respond in writing to the suspension or demotion letter and have the response placed in his/her personnel file. A copy of the response will be forwarded to the supervisor by HR.



LEVEL FIVE: -TERMINATION

FORMAL: Documented in site/supervisor file and original sent to HR to be inserted into employees' district personnel file for three (3) calendar years

Termination is the procedure which permanently removes an employee from service. This action should only be taken when the supervisor and District are thoroughly satisfied that the employee has been given the opportunity to meet performance or behavior standards and has clearly failed to do so.

Hiring and training costs of new employees makes the loss of an experienced employee very expensive. Therefore, it is important that appropriate means of retaining the employee be explored. Termination is seldom used for the first offense unless the violation is so serious that no other response is appropriate. As stated earlier, the disciplinary action must fit the offense.

~~*NOTE: INVESTIGATORY CONFERENCE FORM B.1 AND TWENTY-FOUR (24) HOUR NOTICE IS MANDATORY AT THIS STAGE (FORM B.1) AS EMPLOYEES HAVE THE RIGHT TO RESPOND TO FORMAL DISCIPLINARY ACTIONS.*~~

NOTE: SUPERVISOR MUST NOTIFY HR IMMEDIATELY FOR ANY TERMINATION RECOMMENDATION

- Utilized in cases where the nature of the offense is so extreme, and the prospects for rehabilitation of employee's attitude are so remote, that it is in the best interest of employer and employee that the latter seek employment elsewhere.
- Recommendation for termination can be made by the direct supervisor, but should have the support of higher management and HR.
- It is very important, especially in the presence of collective bargaining agreements, that the nature of the offense, all disciplinary measures taken, and employee response to the charges are fully documented.

5.0 If unsatisfactory performance and/or misconduct occurs that, in the judgment of the supervisor, warrants consideration for a termination, the supervisor and/or administrator, and a Human Resources administrator, if necessary, will hold a hearing with the employee to discuss the circumstances surrounding the infraction. Under certain circumstances, an employee may be temporarily suspended with or without pay until a meeting can be held and a decision rendered.



- 5.1 The employee shall be informed that s/he has the right to have an association representative present at the investigatory conference meeting (FORM B.1). An association representative may be present, ~~however, the meeting is scheduled by.~~ If the employee requests representation, the supervisor ~~who is holding~~ will coordinate with the conference representative to schedule the meeting. Failure to attend the conference ~~could result in~~ may be considered insubordination.
- 5.2 If after the hearing, there is sufficient justification for the termination, the supervisor and/or administrator will send a letter to HR _____ recommending such. ~~The documentation~~ Documentation of any previous disciplinary actions will be attached.
- 5.3 If approved by Human Resources, the supervisor and/or administrator will send a **Pre-Termination (A.5)** letter to the employee advising him/her of the recommendation to terminate and the date and time of the pre-termination hearing.
- 5.4 A pre-termination hearing will be held with the employee, supervisor and/or administrator, and a Human Resources administrator to discuss the recommendation to terminate. The supervisor and/or administrator, along with HR, will meet with the employee to inform him/her of the decision to terminate and to deliver a copy of the termination letter. Twenty-four (24) hours of notice is required for a determination meeting. The supervisor will utilize **DETERMINATION MEETING NOTICE (B.2)** form to notify the employee of the meeting. An association representative may be present, ~~however, the meeting is scheduled by~~ If the employee requests representation, the supervisor ~~who is holding~~ will coordinate with the ~~conference representative to schedule the meeting.~~ Failure to attend the conference ~~could result in~~ may be considered insubordination. ~~The employee may also use other types of representation at this level, provided at least three (3) days notice is given to the District. If other representation is requested~~ If an employee requests a non-CESA representative, Human Resources must be consulted before the meeting is scheduled.
- ~~5.5 — The same opportunity as provided in Article 5.1 should be given the employee.~~
- 5.6 If after the hearing, there is sufficient justification for the termination, Human Resources will prepare an appropriate letter to the employee notifying him/her of the termination.
- 5.7 A meeting will be held with the employee, supervisor and/or administrator, and a Human Resources administrator, if necessary, to deliver the termination letter and to inform the employee of the decision to terminate.



MORE ABOUT TERMINATION

In a well-managed team, an employee is almost never surprised at being terminated. The supervisor has already provided a number of counseling sessions with the employee to help redefine goals and clarify any failure to meet standards of performance and behavior, and the employee has been subject to other levels of disciplinary action.

The administrator having the authority to recommend to Human Resources that an employee be terminated should be clearly convinced that this is the appropriate course of action. In every case where termination is sought, experience has shown that supervisors should be prepared to show valid evidence of the following:

1. **PERSISTENT NATURE OF DIFFICULTIES.** Except under unusual circumstances, the unsatisfactory conduct on the part of the employee has been recorded for an appropriate period of time.
2. **REPEATED WARNINGS.** The employee has been informed repeatedly of the unsatisfactory performance or conduct. This should be done in the form of written warnings, written reprimands, and performance evaluations.
3. **FREQUENT ASSISTANCE.** Specific efforts have been made to help the employee remedy identified deficiencies, but the efforts have been unsuccessful; this should be documented in writing using the same documents referred to above.
4. **CLOSE SUPERVISION.** Since the discovery of the employee's deficiencies, the employee's work has been closely supervised and the supervisor has personal knowledge of the employee's failure to improve.
5. **ORDINARY CIRCUMSTANCES.** The employee's work has been observed under normal and not exceptional conditions.

NOTE: Depending on the seriousness of the infraction a supervisor may start at any a higher level of the Progressive Discipline Procedure. When an employee has demonstrated a serious disregard effor the rules and policies of the District, the supervisor may recommend immediate termination in lieu of these procedures.

ALTERNATE: RESIGNATION (FORMAL/alternative to disciplinary action)

Sometimes an employee may offer to resign instead of facing disciplinary action. By doing so, the employee loses the right to appeal. However, the inquiries from future employers regarding the reason for leaving will be answered, in most cases, by the simple statement that the employee voluntarily resigned.



Carson City
School District

No employee can be compelled to resign; resignation must be **entirely voluntary**. Otherwise, the employee may later claim the resignation was made under duress.





LEVEL ONE: -VERBAL NOTICE/COUNSELING WRITTEN RECORD-(A.1)

APPENDIX A.1

Employee's Name: _____
Title/Site/Dept.: _____

Counseling Date: _____
Supervisor's Name: _____
Title/Site/Dept.: _____

NATURE OF CONDITION, INQUIRY, OR INCIDENT:

(Describe the incident/issue in detail to allow for ready interpretation by other concerned parties. Cite subject of counseling, time and date.)

CONCLUSION/ACTION TO BE TAKEN (Be Specific):

(Describe what remedy was requested of the employee to improve performance or change behavior. List the employee's response to the verbal notice.)

SUPERVISOR'S SIGNATURE TITLE DATE

I have received a copy of this record: _____
_____, and I have been informed of the opportunity to respond in a
written document to be attached hereto.

EMPLOYEE'S SIGNATURE DATE



Carson City
School District





SUPERVISOR'S GUIDELINES FOR LEVEL ONE:- VERBAL NOTICE/COUNSELING WRITTEN RECORD

1. Self explanatory.
2. PROBLEM AREA(S)
 - a. Check which one(s) of the listed types of problems has occurred. If the problem is one not listed, briefly describe it under "Other."
3. OCCURRENCE DETAIL
 - a. Self explanatory.
4. EXPLANATION OF PROBLEM(S)
 - a. Describe in reasonable detail what the employee has done.
 - b. Cite how this interferes with one or more of the following: employee's performance; the work environment; the business operations or the well-being of other employees.
 - c. Cite the rule, regulation, policy, law, standard of work or behavior that is involved.
 - d. If the disciplinary action is related to previous Level One verbal warning/counseling records, reference should be made.
5. IMPROVEMENT NEEDED
 - a. Explain in reasonable detail what the employee must do to improve performance or change behavior. Attach a separate page if more detail is appropriate.
 - b. Cite a reasonable date by which improvement must occur, or no further violations must occur.

The notice should be signed and dated by you on the same day it is given to the employee.

The employee must be afforded the opportunity to respond in writing to the warning notice. If a response is submitted, it should be attached.

Your signature ensures that you have provided a copy of the warning notice to the employee on the stated date.



Carson City
School District

|



LEVEL TWO: –WRITTEN WARNING (A-2)

APPENDIX A.2

Employee's Name: _____
Title/Site/Dept.: _____

Supervisor's Name: _____
Title/Site/Dept.: _____

This notice is to bring to your attention a problem in the following area(s):

- | | | |
|-----------------------|-------------------------------------|-------------|
| Work Performance | Physical/Mental Incapacity | Dishonesty |
| Insubordination | Criminal Conviction | Discourtesy |
| Absenteeism/Tardiness | Alcohol/Drugs/Tobacco | Conduct |
| Theft | Misuse/Destruction of CCSD Property | |
- Other: _____

Occurrence Detail: _____ a.m. _____ a.m.
_____ p.m.
Month Day Year Time

Explanation of Problem(s):

The problem(s) described above is serious enough to warn you that improvement is needed.

Improvement Needed: You are encouraged to think about this warning, resolve to change your behavior, and/or improve your performance. In order to avoid further disciplinary measures, it is recommended that you:

- If you do not improve, it will be necessary to consider stronger disciplinary measures, including reprimand, suspension, demotion and termination. A copy of this notice will not be placed in your personnel file, but a copy will be maintained in theyour site file. for one year. If you have any questions inabout this matter, or if you need help in improving your performance, you are encouraged to contact me. I would be happy to assist you.

~~You may respond in writing to this warning within ten (10) working days.~~

- ~~If you choose to do so, your response will be attached to this notice.~~

Supervisor's Signature Title Date



I have received a copy of this **notice:** _____

Level Two: Written Warning, and I have been informed of the opportunity to respond in a written document to be attached hereto.

_____ Employee's Signature _____ Date

EMPLOYEE'S SIGNATURE DATE

cc: _____ Original to Site Personnel-File



SUPERVISOR'S GUIDELINES FOR LEVEL TWO:- WRITTEN WARNING

1. Self explanatory.
2. PROBLEM AREA(S)
 - a. Check which one(s) of the listed types of problems has occurred. If the problem is one not listed, briefly describe it under "Other."
3. OCCURRENCE DETAIL
 - a. Self explanatory.
4. EXPLANATION OF PROBLEM(S)
 - a. Describe in reasonable detail what the employee has done.
 - b. Cite how this interferes with one or more of the following: employee's performance; the work environment; the business operations or the well-being of other employees.
 - c. Cite the rule, regulation, policy, law, standard of work or behavior that is involved.
 - d. If the disciplinary action is related to previous Level One verbal warning/counseling records, reference should be made.
5. IMPROVEMENT NEEDED
 - a. Explain in reasonable detail what the employee must do to improve performance or change behavior. Attach a separate page if more detail is appropriate.
 - b. Cite a reasonable date by which improvement must occur, or no further violations must occur.
 - c. The notice should be signed and dated by you on the same day it is given to the employee.

The employee must be afforded the opportunity to respond in writing to the warning notice. If a response is submitted, it should be attached.

Your signature ensures that you have provided a copy of the warning notice to the employee on the stated date.



LEVEL THREE: -WRITTEN REPRIMAND FORM-(A.3)

APPENDIX A.3

Employee's Name: _____

Title/Site/Dept.: _____

Supervisor's Name: _____

Title/Site/Dept.: _____

This notice is to bring to your attention a problem in the following area(s):

- | | | |
|-----------------------|-------------------------------------|-------------|
| Work Performance | Physical/Mental Incapacity | Dishonesty |
| Insubordination | Criminal Conviction | Discourtesy |
| Absenteeism/Tardiness | Alcohol/Drugs/Tobacco | Conduct |
| Theft | Misuse/Destruction of CCSD Property | |
| Other: _____ | | |

Occurrence Detail: _____ ~~a.m.~~ _____ ~~a.m.~~
_____ p.m.

Month Day Year Time

Previous Warnings:	Verbal Notice	Warning Notice	Reprimand
(Date)	_____	_____	_____
(Date)	_____	_____	_____

Explanation of Problem(s):

The problem(s) described above is serious enough to warn you that improvement is needed.

The problem(s) described above is serious and is the cause for this disciplinary notice. In addition, if you have been warned previously, it is noted in Number 4 above.

Improvement Needed: You are encouraged to think about this warning, resolve to change your behavior, and/or improve your performance. In order to avoid further disciplinary measures, it is recommended that you:



If you do not improve, it will be necessary to consider stronger disciplinary measures, including suspension, demotion, and termination. **A copy of this reprimand will be placed in your personnel file.** If you have any questions ~~in~~about this matter, or if you need assistance in improving your performance, you are encouraged to contact me.

You have the right to respond in writing within ten (10) working days to present information or arguments rebutting this disciplinary measure. If you choose to do so, your response will be attached to this form.

† The employee's signature below indicates **only** that the employee has received ~~and read~~ this document and has been directed to read it.

Employee's Signature

Date

Supervisor's Signature

Title

Date

Administrator's Signature

Title

Date



Carson City
School District

cc: Site Personnel File
Original to District Personnel File



SUPERVISOR'S GUIDELINES FOR LEVEL 3:- WRITTEN WARNING

1. Self explanatory.
2. PROBLEM AREA(S)
 - a. Check which one(s) of the listed types of problems has occurred. If the problem is one not listed, briefly describe it under "Other."
3. OCCURRENCE DETAIL
 - a. Self-explanatory.
4. PREVIOUS WARNINGS
 - a. Enter the dates of previous verbal notices, written warnings or written reprimands related to this violation.
5. EXPLANATION OF PROBLEM(S)
 - a. Describe in reasonable detail what the employee has done.
 - b. Cite how this interferes with one or more of the following: employee's performance; the work environment; the business operations or the well-being of other employees.
 - c. Cite the rule, regulation, policy, law, standard of work or behavior that is involved.
6. IMPROVEMENT NEEDED
 - a. Explain in reasonable detail what the employee must do to improve performance or change behavior. Attach a separate page if more detail is appropriate.
 - b. Cite a reasonable date by which improvement must occur, or no further problems must occur.
 - c. The employee must be afforded the opportunity to respond in writing to the reprimand form. If a response is submitted, it should be attached.
7. The employee should be requested to sign and date the form. If s/he refuses, so note on the form along with your signature and the date.

The form should be completed after the supervisor and/or administrator meets with the employee.

Your signature ensures that you have provided a copy of the written warning to the employee on the stated date and directed them to read it.

The employee's signature below indicates **only** that the employee has received this document and has been directed to read it.

Employee's Signature

Date

cc: Site Personnel File
Original to District Personnel File



SUPERVISOR'S GUIDELINES FOR LEVEL FOUR: -SUSPENSION WITHOUT PAY/DEMOTION

1. Self-explanatory.
2. Indicate the specific discipline being recommended and the effective date(s) of such discipline. For suspensions, list each of the dates the employee is to be suspended without pay.
3. Describe in reasonable detail what the employee has done.
4. Cite the rule, regulation, policy, standard of work or behavior involved.
5. List all warnings, reprimands, suspensions or demotions related to this disciplinary action.
6. (Suspension or Demotion only) Explain in reasonable detail what the employee must do to improve performance or change behavior. Cite the date by which improvement must occur, or no further violations must occur.
7. The signature of the employee, supervisor and the administrator are required before forwarding to Human Resources.
8. Forward to Human Resources in an envelope marked **CONFIDENTIAL** for review and approval.

The form should be completed after the supervisor and/or administrator meets with the employee.

Your signature ensures that you have provided a copy of the suspension without pay/demotion to the employee on the stated date and directed them to read it.



SUPERVISOR'S GUIDELINES FOR LEVEL FIVE: TERMINATION

The purpose of this guideline is to provide supervisors with a clear, structured approach to the termination process, ensuring that all actions are compliant with district policies and legal standards. Termination is the final step in the progressive discipline process and should only be considered when all other disciplinary measures have been exhausted, or when an employee's actions are so egregious that immediate termination is warranted.

Steps:

1. Initial Assessment

- a. **Evaluate Severity:** Assess whether the employee's behavior or performance issues justify termination. Consider the nature of the offense and its impact on the workplace.
- b. **Review Documentation:** Ensure all previous disciplinary actions have been documented and that the employee has been given opportunities to correct their behavior.

2. Consultation with HR

- a. **Notify HR:** Contact Human Resources immediately if you believe termination is necessary. Provide all documentation related to the employee's performance and previous disciplinary actions.
- b. **Seek Approval:** Obtain approval from HR to proceed with the termination process.

3. Investigatory Conference:

- a. **Schedule Meeting:** Schedule an investigatory conference with the employee, providing at least 24 hours' notice. Use the INVESTIGATORY CONFERENCE FORM B.1.
- b. **Representation:** Inform the employee of their right to have an association representative or legal counsel present at the meeting.
- c. **Conduct Meeting:** Discuss the allegations and allow the employee to respond. Ensure the meeting is conducted fairly and objectively.

4. Decision to Terminate:

- a. **Review Findings:** After the investigatory conference, review the findings and decide whether termination is justified.
- b. **Prepare Documentation:** If termination is warranted, prepare a Pre-Termination Letter (FORM A.5), outlining the reasons for termination and providing a date and time for the pre-termination hearing.

5. Pre-Termination Hearing:

- a. **Conduct Hearing:** Hold a pre-termination hearing with the employee, supervisor, and HR administrator. Allow the employee to present any final arguments or rebuttals.

- b. Decision:** After the hearing, make a final decision on termination. If termination is confirmed, prepare a termination letter.

6. Termination Letter

- a. Prepare Letter:** Draft the termination letter, clearly stating the reasons for termination and the effective date.
- b. Deliver Letter:** Meet with the employee to deliver the termination letter. Ensure that an association representative or legal counsel is present if requested by the employee.

7. Follow-Up

- a. Documentation:** Ensure all documentation related to the termination is complete and filed in the employee's personnel file.
- b. Exit Procedures:** Follow the district's exit procedures, including the return of district property and revocation of access to district systems.



SAMPLE PRE-TERMINATION LETTER (A.5)

APPENDIX A.5

Date

Name Address City/State

Dear Mr./Ms.:

This letter is to inform you of my recommendation to the Human Resources Administrator that you be terminated from your position of **(title)** with the Carson City School District. You are hereby notified that on **(date)** at **(time)**, we will hold a pre-termination meeting with you to discuss the reasons to terminate. At that meeting you will be given the opportunity to present information or arguments rebutting the proposed disciplinary action. The meeting will be held at the **(meeting location)**.

This recommendation to terminate is based upon your unsatisfactory work performance (see attached documentation), which constitutes violation of (list administrative policy, regulation, law, etc.):_____.

Please be advised you have the right to have ~~an Associationa~~ CESA Representative present at the pre-termination meeting, if you so choose.

If you have any questions concerning the above, please do not hesitate to call me at **(phone number)**.

Sincerely,

Supervisor Name Title

cc: Site Personnel File
Original to District Personnel File

SAMPLE SUSPENSION OR DEMOTION LETTER (A.6)

APPENDIX A.6

Date

Name Address City/State

Dear Mr./Ms.:

On date, a meeting was held with you to discuss the facts and circumstances regarding an incident that occurred on **date**. Present at the meeting was **name, title; name, title;** and ~~myself~~me.

After discussing the incident with you and upon review, it has been determined that you will be suspended without pay from **date** through **date**. The reasons and facts supporting this action are contained in the attached *Discipline Recommendation Form*.

A copy of this suspension letter and the *Discipline Recommendation Form* will be placed in your personnel file. You have the right to respond in writing to this disciplinary measure. If you choose to do so, your response will be attached to this letter.

Please be advised that you have the right to appeal this decision in accordance with ~~Article of the Classified Agreement.~~the grievance provisions of the Comprehensive Agreement Between the Carson City School District and the Carson Educational Support Association.

The purpose of this disciplinary action is to impress upon you the seriousness with which Carson City School District regards this matter, and to give you the opportunity to reflect upon your future compliance with noted recommendations to improve your behavior and/or performance. Should you choose to continue not to improve, you will be subject to further disciplinary action, including termination.

Sincerely,

Administrator Name Title

cc: Personnel File



Carson City
School District

|

SAMPLE INVESTIGATORY CONFERENCE/DUE PROCESS NOTICE (B.1)

APPENDIX B.1

Date

Name of Employee

Mailing Address

City, State zip code

RE: Notice of Investigatory/Due Process Meeting and Right to Representation

Dear (Employee Name):

You are directed to meet with me (administrator conducting the meeting) for an Investigatory ~~Due Process~~ Interview on (Insert Date and time). This meeting will take place at (Insert Location). In the meeting with you and me will be (Name of Administrator and others who are attending).

The purpose of this meeting is to discuss allegations of _____, if found to be true, may amount to finding you are in violation of the following:

(Insert citation to NRS, CCSD Policy and/or Regulations allegedly violated)

The incident(s) that led to the allegations are:

(Summary of Incident(s) with dates)

You have the right to have a CESA representative ~~of the (Union Name)~~ present with you at the meeting. In the event you choose not to have a ~~(Union)~~CESA representative with you at the meeting, you may have legal counsel or another person present with you instead. If legal counsel will represent you, you must inform me no later than 5:00pm on (Insert date).

At the meeting, you will have the opportunity to respond to all allegations. You will also be advised at the meeting and on record that you will be required to respond truthfully to all allegations and that failure to do so may constitute insubordination and/or dishonesty.

Be advised that if the allegations are found to be true; you may face disciplinary action, which can range from a written letter of concern, written letter of admonition, suspension without pay, demotion, or termination.

You are further advised not to discuss this meeting or the allegations with anyone except your representative or legal counsel. You are directed not to contact anyone involved with this investigation (directly or indirectly) including employees of the district.



Carson City School District

The district has not reached a conclusion as to what, if any, discipline is appropriate, but will do so after it receives your response to the allegations. The potential disciplinary action that may be taken against you is based upon information as described above, which, if proved, may constitute a violation of the above references to NRS, CCSD Policy and/or Regulations.

~~If legal counsel will represent you, you must inform me no later than 5:00pm on (insert date).~~

This Notice is being delivered to you at least 24 hours in advance of the meeting. Please schedule accordingly.

Sincerely,

Name of Supervisor/Administrator
Title

I have received a copy of this Notice of Investigatory/Due Process Meeting and Right to Representation

(Employee Name):

Date

Attachments:

cc: List of names

4878-7453-6731, v. 1

|



SAMPLE DETERMINATION MEETING NOTICE (B.2)

Date

Name of Employee

Mailing Address

City, State zip code

RE: Determination Meeting Notice

Dear [Employee's Name],

This notice serves to inform you that a Determination Meeting has been scheduled as follows:

Date and Time of Meeting: [Date and Time of Meeting]

Location of Meeting: [Location of Meeting]

Purpose of Meeting:

The purpose of this meeting is to inform you of the decision and counsel you regarding the corrective action that must be taken to avoid further disciplinary action.

Representation:

You have the right to have ~~an association~~ CESA representative present during this meeting. The meeting has been scheduled by the undersigned supervisor, and your presence is required. Failure to attend this meeting could result in a charge of insubordination. If you wish to have other types of representation at this meeting, you must provide at least three (3) days-notice to the District. In such cases, Human Resources must be consulted.

Confirmation:

Please confirm your attendance by [Date and Time] by responding to this notice. Should you have any questions or need further clarification, please contact:

Supervisor's Name: [Supervisor's Name]

Phone Number: [Supervisor's Phone Number]

Email Address: [Supervisor's Email Address]

Acknowledgment:

I acknowledge receipt of this Determination Meeting Notice and ~~understand the contents therein~~ that I have been directed to read it.

Employee's Signature: _____

Date: _____

Supervisor's Signature: _____

Date: _____

Thank you for your prompt attention to this matter.

Sincerely,

[Supervisor's Name]

[Supervisor's Title]

[School District Name]



COMPREHENSIVE AGREEMENT

BETWEEN THE

CARSON CITY SCHOOL DISTRICT

AND THE

CARSON EDUCATIONAL SUPPORT ASSOCIATION

(NON-SUPERVISORY AND SUPERVISORY UNITS)

2025-2029

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**COMPREHENSIVE AGREEMENT
BETWEEN THE
CARSON CITY SCHOOL DISTRICT
AND THE
CARSON EDUCATIONAL SUPPORT ASSOCIATION**

2025-2029

ARTICLE 1--AGREEMENT

- 1.1** This Agreement is made and entered into effective this 1st day of July 2025, by and between the Board of School Trustees, hereinafter referred to as the "School Board" and Carson Educational Support Association, herein referred to as the "Association".
- 1.2** This Agreement does not apply to confidential employees.

ARTICLE 2--PREAMBLE

2.1 Preamble Statement

Whereas, the parties recognize that the Board of Trustees is charged by law with the duty and responsibility of operating a public school system; and whereas, wages, hours and other terms and conditions of employment of classified school employees are matters of mutual concern to the Board of Trustees and the Association; and whereas, members of the classified employees in the District have the right to join, or not join, any organization for their professional or economic improvements; therefore, it is the intent and purpose of this Agreement to assure sound and mutually beneficial economic and employment relations between the parties hereto: to attempt to provide an orderly and peaceful means of conducting negotiations and resolving any misunderstandings or grievances; and to set forth here in article form to agreements between parties as set forth in Nevada Revised Statutes Chapter 288.

2.2 Values Statement

Whereas, the parties recognize and agree that certain values are critical to the successful operation of schools in the District, and that these values are as follows: (a) Respect, between District and members, between employees, as well as between employees and district students; (b) meaningful two-way communication, between the District and staff, as well as between District staff generally; (c) the Development of a Growth-mindset meant to assist the District as it grows; (d) a student-centric approach to work within the District; (e) recognition that members of the Association are educational support professionals; (f) recognition that members of the Association fulfill an important and meaningful role within the District, and are not considered secondary to other District staff; and finally (g) that the District seeks to foster an environment of growth where all employees have an opportunity to grow into great employees.

2.3 Non-Discrimination Clause

The District and the Association agree not to discriminate against any person on the basis of race, color, national origin, sex, disability, age, or on any other basis protected by state or federal law.

ARTICLE 3--CLASSIFIED EMPLOYEE ADVISORY COUNCIL

3.1 A Classified Employee Advisory Council shall be established to consist of representatives from one or more occupational series in the District. Employee members of the Council shall be elected by vote of the personnel of each occupational series defined in Article 3, paragraph B of the Employee Advisory Council at the commencement of each school year. Elections will be held in August of each year by groups listed in paragraph B for a two (2) year term with one half being elected on the even year and one half being elected on the uneven year. Only in September of 1997, members will draw for the one-year term to set up the process. If, during the course of the school year, a member of the Employee Advisory Council resigns, that member shall be replaced by appointment of the President of the Association.

3.2 Membership of the Employee Advisory Council shall consist of Association members only as follows:

	<u>Employee Class</u>	<u># Members</u>	<u>Year</u>
1.	Custodians/Building/Grounds/Maintenance/Warehouse/Technology and Related Classes	1	Odd
2.	Accounting/Clerical/Secretaries and Related Classes	1	Odd
3.	Food Services and Related Classes	1	Even
4.	Transportation and Related Classes	1	Odd
5.	Instructional Support and Related Classes	1	Even
6.	Nurses and Clinical Aides and Related Classes	1	Even

3.3 The Employee Advisory Council shall meet from time to time during the school year in a manner mutually agreeable to the members. The Council shall seek the following objectives:

3.3-1 To gather information and make recommendations to the superintendent and to the Board of Trustees relating to the establishment of a fair, effective and uniform method of accomplishing employee evaluations, including evaluation forms, criteria and procedures.

3.3-2 To improve the morale of the District classified staff.

- 3.3-3 To apprise a principal, the superintendent, or the Board of Trustees, as the case may be, of actual or potential problems involving the classified staff at any area.
- 3.3-4 To secure the maximum involvement of all members of the classified staff is the primary goal of the District.
- 3.3-5 To improve communications between school administration and members of the classified staff.
- 3.4 In the event a school(s) is required to restructure, the District and the Association will meet and confer prior to any restructuring, regarding the unique needs of the school(s) impacted and attempt to collaboratively develop a plan for implementation.
- 3.5 To accomplish the objectives established for the Employee Advisory Council, the Council shall meet to discuss school operations, may meet with the superintendent or their designated representative, and attend any meeting of the Board of Trustees, upon advance notice of their desire to do so.
- 3.6 Nothing contained herein shall be construed, or is intended, to require involvement of the Employee Advisory Council in the discussion or arbitration of grievances, as that procedure is outlined elsewhere in this Agreement. However, the recommendations or findings of the Council may be made available to any party in connection with such grievance procedures.

ARTICLE 4--DEFINITIONS

- 4.1 The term "**NRS 288**" as used in the Agreement shall refer to Chapter 288 of the Nevada Revised Statutes, also known as the Local Government Employee-Management Relations Act.
- 4.2 The term "**employee**" as used in this Agreement shall refer to all Carson City School District classified employees included in the non-supervisory and supervisory bargaining units covered by this Agreement and who are regularly scheduled to work at least four (4) hours per day or twenty (20) hours per week.

"Employees" are covered by this Agreement unless otherwise noted.
- 4.3 The term "**supervisory**" shall mean any individual having authority in the interest of the employer to hire, transfer, suspend, layoff, recall, promote, discharge, assign, reward, evaluate, or discipline other employees.
- 4.4 The term "**Association**" as used in this Agreement shall mean the Carson Educational Support Association.
- 4.5 The term "**superintendent**" as used in this Agreement shall mean the superintendent of schools of the Carson City School District or his/her designated representatives.
- 4.6 The term "**District**" as used in this Agreement shall mean the Carson City School District.

- 4.7 The term "**School Board**" as used in this Agreement shall mean the Board of School Trustees of the Carson City School District.
- 4.8 The term "**days**" as used in this Agreement shall mean working days, rather than calendar days, unless otherwise indicated.
- 4.9 The term "**temporary employee**" as used in this Agreement is a person hired on a temporary basis for completion of a special project or task, an emergency, satisfying abnormal workloads or for seasonal needs. Temporary employees may not work for more than twenty (20) consecutive weeks out of fifty-two (52) weeks per year, in any twelve (12) month period.

Temporary employees are not covered by the terms of this Agreement.

- 4.10 The term "**substitute employee**" as used in this Agreement means any person hired to fill in for an absence. A substitute may hold such position only until the absent employee returns to work.

Substitute employees are not covered by the terms of this Agreement.

- 4.11 The term "**part time employee**" as used in this Agreement is a person who is regularly scheduled to work less than four hours per day or less than twenty hours per week. Part time employees are not covered by the terms of this Agreement.
- 4.12 The term "**probationary employee,**" as used in this Agreement, is an employee who has not completed six (6) months of full-time regular and continuous employment with the District, or an employee who has been promoted or transferred to a position and who has not completed his or her first six (6) months in the new classification. An employee becomes **post-probationary**, and therefore, he or she is no longer on a probationary status, when he or she completes his or her probationary period in his or her new classification.

Note: Probationary employees have no right to continued employment in their classifications. Therefore, probationary employees have no right to grieve employment actions taken by the District based on the District's determination that the probationary employee has not successfully completed his or her probation either as a new employee or as an employee who has been promoted or otherwise transferred to a new classification. However, a probationary employee may, grieve or otherwise challenge, the District's application and/or interpretation of this Agreement to said employee for all matters covered by the Agreement which do not relate to such employment actions.

An employee who has attained a post-probationary status at the District; having completed greater than six (6) months of continuous service at the District, is subject to Article 11.12-3-2 for the purpose of retention if the employee fails to satisfactorily complete his or her probationary period in a new classification.

ARTICLE 5--RECOGNITION

- 5.1 The School Board recognizes the Association as the exclusive bargaining agent as defined in NRS 288.027 for the bargaining units of all classified employees, supervisory and non-supervisory personnel of the District as fully set forth as "CLASSIFIED EMPLOYEE UNITS" in this Article and acknowledges the receipt of: a) a copy of its constitution and

by-laws, b) a roster of its representatives and officers, c) a pledge not to strike as required in NRS 288, and d) a verified membership list.

- 5.2 All rights and privileges granted to the Association under the terms and provisions of this Agreement shall be for the exclusive use of the Association.
- 5.3 Recognition shall entitle the Association to payroll deductions of membership dues as outlined in Article 14.
- 5.4 The District has the right to classify positions subject to the requirements of NRS 188.150 et seq.
- 5.5 The District shall consult with the Association as to the appropriateness of inclusion in one of the bargaining units of any new classification(s) added to the classified salary schedule or removal of any classification from the bargaining unit during the term of this Agreement in accordance with NRS 288.170.

5.6 Members of the Association shall be referred to as “Educational Support Professionals.”

5.7 **Classified Employee Units:
Non-Supervisory**

- Accountant I
- Accountant II
- Administrative Assistant I
- Bilingual Parent Engagement Coordinator
- Bus Attendant
- Bus Driver
- Bus Driver Special Education
- Bus Driver Substitute
- Bus Driver Trainer
- Campus Supervisor
- Clinical Aide
- Cook/Baker
- Custodian I
- DHH Interpreter II
- DHH Interpreter III
- DHH Interpreter IV
- Distance Education Assistant
- Groundskeeper
- Instructional Program Coordinator
- IT Support Tech II
- Junior Engineer
- Library Media Clerk/Senior Project Coord.
- Library Media Technician
- Maintenance
- Mechanic I
- Mechanic II
- Network Engineer
- Nurse
- Paraprofessional
- Paraprofessional ESL
- Paraprofessional Kinder
- Special Ed Paraprofessional I
- Special Ed Paraprofessional II
- Special Ed Paraprofessional III
- Warehouse Specialist

SUPERVISORY POSITIONS

Administrative Assistant II
Administrative Assistant III
Cafeteria Manager
Cafeteria Manager Central Kitchen
Cafeteria Manager High School
Cafeteria Manager Middle School
Custodian II
Custodian III
Director of Nutrition
Grants Supervisor
Grounds Supervisor
Maintenance Supervisor
Mechanic III
Operations Coordinator
Payroll Supervisor
Purchasing Supervisor
Systems Engineer
Transportation Supervisor
Warehouse Coordinator

5.8 The District will provide the Association President with monthly updates of new hires, transfers, resignations, and retirements.

5.9 Upon request, the District shall provide the Association with the name, classification, work location, and work email of all members of the non-supervisory and supervisory bargaining units.

ARTICLE 6--NO STRIKE AGREEMENT

The Association recognizes the public policy as expressed in NRS 288.230 in which the Nevada Legislature declared:

That the services provided by the School District as an employer are of such nature that they are not and cannot be duplicated from other sources and are essential to the health, safety and welfare of the people.

That the continuity of such services is likewise essential and their disruption incompatible with the responsibility to the people; and

It is the public policy of the State of Nevada that a strike against the School District as a Local Government Employer is illegal.

The Association agrees to act and conduct its affairs in accordance with this policy. The Association, its officers and agents, agree further that they shall not support any strike against the Carson City School District nor shall they engage in or support any action to impair the rendering of such essential services by the District.

ARTICLE 7--GRIEVANCE PROCEDURE

7.1 Purposes

The purpose of this procedure is to secure, at the lowest possible administrative level, equitable solutions to problems which arise. Both parties agree that these proceedings shall be kept as confidential as may be appropriate at any level of the procedure.

7.2 Definitions

- 7.2-1 A "**grievance**" is a complaint by an employee, group of employees, or the Association based upon an alleged violation, misinterpretation, or inequitable application of a specific provision of this Agreement and/or School Board Policies and Regulations.
- 7.2-2 A "**continuing grievance**" is a grievance based on an act or condition, which actively recurs on a periodic basis. For example, the District underpays an employee by \$10.00 on each paycheck. A grievance based upon this act by the School District would be a continuing grievance.
- 7.2-3 An "**aggrieved person**" is an employee, a group of employees or the Association, asserting a grievance.
- 7.2-4 A "**party of interest**" is any person or persons who might be required to take action, or against whom action might be taken, in order to resolve the problem.
- 7.2-5 The term "**days**" when used in this Article shall, except where otherwise indicated, mean working days rather than calendar days.

7.3 Time Limits

- 7.3-1 Since it is important that grievances be processed as rapidly as possible, the number of days indicated at each level should be considered as a maximum, and every effort should be made to expedite the process. However, the parties, by mutual agreement, may extend the number of days at any level to a specific date.
- 7.3-2 If an employee, group of employees, or the Association does not file a grievance or a continuing grievance in writing as provided herein within ten (10) working days after the employee, group of employees, or the Association knew of or should have known of the act or condition on which the grievance is based, then the grievance shall be considered waived.
- 7.3-3 Failure at any level in this procedure to appeal a grievance in writing within the required time limits shall be deemed as withdrawn.
- 7.3-4 When a grievance is taken to arbitration, no new evidence will be submitted by either party.

7.4 Procedures

7.4-1 Level One - Supervisor

- 7.4-1-1 If an employee feels that he has a grievance, he shall first discuss the matter informally with the supervisor to whom he is directly responsible and may request the presence of the school's grievance representative.
- 7.4-1-2 If an aggrieved person is not satisfied with the disposition of his/her problem through informal procedures, he shall submit his/her claim as a formal grievance in writing to his supervisor and to the Association's school grievance

representative, and to the superintendent within ten (10) working days after the employee, group of employees, or Association knew of or should have known of the act or condition on which the grievance is based.

- 7.4-1-3 The supervisor shall, within ten (10) working days, render his/her decision and the reasons therefore, in writing on the prescribed form to the aggrieved, with a copy to the Association's school grievance representative and to the superintendent.

7.4-2 Level Two - Superintendent of Schools

- 7.4-2-1 If the aggrieved is not satisfied with the disposition of his grievance at Level One, or if no decision has been rendered within ten (10) working days after presentation of the grievance in writing, he shall file the written grievance with the superintendent within ten (10) working days after the decision was rendered or was due at Level One.

- 7.4-2-2 The superintendent of schools or his/her representative shall act for the administration at Level Two of the grievance procedure. Within ten (10) working days after receipt of the written appeal of a hearing, the superintendent or his/her representative shall meet with the aggrieved person for the purpose of resolving the grievance. When requested by either party a full transcript shall be prepared and the cost shared by both parties.

The superintendent shall, within ten (10) working days after the hearing, render his decision and reasons therefore in writing to the aggrieved person, supervisor, or appropriate administrator and the Association.

- 7.4-2-3 Notification of step two grievance hearings shall be mailed to the grievant at least five (5) working days prior to the hearing.

7.4-3 Level Three - Arbitration

- 7.4-3-1 If the aggrieved is not satisfied with the disposition of the grievance at Level Two, the Association may, within ten (10) working days after the decision was rendered or should have been rendered by the Superintendent, notify the District in writing that it wishes to take the grievance to binding arbitration.

- 7.4-3-2 Within ten (10) working days after written notice of submission to arbitration, the superintendent and the Association shall agree upon a mutually acceptable arbitrator who is experienced, impartial, disinterested, and of recognized competence. If the parties are unable to agree upon an arbitrator, a request for a list of arbitrators shall be made to the American Arbitration Association and the selection made following the procedures contained in NRS 288.200.

- 7.4-3-3 The arbitrator's recommendations shall be submitted in writing to the aggrieved, the Superintendent and the Association only, and shall set forth his findings of fact, reasons, and recommendations on the specific issue(s) submitted. The arbitrator's recommendations shall be binding and shall be consistent with the law and with the terms of this Agreement.

7.4-3-4 The costs of the services of the arbitrator shall be borne by the party that has not prevailed. Each party agrees to bear its own costs, fees and expenses in the preparation, presentation and participation in the case before the arbitrator.

7.4-3-5 If the arbitrator's award would cost the District in excess of 1/4 (one-quarter) cent of the tax rate for any one specific grievance, or 1/2 (one-half) cent of the tax rate in the aggregate (more than one grievance) during the term of the Agreement, then the School Board shall have final authority.

At the next meeting of the School Board, the decision of the arbitrator and any other information shall be presented to the School Board for consideration and both parties shall have the opportunity to present their positions before the School Board takes final action on the grievance.

7.4-3-6 Arbitration awards on dismissal cases for employees with three (3) years of full-time, continuous employment with the District, shall be binding (refer to Article 8).

7.4-3-7 In cases involving discharge, in the event an arbitrator cannot be mutually agreed upon, the parties agree to utilize and be bound by the Rules for Expedited Arbitration of the American Arbitration Association, except and provided, however, each party reserves the right by either party, the parties agree to obtain a list from the American Arbitration Association of five (5) arbitrators participating in expedited arbitrations from which an arbitrator will be selected following the procedures contained in NRS 288.200.

7.5 Rights of Employees to Participation

7.5-1 No reprisals of any kind shall be taken by either party against any party in interest, any school representative or any other participant in the grievance procedure by reason of such participation.

7.5-2 Subject to the Association's exclusive rights as the bargaining agent, any party in interest may be represented at any level of the formal grievance procedure by a person of their own choosing.

7.5-3 The Association has a right to be present during the resolution of a grievance even though the employee did not request the Association's presence. Grievances resolved between the District and the employee shall not be used for precedential value against the Association if the Association did not participate in the resolution.

7.6 Miscellaneous

7.6-1 If, in the judgment of the Association, a grievance affects a group or class of employees, the Association may submit such grievance in writing to the superintendent directly and the processing of such grievance may begin at Level Two. If the superintendent determines the matter can be resolved at Level One, he may require the grievance start at Level One.

- 7.6-2 Appeals and decisions rendered at all levels of the formal grievance procedure shall be in writing on or attached to the appropriate form, and shall set forth the decisions and reasons therefore.
- 7.6-3 All documents, communications and records dealing with the processing of grievance shall be filed separately from the personnel files of the participants.
- 7.6-4 Forms for filing and processing grievances, and other necessary documents shall be jointly prepared by the parties and distributed by the Association. If forms are not available at the time, a grievance may be presented in letterform.
- 7.6-5 A grievance may be withdrawn at any level by the aggrieved without prejudice.
- 7.6-6 The remedy available for any alleged breach of this Agreement or any alleged violation of rights hereunder granted, shall be pursuant to the foregoing grievance procedure provided, however, that nothing contained herein shall deprive any party of any legal right.
- 7.6-7 In the event there is a question as to whether a specific grievance is arbitrable, such a threshold issue shall be considered first in the arbitration hearing and no evidence shall be given as to the merits of the grievance. If the arbitrator finds the issue not arbitrable, no further consideration of the grievance shall be allowed. If the arbitrator finds the issue arbitrable, he shall proceed to hear the grievance. If the arbitrator is unable to make such a determination at that time, then he may proceed to hear the grievance even though no decision will be rendered on the grievance if he subsequently determines the issue is not arbitrable.
- 7.6-8 Any and all time limitations as set forth in this section may be extended by agreement of the parties.
- 7.6-9 Arbitration awards that involve retroactivity shall not be made retroactive more than ten (10) working days prior to the date of filing of the grievance or continuing grievance.
- 7.6-10 The administration will cooperate with the Association in its investigation of any grievance and further, will furnish the Association with such information pertinent and available as is required for the processing of the same grievance.

ARTICLE 8--SUSPENSION, WARNING NOTICES, DEMOTION AND DISCHARGE

8.1 Disciplinary Actions

The District shall not suspend a post-probationary employee without pay nor demote or discharge a post-probationary employee as a disciplinary action without just cause.

8.2 Appeals

- 8.2-1 Post-probationary employees who are suspended without pay, who are demoted or discharged as a disciplinary measure may appeal such action through the grievance procedure (see Article 7).

- 8.2-2 In the event the appeal reaches Level Three (arbitration), the sole issue upon which the arbitrator is to render an opinion shall be whether or not there was just cause for the District to take the specific disciplinary action which was taken. The arbitrator can only affirm or reverse the disciplinary action.
- 8.2-3 The parties will select the hearing officer from a list provided by AAA or the Federal Mediation and Conciliation Services (FMCS”) pursuant to Article 7.5(c)(2) of this Agreement. The parties shall each pay half of the expenses of the compensation for the hearing officer and the expense of the official transcript. The parties will pay for their own attorney fees and costs of preparation and presentation.
- 8.2-4 The provisions of this Article shall not be available to probationary employees. A probationary employee is one who has not completed six (6) months of full-time regular and continuous employment with the District in his or her current classification; this includes employees who are new hires as well as employee who are promoted or otherwise transfer to a new classification.

The probationary period of an individual employee may be extended for no more than three months by his/her immediate supervisor/administrator.

A probationary employee may request, in writing, to his/her supervisor/administrator that the superintendent reduce or extend the probationary period.

8.3 Progressive Discipline

The District agrees to follow the disciplinary procedures outlined in the Classified Procedure Manual: Progressive Employee Discipline. The manual will be posted on the District’s website and may be updated by the District from time to time. The District further agrees not to modify the manual without first obtaining written approval from the Association.

- 8.3-1 All classified supervisors shall be trained yearly in the correct procedure of the updated Classified Procedure Manual, Progressive Employee Discipline.
- 8.3-2 After they have successfully completed their probationary period, all employees shall receive a copy of the current updated Classified Procedure Manual, Progressive Employee Discipline. CESA and the District will collaborate in the planning, preparation and training of classified staff.
- 8.3-3 Notice of Investigation. The District shall provide a classified employee who is the subject of an investigation that may result in disciplinary action a written Notice of Investigation at least 24 hours or one (1) business day prior to said investigatory meeting. The written Notice of Investigation shall include a notice that the employee has the right to request CESA Representation. The District and the Association will collaborate to develop a standard form for the Notice of Investigation.

8.4 Social Media Policy

The parties agree that statements made online, including information published on social media websites, may be used as evidence of misconduct, including, but not limited to, violations of District Policy, District Regulation, this Agreement, and/or Nevada State Law. The parties further agree that evidence recovered from online sources, including from social media websites, may be used by the District in an investigation into an employee's alleged misconduct, and may be used to support disciplinary action, up to and including termination, against an employee subject to this Agreement.

Therefore, the parties urge employees covered under this Agreement to exercise discretion when posting information online. Accordingly, this provision stands as notice to employees covered under this Agreement that postings on the internet, are posted in the public domain, and may be reviewed and/or relied on by the District in a disciplinary action related to an allegation that an employee has engaged in some form of misconduct.

That said, the District is not required to pursue disciplinary action against an employee covered under this Agreement simply because that employee has posted information on the internet; or has been posted about on the internet, where such information does not support a finding that the employee has engaged in misconduct, including but not limited to, violations of District Policy, District Regulation, the Agreement, and/or State Law.

Furthermore, the District may choose not to investigate and/or pursue disciplinary action against an employee simply because the District has received information about an employee which was pulled from the internet. Instead, the District will pursue disciplinary action against employees only where it receives evidence which supports a finding that the employee in question has violated District Policy, Regulation, the CBA, and/or State Law.

The purpose of this provision is to establish that while District has no interest in pursuing unsubstantiated claims of misconduct related to its employees, it has a duty to investigate all allegations of misconduct that it receives. As such, the purpose of this provision is to inform employees that they will not suffer disciplinary action simply because the District is presented with an unsubstantiated allegation of misconduct arising from an online posting in which the complaining party alleges that the employee has engaged in misconduct. While the District may investigate the allegation, the allegation will not result in disciplinary action unless the District obtains evidentiary support showing that the alleged misconduct has occurred.

8.5 Disciplinary Transfers

The District will not transfer or reassign an employee as a form of discipline.

8.6 Miscellaneous Provisions

- 8.6-1 No formal action shall be taken upon any complaint against or about an employee nor shall any notice thereof be included in an employee's personnel file unless the employee has been provided with written notice thereof within seven (7) working days of said complaint. Any complaint which is not discussed with the employee shall not be considered in the employee's evaluation, shall not become part of the employee's personnel file nor shall it be used against the employee in any action by the District.

- 8.6-2 The personal life of an employee is not an appropriate concern of the District and shall not affect the employee's employment status unless there is off-duty misconduct with a nexus to employment or the personal life of the employee adversely affects their performance.

ARTICLE 9--LEAVE OF ABSENCE

9.1 Annual Leave

- 9.1-1 Newly hired employees who earn benefits:
- 9.1-1-1 Begin earning vacation time the first month.
 - 9.1-1-2 May not take vacation until satisfactory completion of the first six months of continuous service.
 - 9.1-1-3 May not be issued vacation pay if terminated before completion of the first six months continuous service.
- 9.1-2 To use vacation time:
- 9.1-2-1 Obtain supervisor's approval in advance on the "Personal Leave or Annual Leave Request" form provided by the District.
- 9.1-3 Accrual of annual leave:
- 9.1-3-1 Full-time classified employees (who work an 8 hour day) accrue annual leave as follows:
 - a. employees who have one (1) year but less than four (4) years of service will receive ten (10) days;
 - b. employees who have four (4) years but less than eleven (11) years of service will receive fifteen (15) days;
 - c. employees who have eleven (11) years or more of service will receive twenty (20) days.
 - 9.1-3-2 Employees must work at least half-time (4 hours a day) to accrue annual leave. Employees who work less than full-time accrue annual leave on a pro-rated basis in accordance with 9.1.3.1.
 - 9.1-3-3 Employees accrue annual leave for regular hours the employee works or is in paid leave status. Employees do not accrue annual leave for overtime hours.
 - 9.1-3-4 Maximum accumulation of annual leave shall not exceed 30 days (240 hours) as of June 30 annually.
 - 9.1-3-5 Annual leave is credited to the employee's annual leave account:

- a. At the end of each month worked.
- b. Fractional hours are converted to the nearest quarter-hour for annual leave purposes.

9.1-3-6 Twelve-month employees will receive their annual leave accrual rates for the school year on July 1 of each year.

9.1-3-7 Except as provided in section 9.1-3-10 Twelve month employees who exceed the 30-day/240 hour limit for annual leave by June 30th of each year will forfeit all hours which exceed this limit.

9.1-3-8 Any annual leave in excess of thirty (30) days/two hundred forty (240) hours on June 30th, which the employee had previously requested on the District provided leave form between October 1st and March 1st, and used on or before June 1st in the year in which the excess occurs, shall be paid to the employee if the employee is not otherwise able to use the excess annual leave prior to June 1st. The maximum payoff is five (5) days/ forty (40) hours. To request payment, by June 1st of each year the employee must submit in writing a request for payment of the annual leave in excess of the thirty (30) days/two hundred forty (240) hours which meets these criteria, along with proof of usage denial for any reason. Payment for unused annual leave will be made in full in the first full pay period following July 1st of each year.

9.1-4 Payment of annual leave:

9.1-4-1 Employees shall be paid accumulated annual leave upon termination provided he/she has completed six (6) months continuous service.

9.1-4-2 Employees who work less than a twelve (12) month assignment are paid accumulated annual leave in their annualized salary at the current, applicable hourly rate set forth in Appendix A.

9.2 Civic Leave

9.2-1 An employee called for jury duty:

9.2-1-1 Shall be entitled to authorized leave with pay.

9.2-1-2 Leave for jury duty shall not be counted as a sick day or a personal day.

9.2-1-3 Will submit jury duty documentation establishing that the employee has been selected for jury duty to his or her supervisor prior to the date of his or her summons for jury duty.

9.2-1-4 Will be released from all school obligations the entire day indicated on his or her jury summons and will not be required to return to school on the date of his or her summons if he or she is released from jury duty.

However, the employee must report to work for the next school day following the date that he or she was released from jury duty.

9.2-1-5 Should the employee be required to participate in jury duty for a period greater than one (1) day, he or she must contact his or her supervisor before each additional day of jury duty to indicate that his or her jury obligations are still in effect. Contact must be made before 8 PM of the day before the additional day of jury duty.

9.2-1-6 May retain any pay given by the court.

9.2-2 Leave with pay will be granted for required court appearances which are the result of legal actions directly arising from the interpretation or application of this contract or which are the result of the performance of official and legal duties as employees of the District or any other instance where the subpoena is not the result of a civil suit or criminal action initiated by or against the employee. Such leave will not be counted against any paid leave due the employee.

Employees who are absent from work due to a required court appearance that is not related to their official duties as an employee of the District or beyond their control as set forth above will be allowed to use their annual leave, personal leave days or earned compensatory time off for the absence. If the employee does not have such paid leave, they will be granted leave without pay.

9.2-3 The District will provide a domestic violence leave benefit equivalent to that required by NRS 608.0198 or any successor statute.

9.2-4 The District will provide leave for employees to vote as required by NRS 293.463 or any successor statute.

9.3 Sick Leave

9.3-1 Accrual of sick leave:

9.3-1-1 All year-round, 8-hour day, benefited classified employees shall receive fifteen (15) days of sick leave, converted to hours, on July 1 of each year. All annualized (not year-round), benefited classified employees shall receive at the beginning of their contract year a prorated amount of sick leave based on their total days (sum of primary assignment workdays, and paid holidays) and accounting for the number of hours worked in their primary assignment. Employees that are hired during the year will receive prorated sick leave based on the percentage of days to be worked for the year hired. This explanation of pro rata accrual is provided by way of clarification and does not change the manner in which accrual of sick leave is calculated.

9.3-1-2 Employees with a sick leave balance of at least one hundred and sixty-five (165) days, may convert those sick leave days in excess of one hundred and sixty-five (165) "excess days" to personal leave at a ratio of two (2) personal leave days per fifteen (15) excess days. An employee may convert a maximum of fifteen (15) sick leave days to two (2) personal leave days per contract year. Upon completion of the conversion, the employee must have a sick leave balance that

is equal to or greater than one hundred fifty (150) days. Employees must notify the District by October 30th on a form provided by District Finance.

- 9.3-1-3 Employees must work at least half-time (4 hours a day) to accrue sick leave. Employees who work less than full-time accrue sick leave on a pro-rated basis.
- 9.3-1-4 Employees accrue sick leave for regular hours the employee works or is in paid leave status. Employees do not accrue sick leave for overtime hours or field trips.
- 9.3-1-5 There shall be no limit as to the accumulation of sick leave if service is continuous.
- 9.3-1-6 Sick leave is credited to the employee's sick leave account:
 - a. At the beginning of the school year.
 - b. Fractional hours are converted to the nearest quarter-hour for sick leave purposes.
- 9.3-1-7 Sick leave accumulated in any other Nevada school district or charter school must be transferred from the employee's former school district or charter school to the District. In such cases, sick leave credited to the employee from the District shall be used prior to using any of the transferred leave in the District. Employees are not entitled to compensation for any sick leave transferred.
- 9.3-1-8 Termination of employment automatically erases any sick leave benefits unless payment is provided elsewhere in this Agreement. Reemployment after termination begins another term in the accumulation of sick leave.

9.3-2 Sick leave usage:

- 9.3-2-1 Sick leave shall be granted for absence caused by the employee's illness or accident. Any such absence longer than ten (10) workdays duration must be verified by a physician's certification, except that the employee's immediate supervisor may, at their discretion, require physician's certification for an absence of three (3) consecutive workdays.
- 9.3-2-2 Accumulated sick leave not to exceed fifteen (15) consecutive days in any calendar year may be used for:
 - (1) giving care or help to a family member or friend who is ill or injured;
 - (2) or for bereavement leave for the death of a family member or friend, or for making arrangements for or the attendance at a funeral for such a person.

Verification of the circumstances of the use of the leave must be given if requested by the supervisor. An employee may request an extension of such leave beyond the fifteen (15) day maximum. Such a request may be granted by the Superintendent or the Superintendent's designee.

9.3-3 Payment of accumulated unused sick leave:

- 9.3-3-1 The value of a classified employee's unused sick leave shall be paid to the estate of any classified employee who dies while in the employment of the District at the rate of said employee's daily wage at time of death, for a maximum of sixty (60) sick leave days.
- 9.3-3-2 Payment for unused sick leave will be granted upon voluntary termination from the Carson City School District on the following conditions:
- a. Employees must have completed six (6) or more continuous years of service with the School District.
 - b. Accumulated sick leave will be paid at the following specified percentages of the classified employee's hourly rate of pay based on grade and step at time of termination, for a maximum of two hundred (200) days for any one individual:
 - 1) For classified employees with more than six, but less than fifteen years of service, the rate will be forty-five percent (45%) of the hourly rate of pay.
 - 2) For classified employees with more than fifteen, but less than twenty years of service, the rate will be fifty percent (50%) of the hourly rate of pay.
 - 3) For classified employees with twenty or more years of service, the rate will be sixty percent (60%) of the hourly rate of pay.
 - c. The maximum payment any classified employee may receive cannot exceed the specified percentage of \$127.50 for two hundred (200) days.
 - d. To qualify for payment of unused sick leave a classified employee must give notification of intent to terminate at least two weeks before the effective date of termination.

9.4 Maternity Leave and Child Adoption Leave

- 9.4-1 Pregnancy, childbirth, false pregnancy, termination of pregnancy and recovery therefrom and any temporary disability resulting therefrom shall be treated as any other temporary disability for all job-related purposes under the provisions of sick leave. An employee is able to use accumulated sick leave up to a maximum of six (6) weeks for maternity leave. Maternity leave beyond six (6) weeks may be granted based on a physician's excuse if the employee has accrued sick leave to cover the extension or as unpaid leave under the provisions and subject to the requirements of the FMLA. FMLA leave will be concurrent with any maternity leave.
- 9.4-2 An employee is entitled to use accumulated sick leave for adoption purposes under the following guidelines:
- 9.4-2-1 A maximum of six (6) weeks adoption leave will be permitted to either the mother or father, but not simultaneously. Adoption leave must be taken immediately upon receiving child or as provided by the FMLA. Leave

beyond six (6) weeks may be granted under the provisions of and subject to the requirements of the FMLA. FMLA leave will be concurrent with any adoption leave.

9.4-2-2 Adoption leave will be granted only for children who are between the ages of birth to six (6) years of age at the time of adoption or under age requirements provided by the FMLA if FMLA leave is used.

9.4-2-3 The employee should notify his or her supervisor at least ten (10) days in advance of his or her desire to use adoption leave. In cases where ten (10) days advance notice is not possible, the employee should give as much advance notice as possible.

9.5 Military Leave

9.5-1 Service in the military forces will constitute authorized leave with pay, in accordance with Nevada Revised Statutes 281.145.

9.5-2 A copy of orders from the employee's commanding officer is to be submitted to the personnel department.

9.6 Personal Business

9.6-1 All permanent classified employees who earn benefits will be entitled to two (2) days of personal leave. District paid classified employees may accumulate unlimited personal leave days.

9.6-2 Employees eligible for personal leave shall request approval from their supervisor to use personal leave at least five (5) working days in advance, except in case of personal emergency in which case less advance notice may be given. If the emergency is such that advance notice is not possible then the supervisor must be notified as soon as possible as to the emergency and expected date of return. Absences without prior approval must be submitted to the superintendent, who may approve the leave, grant leave without pay or take other appropriate action. Personal leave may be used in full-day and half-day increments. No more than five (5) consecutive days may be used at a time. Additional days may be used throughout the year.

9.6-3 When an employee is hired after the beginning of a school year, he/she will be credited with personal leave for that first year as follows:

9.6-3-1 A full-time employee must serve the District one-half or more of the school year to be credited with two days personal leave.

9.6-3-2 A full-time employee who serves the District more than one-fourth but less than one-half of the school year will be credited with one personal leave day.

9.6-3-3 Employees cannot use personal leave during their first three (3) months of employment. Employees may not utilize leave that has not yet been earned.

9.6-3-4 Employees who voluntarily leave employment will be eligible for pay for unused personal leave held at the time of termination. Accumulated

personal leave will be paid at the following specified percentage of their contractual daily rate of pay.

- a. For classified employees with six (6), but less than fifteen (15) years of service, at thirty-five percent (35%) of the base hourly rate of pay;
- b. For classified employees with fifteen (15), but less than twenty (20) years of service, at forty percent (40%) of the base hourly rate of pay;
- c. For classified employees with twenty (20) or more years of service, at forty-five percent (45%) of the base hourly rate of pay.

9.7 Leave Without Pay

- 9.7-1 Requests for leave without pay must be submitted in writing to the superintendent at least ten (10) days in advance. The superintendent may authorize leave without pay up to thirty (30) days. Leave without pay beyond thirty (30) days must be approved by the Board. Leave without pay may be granted for reasons of health, child rearing, service in and for the armed forces of the United States and other reasons deemed appropriate and for the good of the employee and/or the Carson City School District.
- 9.7-2 Leave of absence without pay for an extended period of time not to exceed one year may be granted by the School Board to classified employees who have completed at least three continuous years of service with the School District for such reasons as the Board may deem appropriate. Requests must be submitted in writing at least sixty (60) days in advance of the requested leave. In cases of emergency, the sixty (60) days may be waived. The School Board will only approve up to one leave of absence without pay per department.
- 9.7-3 All classified employees who are on leave of absence without pay must notify the personnel office, in writing, of their intent of return at least sixty (60) calendar days before the scheduled date of return. Failure to comply will terminate the re-employment agreement.
- 9.7-4 In the event that the original request for leave has not been complied with, the employee must submit in writing the reasons for non-compliance. In the event of non-compliance, the School Board, at its discretion, may terminate the agreement to re-employ.
- 9.7-5 Classified employees granted a leave of absence will return to the same grade and step on the classified salary schedule. The employee shall also be credited with the unused sick leave accumulated at the time the leave of absence was granted.

9.8 Sick Leave Bank: Long-Term Disability and Catastrophic Illness

Under this Agreement, employees who chose to be members of the Sick Leave Bank shall contribute a mandatory one (1) sick leave day each year. A second mandatory withdrawal of one (1) sick leave day (for a maximum of two (2) sick leave days in any one year) may be required in accordance with Article 9.8-7 for the establishment and operation of a sick leave bank. This bank is strictly designed for use of the members of the sick leave bank and cannot be utilized for the

care of immediate family members or relatives. All information provided to the CESA Advisory Committee shall be kept confidential.

- 9.8-1 Only individuals who have contributed to the bank are eligible for benefits.
- 9.8-2 Benefits are available only to members of the sick leave bank who have been employed by the Carson City School District for a minimum of three (3) years of continuous service.
- 9.8-3 The maximum cumulative number of days which any one person can be granted from the bank during their period of employment with the Carson City School District is sixty (60) sick leave days.
- 9.8-4 Applicants for benefits from the sick leave bank must submit an application to the CESA Advisory Committee of the School District. Sick Leave Bank Application form must be downloaded from the District website. The CESA Advisory Committee will have the authority to grant or deny the application.
- 9.8-5 At the beginning of each school year there will be a nine-week open enrollment period. Eligible classified employees must notify the personnel office in writing of their desire to participate in the bank.
- 9.8-6 Those employees previously enrolled in the bank will continue their participation from year to year unless they notify the personnel office in writing of intent to withdraw. Such withdrawal from the bank must occur during the enrollment period and will not result in reinstatement of the time contributed to the bank.
- 9.8-7 When the total number of hours in the sick leave bank is reduced to less than four hundred eighty (480) hours, the leave bank administrator in the District's Human Resources Office will notify the CESA Advisory Committee Chairperson and transfer hours from the Catastrophic Sick Leave Bank ("CSLB") to correct this shortfall. If there are insufficient hours in the CSLB to correct the shortfall, the CESA Advisory Committee will inform the bank membership and Human Resources that a mandatory contribution of one (1) sick leave day per member will be made to replenish the bank.
- 9.8-8 Employees who retire or leave employment with the District may donate unused sick leave hours to the bank. This donation is limited to eight hours and must come from the hours for which the employee would be paid. This donation is in addition to any other hours contributed during the year.
- 9.8-9 By utilizing this Article of the Agreement, employees authorize the CESA Advisory Committee to review their annual leave hours and their sick leave hours and usage.
- 9.8-10 Employees must exhaust all their paid leave status days (e.g., sick leave, annual leave, personal leave, C.T.O.) before accessing the Sick Leave Bank.
- 9.8-11 Sick Leave Bank is not for absences due to COVID-19 unless it is long-term and supported by a statement from a health care provider including required information as stated on the CESA Advisory Committee Sick Leave Bank Applicant Information and Instructions.

9.9 Sick Leave Bank: Catastrophic Illness

When the regular Sick Leave Bank reaches a threshold of three thousand (3,000) hours, all additional hours in the regular Sick Leave Bank shall flow into a Catastrophic Sick Leave Bank (CSLB). Classified employees who are members of the regular sick leave bank are also entitled to membership in the CSLB. The purpose of this Bank is to provide additional sick leave days to only members of the CSLB in the event of an unexpected extended critical illness, surgery, or a temporary disability due to an injury after having exhausted all regular sick leave, personal leave, annual leave, compensatory time and the maximum allowed hours in the regular sick leave bank. The CSLB is strictly designated for the use of the members of the CSLB and cannot be utilized for the care of immediate family members or relatives.

9.9-1 Catastrophic illness is defined as an illness or injury of a very serious nature, and which necessitates an absence from work for five (5) or more consecutive days. It is life threatening. Examples of conditions that could be considered catastrophic include but are not limited to:

- Cancer with aggressive treatment
- Organ transplant
- Major surgery
- Severe injuries due to a vehicle accident
- Broken bones
- Other debilitating diseases
- Deliveries, either normal or Caesarean, only provided if serious medical complications occur

9.9-2 Only individuals who are members of the regular sick leave bank are eligible for benefits.

9.9-3 Benefits are available only to members of the CSLB who have been employees of the Carson City School District for a minimum of three (3) years continuous service.

9.9-4 The maximum cumulative number of days which any one person can be granted from the bank CSLB during his/her employment with the Carson City School District is thirty (30) days.

9.9-5 Employees must exhaust all other paid leave status days (sick leave, annual leave, personal leave, compensatory time off, regular sick leave bank hours) before the CSLB can be used.

9.9-6 Applicants for the CSLB may pick up the application form from District Human Resources or the CESA Advisory Committee Chair, or it may be downloaded from the District's website. Applicants must fill out and submit the application to the CESA Advisory Committee, attaching all requested documentation. After a review process, the CESA Advisory Committee shall submit the CSLB application to the District's Superintendent for approval.

- 9.9-7 All requests must include the reasons for the request and written verification from the employee's health care professional indicating the specific nature and severity of the illness or health care problems including the projected recovery date.
- 9.9-8 By applying for leave from the CSLB, employees consent to the CESA Advisory Committee's review of their leave history and usage in order to determine if an employee's CSLB application is eligible for approval.
- 9.9-9 In case an illness prevents an employee from personally applying for the CSLB, their designated representative or a member of their family on their behalf may submit their application to the CESA Advisory Committee.
- 9.9-10 The application for the CSLB should be submitted to the CESA Advisory Committee as far in advance as possible. In extreme cases, the application may be considered if submitted after the need for the CSLB has commenced. Sole determination for acceptance of the late application will be the responsibility of the CESA Advisory Committee.

ARTICLE 10--PERSONNEL INFORMATION AND RECORDS

- 10.1** An employee shall on his/her request and by appointment be permitted to examine his/her personnel file which shall be kept in the personnel department. This information, whether positive or negative, shall be maintained in this file, and not in a separate file that can be presented later. An employee may be given a copy of any material in their file upon request.
- 10.2** No material derogatory to an employee shall hereafter be placed in his/her personnel file unless a copy of same is provided to the employee for their signature. The employee shall be given an opportunity to submit explanatory remarks for the record.
- 10.3** The original Level 1 and 2 progressive discipline documents shall be forwarded to the Human Resources Department and placed in the employee's official personnel file.
- 10.4** Letters, reports and warning notices that are negative or critical in nature of an employee's conduct, service or character shall be removed from the employee's personnel file under the following conditions:
- 10.4-1 After one (1) year from the date of the document upon written request from the employee.
- 10.4-2 Documents will not be removed if a second document is entered for the same offense within one (1) year from the date of the original offense. The expiration date of the original document would then be the expiration of the second document.
- 10.5** Letters of reprimand that are negative or critical in nature of an employee's conduct, service or character shall be removed from the employee's personnel file under the following conditions:
- 10.5-1 After three (3) years from the date of the document upon written request by the employee.

10.5-2 Documents will not be removed if a second document is entered for the same offense within three (3) years from the date of the original offense. The expiration date of the original document would then be the expiration date of the second document.

10.6 Evaluations are not included in documents that may be removed under the conditions set forth in paragraphs 4 and 5 above.

ARTICLE 11 -- COMPENSATION

11.1 - Salary Schedules – *See Appendix A*

All Classified employees who work less than 261 days will work an additional 1 (one) day as part of their regular assignment.

All employees covered by this Agreement will receive salary payments under this Agreement based on an annualized year which begins on August 1st and ends on July 31st. The first payment issued during the school year under this annualized payment schedule will be issued on August 15th.

Base Salary:

FYs 2025-2029: For FYs 2025-2029, the base salary shall remain unchanged, subject to legislative reopeners contained herein.

In the attached Salary Schedule, Rows A and B have been removed. The starting pay for a new employee will be at Row C.

During the term of this Agreement, the District agrees to pay the employee's portion of the PERS contribution, but this term shall sunset with the termination of this Agreement.

Due to the passage of SB 500 in the 2025 Legislative Session and it being signed into law by the Governor, any funds that the District receives pursuant to SB 500 for increases to Classified salaries shall be directly passed through to employees. The District will provide a supplemental Salary Schedule reflecting the increase in pay once the SB 500 funds are received by the District. This provision shall sunset June 30, 2027.

11.1-1 Educational Wage Increment

Educational Degrees: Employees will be paid an annual increment of a maximum of \$1,000.00 for an Associate of Arts Degree(s), or an annual increment of a maximum \$1,500.00 for a Bachelor of Arts or Bachelor of Science degree(s) from an accredited institution approved by the Associate Superintendent of Human Resources. This annual increment will be prorated for the number of months that the employee has the degree. There is a maximum of one increment paid under this section no matter how many degrees an employee has. If an employee has an AA degree(s) and a BA/BS degree(s), the employee will only be paid for one BA/BS degree for a maximum of \$1,500.00 per year. This increment cannot be combined with the increment in Article 11.1-2.

11.1-2 Professional Certification Wage Increment

Employees will be paid an annual increment of a maximum of \$500.00 for professional certification such as welding, air-conditioning, certified professional secretary which are job related and approved by the Associate Superintendent of Human Resources. There is a maximum of one increment paid under this section no matter how many professional certifications an employee has. This increment cannot be combined with the increment in Article 11.1-1.

11.1-3 Wage Increments and PERS

The wage increments provided in Articles 11.1-1 and 11.1-2 are not subject to PERS contributions and will be paid separately each pay period or a prorated amount through the remainder of the year if the degree or certification is earned during the year.

11.1-4 Health Care Employees

11.1-4-1 Health Care employees will not receive additional compensation for teaching a class such as CPR or Stop the Bleed, that they give during their regular work day. Health Care employees may refuse to teach such a class without any repercussions.

11.1-4-2 Clinical Aides may, at their request, be scheduled to work an additional ten (10) days per school year with supervisor approval. Such days shall not be scheduled during summer school.

11.1-4-3 The base salary of a Clinical Aide who possesses a license in good standing from the Nevada State Board of Nursing as a Licensed Practical Nurse will be increased by ten percent (10%).

11.1-4-4 Health Care Employees working in excess of three and one-half (3.5) hours shall be scheduled for an allowed a 15-minute duty-free work break for each period of three and one-half (3.5) hours worked at such time as may be determined by the employee's immediate supervisor or designee. Health Care Employees will be scheduled for and allowed no less than a one-half (0.5) hour duty-free lunch. The Health Care Employee is not allowed to leave the worksite during the duty-free lunch; therefore, the duty-free lunch period will be paid. If the lunch is not duty-free, it will be rescheduled the same day by the employee's immediate supervisor or designee. If rescheduling is not possible, the employee will be paid for the amount of time that is not duty-free at their regular or overtime wage as applicable.

11.2 Overtime

All time worked in excess of forty (40) hours in a work week will be paid or credited as "compensatory time off" (CTO) at the rate of time and one-half (1-1/2). Overtime shall not count toward PERS (Public Employees Retirement System) retirement benefits as per NRS 286.481.

11.2-1 PERS Reporting: Overtime will not be reported to PERS unless required otherwise by NRS Chapter 286 or the Official Policies of PERS.

11.2-1-1 For the purposes of this Article "time worked" will include holiday, annual, personal and sick leave for which the employee was eligible and received pay.

11.2-1-2 The first day of the work week will be Sunday.

11.2-2 **Approval**

11.2-2-1 All overtime must be approved. Employees who work unauthorized overtime are subject to disciplinary action. Overtime will be paid to the employee unless the supervisor and employee mutually agree upon compensatory time off (CTO) for the employee. CTO accrues at the rate of one and one-half (1.5) hours for each hour worked. It is the responsibility of the applicable site administrator or supervisor to track compensatory time off used. If an employee does not use their compensatory time off within thirty (30) days, the remaining hours will be paid to the employee as overtime wages.

11.2-2-2 Health Care Employees who respond to a medical emergency that necessitates their presence beyond their regular workday shall be compensated for such time at their regular or overtime wage as applicable. The Health Care Employee will prepare a written report for their supervisor on the next working day setting forth the circumstances of the emergency and why their presence was needed. The supervisor will approve the additional hours if there is verification that medical emergency aid was rendered and that it required the presence of the employee.

11.2-3 Employees recalled for emergency work shall be guaranteed a minimum of two (2) hours work.

11.2-4 Employees who are called on the telephone or receive a text message during off-duty hours and are instructed to perform work, but who are not called back to work will be compensated for any work performed on the telephone for actual hours in quarter hour increments at their regular or overtime wage as applicable.

11.2-5 Call-back time will be counted toward PERS (Public Employees Retirement System) retirement benefits as per NRS 286.025.

11.2-5-1 Definition of Call-Back Pay:

Call-back pay is defined as compensation earned for returning to duty after an employee has completed their regular shift, is off duty for a period of time, and is requested to return to duty with less than a 12-hours' notice."

11.2-6 E-Learning: District required e-learning will be scheduled during the employee's professional development and/or early release days.

11.2-7 Computer Access: Employees will be allowed reasonable access to District computers at work sites during the employee's regular work hours to review District e-mails that are required for Classified employee review. Such access is subject to the operational requirements of the District including but not limited to not conflicting with employees assigned work and prior approval of the School site administrator or designee.

11.2-8 Hours of Work, Rest and Lunch Periods: All breaks are to be scheduled and taken at the direction of the employee's immediate supervisor.

11.2-8-1 Employees, other than Health Care Employees, working in excess of three and one-half (3.5) hours shall be allowed a 15-minute duty-free work break

for each period of three and one-half (3.5) hours worked, at such time as may be determined by the employee's immediate supervisor or designee. All non-health care employees employed for at least six (6) hours will be provided with no less than a one-half-hour (0.5) duty free unpaid lunch. If the lunch is not duty free, it will be rescheduled the same day by the employee's immediate supervisor or designee, or the employee will be paid for the amount of time that is not duty free at their regular or overtime wage as applicable.

11.3 Paid Holidays

11.3-1 Classified employees covered by this Agreement who are regularly scheduled to work four (4) or more hours per day or twenty (20) or more hours per week for twelve (12) months per year will be paid for these holidays:

- 1) Independence Day
- 2) Labor Day
- 3) Nevada Day
- 4) Veteran's Day
- 5) Thanksgiving Holiday (2 days)
- 6) Christmas Day (2 days)
- 7) New Year's Day (2 days)
- 8) President's Birthday
- 9) Memorial Day
- 10) Martin Luther King Day
- 11) Easter Day (1 day)
- 12) Juneteenth

11.3-2 Other classified employees who meet the minimum standards for obtaining benefits will be paid for seven (7) holidays during the school year. Minimum standards for obtaining benefits are to work four (4) hours per day or more on a regularly-scheduled basis, in a position scheduled for 120 consecutive work days or more. To receive holiday pay, the employee must work, or be in paid leave status, their regular scheduled workday before and after the holiday.

- 1) Nevada Day
- 2) President's Day
- 3) Memorial Day
- 4) Labor Day
- 5) Veteran's Day
- 6) Thanksgiving
- 7) Christmas Day
- 8) Martin Luther King Day
- 9) New Year's Day
- 10) Juneteenth

11.3-3 The holiday benefit is "annualized." An annualized employee is one who works less than two hundred sixty-one (261) days/year, has full benefits and whose salary is divided by and paid in twenty-four (24) paychecks.

11.4 Longevity Payment

11.4-1 Longevity Payments shall be made on the June 30 Payroll check.

- 11.4-2 Employees who have completed 6-9 years of continuous service shall receive a total of \$500 in addition to his/her schedule salary.
- 11.4-3 Employees who have completed 10-14 years of continuous service shall receive a total of \$1,000 in addition to his/her schedule salary.
- 11.4-4 Employees who have completed 15-19 years of continuous service shall receive a total of \$1,700 in addition to his/her schedule salary.
- 11.4-5 Employees who have completed 20-24 years of continuous service shall receive a total of \$2,200 in addition to his/her schedule salary.
- 11.4-5 Employees who have completed 25+ years of continuous service shall receive a total of \$2,500 in addition to his/her schedule salary.
- 11.4-6 If an employee resigns or retires before the first payday in June, they will receive their longevity, as set forth in Article 11.4 with their last paycheck if they have completed their previous school year.
- 11.4-7 Termination of employment automatically erases any longevity pay benefits. Re-employment after termination begins another term in the completion of continuous service.

11.5 Retirement

Employees with a regular work week that averages twenty (20) hours or more will have, in addition to their salary, the current costs paid by the Carson City School District to the Public Employees Retirement System (PERS) for retirement benefits.

Employer Pay Compensation Schedule Adjustments:

- 11.5-1 When increases to the PERS Contribution Rate occur, the appropriate adjustment will begin on the effective date of the retirement contribution increase:
 - 11.5-1-1 When employees are not receiving a pay increase, the Classified Salary schedule will be reduced by one-half the amount of the change to the PERS Contribution Rate. (NRS 286.421(3)).
 - 11.5-1-2 When employees are receiving a pay increase equivalent to one-half the amount of the change to the PERS Contribution Rate there will be no change to the Classified Salary Schedule. (*Employees are paying their share of the rate increase in lieu of an equivalent pay increase.*)
 - 11.5-1-3 When employees are receiving a pay increase greater than one-half of the difference in the increase to the PERS Contribution Rate, the pay increase will be reduced by that one-half difference in the PERS Contribution Rate increase. (*Employees are paying their share of the rate increase by a reduced pay increase.*)

11.5-2 When reductions to the PERS Contribution Rate occur, the appropriate adjustment will begin on the effective date of the retirement contribution reduction:

11.5-2-1 When employees are not receiving a pay increase, the Classified Salary schedule will be increased by one-half the amount of the change to the PERS Contribution Rate.

11.5-2-2 When employees are receiving a pay increase, the Classified Salary schedule will be increased by one-half the amount of the reduction to the PERS Contribution Rate and by any additional pay increase. (Employees are being paid their share of the reduction and an additional pay raise.)

11.6 Job-Related Expenses

11.6-1 The District will provide for the payment of the actual and necessary expenses, including traveling expenses, of any classified employee of the District incurred in the course of performing services for the District, at its direction.

11.6-2 The use of a personal vehicle shall be considered a legitimate job expense if travel is among schools to which the employee is assigned, or travel is authorized in advance by the employee's immediate supervisor.

11.6-3 Use of personal vehicle for approved school purposes is reimbursable to the employee at the rate currently approved for certified staff.

11.6-4 Whenever the vehicle of an employee is damaged as a result of a collision or accident occurring in the course of performing services for the District, the District shall make reimbursement for collision insurance deductible, limited to a maximum of \$500. If no collision is in force, the District will pay for the estimated damages, not to exceed \$500. The District can refuse payment if:

11.6-4-1 The employee/driver is convicted of:

- 1) Manslaughter as a result of operating a vehicle;
- 2) Driving under the influence of intoxicating liquor, controlled substance, or other drug;
- 3) Failure to stop, failure to give information or failure to render assistance in the event of an accident;
- 4) Reckless driving;
- 5) Careless or imprudent driving;
- 6) Passing a school bus while loading or unloading passengers;
- 7) Speed contest, drag racing or exhibition of speed.

11.6-4-2 The employee/driver collects full amount of damages (including any deductibles) from the party responsible for the accident.

11.6-4-3 The employee/driver was not on District business as approved by the employee's supervisor.

11.7 Insurance

- 11.7-1 The District will contribute the single employee premium for all full-time classified employees on the payroll an average of twenty (20) hours or more per week. In the event that the single employee premium for said full-time classified employees should increase prior to the expiration of this Agreement or prior to a subsequent successor agreement being negotiated between the parties, the District shall pay any such increase in the single employee premium contribution for said full-time classified employees during such interim period.
- 11.7-1-1 In case change in premiums or benefits make the policy untenable, the School Board may advertise for bids from another carrier.
- 11.7-1-2 The Association will allow the District to add an additional medical plan option to the existing medical plans which may be selected by employee's medical care coverage.
- 11.7-2 Representatives of the Association will be included as members of the Benefits Committee to make recommendations to the School Board regarding health insurance programs. As needed, the District and Association will continue to negotiate through the interest-based bargaining (IBB) process facilitated by a mediator to mitigate future insurance costs which may include without limitation: further insurance plan design changes, capping District contributions and shift agreed upon portion of cost savings to salary matrix.
- 11.7-3 Tentative changes in premium shall be determined in time to be included in the final budget, if possible. The change in premium shall become effective on the date the budget, of which it becomes a part, goes into effect.
- 11.7-4 If available from the District indemnified insurance carrier, classified employees may have the option of purchasing high-risk insurance covering such things as intensive care, heart attacks, cancer insurance, etc.
- 11.7-5 IRS Section 457 Special Pay Plan –Employees retiring or terminating employment with compensation due in connection with unused annual leave, personal leave, sick leave or other separation payments may elect to be paid in the form of deferred compensation through a defined 401 (a) special pay plan with a third-party administrator. Employees are immediately 100% vested in all contributions to the plan.

11.8 Industrial Compensation

Classified employees of the District are covered by workers' compensation insurance provided by the District at no cost to the employee; premiums shall be paid by the District.

11.9 President's Time – Absence for Negotiations

Absence for Negotiations:

- 11.9-1 Negotiation conferences or meetings between the parties shall be held at times and locations agreed upon by the parties.

- 11.9-2 Up to five (5) members of the Association’s negotiating team shall be released from duties to attend negotiation conferences or meetings. The employee and the District’s Human Resources Department will coordinate the leave with the employee’s supervisor.
- 11.9-3 Upon reasonable prior notification in writing, the superintendent shall grant the president of the Association up to ten (10) days leave to be used for Association business. Such time shall be without pay unless the Association has made prior arrangement with the District to reimburse the School District for the president's hourly rate for such time and for the costs of any substitute required to cover such leave. If the superintendent determines that such leave will benefit the District and is not performing duties or providing services to the Association, the costs of the leave will be borne by the District.
- 11.9-4 Representative’s Time – Absence for CESA Business: If a meeting is called by the District that is during the workday at mutually agreed upon times, then there will not be any leave costs for the Association Representative. CESA Representatives will be granted leave with pay for the purpose of its members participating in meetings or proceedings with the District.

11.10 Temporary Assignment

Employees may be temporarily assigned to perform duties outside the scope of their regular job classification. If such assignment exceeds 5 working days duration, and if the employee is to continue in the temporary assignment he/she shall then be reclassified to the other job classification (minimum 2.5% in base hourly rate or step 1 of the grade in the higher classification, whichever is the higher rate) for the balance of such temporary assignment.

11.11 Supplemental Contracts

- 11.11-1 Supplemental contracts for the Carson City School District cover extra services involving time and direction of projects outside regular programs.
- 11.11-2 Classified employees who perform in a satisfactory manner will continue to be allowed renewal on a year-to-year basis after holding the same position for two consecutive years.

11.12 Probationary, Post-Probationary and Temporary Employees

- 11.12-1 Probationary Employees:

Probationary employees are defined as employees who have not completed the required six (6) months of service with a performance evaluation conducted at three (3) and six (6) months. An employee’s probationary period may be extended to provide additional time for satisfactory performance. The extension of a probationary period may also be applied to an employee who has been promoted or transferred to a position and who has not completed their first six (6) months in the new classification.

Note: Probationary employees have no right to continued employment in their classifications. Therefore, probationary employees have no right to grieve employment actions taken by the District based on the District’s determination that

the probationary employee has not successfully completed their probation either as a new employee or as an employee who has been promoted or otherwise transferred to a new classification. However, a probationary employee may, grieve or otherwise challenge, the District's application and/or interpretation of this Agreement to said employee for all matters covered by the Agreement which do not relate to such employment actions.

11.12-2 Post-Probationary Employees:

Post-probationary employees are defined as staff that have completed all of the probationary requirements and are recommended during the last probationary evaluation for post-probationary status.

11.12-3 **Temporary Employees**

The District will notify the Association when employing a temporary employee as described in Article 4.9 and include an estimate of the anticipated length of employment. The District does not have to notify the Association when hiring part-time employees as defined in Article 4.11.

Unless an emergency exists, the temporary employee will not work more than twenty consecutive weeks out of 52 weeks per year. The District may rehire the same employee for recurring seasonal needs. Temporary employees are not covered by terms of this Agreement.

If a temporary position is changed to a position covered by this Agreement, then the position will be advertised according to Article 12.

11.12-3-1 Temporary Employees Hired as Probationary:

Temporary or less than full time employees hired into a permanent position will serve the usual six (6) month probation. However, a temporary or less than full time employee hired into a permanent position in the same classification will be given the hours worked as a temporary employee as credit as time served towards their first merit increase in proportion to how many hours a full-time employee would have to work to get a merit increase. If such temporary employee has worked more hours than the equivalent of a year of full-time then the employee will be hired at the same step as if they had received their first merit increase and will be eligible for their next merit increase at the successful completion of the 6-month probation.

11.12-3-2 Probation of Permanent Employees After Promotion:

An employee promoted and then rejected for unsatisfactory work performance during the ensuing six (6) month probationary period shall have the right to assume the position from which the employee was promoted if that position or a like position is vacant.

11.13 Reclassification

Employees have a right to request reclassification, but must bring their request by February 28 of each year. The process for reclassification to be followed is set forth below.

1. The employee must meet with their immediate supervisor to explain why they believe that the work they are doing is out of class as compared with their job description and duties as assigned, and how they are working above their class.
2. The employee must then submit an application for reclassification on the District's form which is signed by the employee and their immediate supervisor to the Assistant Superintendent of Human Resources. If the request is approved by the Assistant Superintendent of Human Resources, then the employee is reclassified in their new position, retroactive to the date of application. If the reclassification is denied, then the employee may submit a request for reconsideration within ten (10) calendar days.
3. The reconsideration will be heard by the Superintendent, the president of the Association, and a District employee who is employed in a similar position within the District.
4. If approved by the Superintendent, the employee will be reclassified into the new position and paid retroactive to the date of the application. If denied by the Superintendent, the employee may not re-apply for reconsideration for two (2) years.

11.14 Transportation

11.14-1 Bus drivers volunteering to drive for District-sponsored field trips will be paid at their current hourly rate or their overtime rate as required by Article 11.2.

11.14-2 Bus drivers required to operate a vehicle in hazardous conditions, as set forth in the District Bus Driver Manual, will be compensated at a rate of double time for all hours worked under such conditions. Notwithstanding the above, Bus Drivers shall be compensated at a rate of one and one-half time for all shifts during which chains are required to safely operate the vehicle.

11.15 Annualized Classified Employees

11.15-1 An "annualized" classified employee is an employee represented by the Association who is not scheduled to work at least 261 days in 12 calendar months.

11.15-2 No benefited annualized employees will be hired after April 30 of each year. Open classified positions will be filled with temporary employees until the beginning of the new school year.

11.15-3 An annualized classified employee salary schedule is based on the annual rates set forth in Article 11.1 restated as a regular hourly rate, hours worked, holidays and annual leave accrual set forth in the CBA.

11.15-4 Annualized classified employees will receive their step and/or annual leave accrual increases in their first paycheck of the school year.

11.15-5 Sick leave benefits earned for the entire school year will be posted in the annualized classified employee's first paycheck on or after July 1st.

11.15-6 If an employee resigns or retires prior to the first payday in June, the employee will receive their longevity payment, as set forth in Article 11.4, with their last paycheck, if they completed the previous school year.

11.15-7 If an annualized classified employee resigns or is terminated from their employment with the District prior to the end of a school year, their sick leave will be prorated for

actual time worked and the employee's final paycheck will be reduced by the prorated holidays/annual leave remaining in the school year after the effective date of the resignation or termination.

11.15-8 An annualized classified employee hired after the beginning of the school year must work a minimum of six (6) months to receive a step increase in the beginning of the succeeding school year.

11.15-9 Overtime compensation is computed using the employee's regular hourly rate.

11.16 **Credit for Prior Work Experience**

1. Reemployment After Voluntary Termination

a. An employee who voluntarily terminates employment with the Carson City School District (CCSD) and is later reemployed in the same or a similar classification shall receive full credit for their previous CCSD work experience.

2. Outside Work Experience

a. An employee with no prior CCSD work experience may receive credit for up to seven (7) years of verified outside work experience, provided the prior position is similar in nature and written verification of employment is obtained from the previous employer.

3. Combined District and Outside Experience

a. If an employee has both prior CCSD work experience and qualifying outside work experience, the employee shall first receive full credit for all previous CCSD service. In addition, the employee may be credited with up to seven (7) years of outside experience, subject to the verification and similarity requirements noted above.

4. Exception for Hiring Above Seven Years of Outside Experience

a. If the District determines it is necessary to hire a new employee at a step reflecting more than seven (7) years of outside experience, the District and the Association President (or designee) shall meet within five (5) days to review the rationale for the placement and discuss any concerns. The District will consider the Association's input and notify the Association of its final decision.

11.17 **Promotion**

A promotion is defined as the advancement of an employee to a position with greater responsibility, higher classification, or broader scope of duties within the organization. Upon promotion, an employee shall receive a salary increase of at least five percent (5%) above the salary they are currently earning, or would earn in the upcoming year, in their previous position. Under no circumstances shall the promotional salary placement result in compensation that is lower than the employee's current or projected pay had they remained in their previous position.

11.18 **Salary Working Group**

The District and the Association agree to establish a volunteer working group to fully examine the compensation structure offered by the District. The working group shall examine items; including, but not limited to starting wages, ending wages, step increases, veteran status, the number of

required days for each position, the minimum wage difference between supervisors/supervisees, the minimum wage increase upon promotion, etc.

The working group shall complete their examination of the compensation structure no later than March 1, 2027. The working group shall begin its work no later than November 1, 2025. The District and the Association shall each select up to 3 members of the working group. Upon mutual agreement, the working group may be expanded. This provision shall sunset at the termination of this Agreement.

ARTICLE 12 - POSITION OPENINGS AND EXAMINATIONS AND JOB DESCRIPTIONS

- 12.1 Position openings in the classified service which are announced on an open competitive or promotional basis shall be posted by the District for a period of not less than five (5) working days.
- 12.2 Public announcement of examinations shall specify the title and salary range of the position, duties to be performed, the minimum qualifications required, the final date on which applications will be accepted, the type of examination and special conditions of employment if applicable.
- 12.3 The District will inform all applicants for employment of their actual starting wage, in writing, prior to the commencement of their employment.
- 12.4 The District will draft and provide job descriptions for each job classification recognized under this agreement reflecting duties, title, series (if applicable) and grade. The job description will be updated by the District if there have been changes in job duties no less than once every five (5) years.

Prior to implementation of any new or revised job descriptions the Association will be provided thirty (30) calendar days to review and provide written comments to the District regarding bargaining unit job descriptions.

Job descriptions will be posted on the District's website, and such postings will remain up-to date.

ARTICLE 13--SAFETY PROGRAM

- 13.1 The District agrees to make reasonable efforts to continue providing safety equipment, which in the opinion of the District, is necessary to protect employees from injury in accordance with the practice now prevailing in the District.
- 13.2 The District further agrees to continue to maintain safe and healthful conditions in accordance with applicable Nevada Revised Statutes.

13.2-1 The District will establish and conduct a safety program as required by NRS Chapter 618. The safety program will be administered by a responsible administrator appointed by the District to ensure compliance with all statutory requirements set forth in NRS Chapter 618.

- 13.3 The Superintendent may determine that conditions are so severe as to make it impractical for students and employees to report to their work site and except for determined required employees the school(s) will be closed. Such determinations will

be solely the responsibility of the Superintendent or his/her designee. In such a case all classified employees who work less than 12 months shall stay home with pay for that day and they shall make up the day at a designated time later in the school year. In such cases the following will occur:

13.3-1-1 Prior to September 1st of each school year the Superintendent will notify the Association of the designated personnel he/she determines necessary for an Incident Command Team (ICT) of classified employees. The Superintendent may modify the ICT as necessary on a case-by-case basis.

13.3-1-2 The Superintendent or designee will activate the Incident Command Team (ICT). When the ICT is activated all classified employees of the ICT will be expected to report to their duty sites unless excused by their supervisor. Each designated member of the ICT who reports to work during such closing of the schools will be paid time and one-half their hourly wage for two (2) hours or every hour worked, whichever is greater, and their regular rate of pay for the balance of their regularly schedule work hours, if any.

If the ICT employee reports to work and conditions are such they must return home early, the two-hour minimum still applies, and the balance of the day will be treated as a full day worked. Pay will be time and one-half for actual hours worked and regular pay for the balance of hours.

13.3-1-3 A non-ICT employee called in by their supervisor during the closing of schools will be paid time and one-half their regular hourly wage for two (2) hours or every hour worked, whichever is greater, and their regular rate of pay for the balance of their regularly scheduled work hours, if any.

13.3-1-4 All classified employees who work less than 12 months, will be paid for a day that schools are closed but will make up the day. All 12-month classified employees who are not ICT and did not work may take annual, personal or CTO leave. All 12-month employees will have the option to work an additional one (1) hour per day to make up days when school has been canceled by the Superintendent. These extra hours will be credited at the regular employee hourly rate, not overtime, and will be managed by the employee's supervisor. If an employee is choosing this option, the hours must be made up/completed by the end of the current fiscal year, or annual/personal leave will be applied.

13.4 Protection from Physical Harm: The District agrees to assist a classified employee who is injured by a student while acting within the scope of their employment in accordance with District policies and direction. Administrative leave will be authorized by the superintendent, upon request, without deduction from sick leave.

ARTICLE 14--REDUCTION IN FORCE

14.1 Seniority Date and Qualifications

14.1-1 In the event the District determines that the classified employee staff must be reduced, the "seniority" with Carson City School District shall determine the order in which members of the two classified bargaining units shall be reduced provided, however, that no employee shall be replaced by another employee that does not meet the minimum qualifications for such classification nor shall one employee replace another

if the latter employee is at a higher salary range. An employee in one occupational series shall not "bump" an employee in another occupational series.

- 14.1-2 "Seniority date" shall mean the most recent date of employment with the Carson City School District. "Seniority" shall be based on the total time worked or in paid leave status from the seniority date.
- 14.1-3 In the event two or more employees have the same seniority, then seniority shall be determined by a lottery in which employees having the same seniority shall draw lots in accordance with a pre-determined procedure.
- 14.1-4 In the event of a layoff, existing vacancies will be utilized to the maximum extent possible to place permanent employees in continuing positions who otherwise would be terminated from the District. All layoffs will be carried out in compliance with applicable laws and regulations.
- 14.1-5 All permanent employees terminated by layoff shall be placed on a re-employment priority list for all positions in their occupational series for which they are qualified and available and which positions are not a higher level than previously held. All such employees must be given preference for rehiring in permanent positions for which they are qualified. Names shall remain on the re-employment priority list for one year. However, refusal of a comparable permanent position may result in removal from the re-employment priority list.
- 14.1-6 Any resignation or termination of employment shall constitute a "break" in seniority, unless the termination was a result of layoff in which case the employee will be allowed to keep their seniority date if the employee is re-employed within the period of their re-employment eligibility.
- 14.1-7 Leaves of absence without pay shall not change the employee's date of hire but shall not count toward seniority.
- 14.1-8 All other conditions being equal, the seniority shall prevail as the determining factor for purposes of the first right to rehire.
- 14.1-9 The Association will be informed of any pending reduction in force prior to the official notification of employees affected thereby at the earliest date release of said information is authorized. The Association and the District shall meet to discuss the reasons for the layoffs, the number and types of positions affected, and the approximate date the layoffs will take place. At this time, the Association may make its views and recommendations known (in writing) to the Superintendent concerning the implementation of such layoffs.

ARTICLE 15--EMPLOYEE EVALUATIONS

- 15.1 The employee anniversary date is the original date of hire.
- 15.2 Evaluation of permanent employees shall be done annually by May 1st unless this date is extended for good cause by Human Resources with written notification to the employee and site administrator as to the revised due date. The evaluation "due" date may change if a reclassification has been implemented. The next evaluation will be due twelve months from the new reclassification date. All classified employees will be evaluated on the approved evaluation form provided by the District.

- 15.3 Permanent employees will be evaluated once (1) during each twelve-month period, unless problems exist in which case evaluations would be made on an unscheduled basis.
- 15.4 If an employee receives an unsatisfactory evaluation, the employee shall be re-evaluated in three (3) months.
- 15.5 In cases where an employee believes that the overall performance rating or a particular rating received under a performance review is unfair, the employee may discuss his/her concerns with the supervisor in an attempt to reach a satisfactory resolution and enter any remarks deemed appropriate in the section provided on the performance evaluation form.
- 15.6 If the employee is not evaluated on the appropriate evaluation date, his/her merit increase shall be processed on the next pay period.

ARTICLE 16--PAYROLL DEDUCTION

- 16.1-1 The School Board agrees to deduct from the salaries of its classified employees' dues for the Carson Educational Support Association (CESA), as classified employees individually voluntarily authorize the School Board to deduct, and to transmit the monies promptly to the CESA. Authorization will be written on forms provided by the Association.
- 16.1-2 The Association will certify to the School Board in writing the current rate of membership dues. The School Board will be notified of any change in the rate of membership dues thirty (30) days prior to the effective date of such change.
- 16.1-3 Deductions referred to in 16.1-1 will be made in equal installments semi-monthly during the year. Deductions will be made effective the date the membership form is signed, and the dues for the sign-up pay period shall be deducted from the following month's salary.
- 16.1-4 No later than October 15th of each year, the Association will provide the School Board with a list of those employees who have voluntarily authorized the School Board to deduct dues for the organization named in Section 1 above. The Association will notify the School Board monthly of any changes in said list. Any classified employee desiring to have the School District discontinue deductions he/she has previously authorized must notify the Association in writing between July 1st and July 15th of each year for that school year's dues. Membership dues will then be discontinued as of the 1st pay period in August.
- 16.1-5 Upon termination of any employee, dues for the Association will end the month of termination.
- 16.1-6 The Association shall indemnify and save harmless the employer from any and all claims, demands, suits and costs, incurred in connection with any such claim, demand and suit, resulting from any action taken by the employer for the purpose of complying with the provisions of this Article. The School Board may designate one person to act on its behalf with respect to the accounting and administrative functions required by this Article; and may direct that such person be responsible for questions and problems regarding such accounting and administrative functions.

ARTICLE 17--BILINGUAL SERVICES COMPENSATION

17.1 Purpose

The District recognizes the value of bilingual communication in supporting students, families, and staff. To that end, employees who provide approved bilingual services may be eligible for additional compensation upon certification.

17.2 Eligibility and Certification

Employees must be designated by the District as eligible for bilingual compensation in either a Primary or Secondary bilingual role. Employees not designated by the District shall not be required to provide bilingual services. Employees who are not designated by the District shall not be subject to adverse employment consequences for not providing bilingual services.

All designated employees must pass a District-approved oral and/or written fluency assessment administered by a qualified third-party provider.

The District will cover the cost of the initial assessment; employees are responsible for the cost of any retests.

17.3 Definitions

Primary Bilingual Role: Regularly assigned to translate and/or interpret routine communications in the course of daily duties. Employees assigned to the Primary Bilingual Role shall be required to pass a competency test.

Secondary Bilingual Role: Provides occasional or as-needed bilingual support not part of their primary assignment. Employees assigned to the Secondary Bilingual Role shall be required to pass a competency test.

17.4 Compensation

Primary Bilingual Role: A stipend of \$1,500 annually, prorated based on the date of certification.

Secondary Bilingual Role: An additional \$5.00 per hour for approved hours performing bilingual duties, documented on timesheets and compensated in 15-minute increments.

17.5 Limitations

This compensation does not apply to employees whose positions require bilingual skills as a condition of employment (e.g., ESL Paraprofessionals).

17.6 Training

Employees designated to provide bilingual services will receive training on FERPA, confidentiality, and interpreting best practices.

ARTICLE 18--USE OF FACILITIES

The Association shall have the right to use school mailboxes, email, and the inter-school mail service for organizational materials, provided that all such material is clearly identified and of a non-political nature. The Association accepts the responsibility for such material. The Association shall be allowed to use school buildings for Association meetings so long as arrangements have been made with the superintendent of schools or an authorized representative. Such meetings shall not conflict with any regular or special educational activities and such use shall not involve extra or other unusual expense to the District. Use of buildings on other than school days requires the approval of the superintendent or his representative. Any added expense resulting from Association use shall be paid by the Association.

ARTICLE 19--CALENDAR

Classified employees will be invited to provide input to the formulation of the Christmas and Easter vacations into the school calendar.

ARTICLE 20--GENERAL SAVINGS CLAUSE

It is not the intent of either party hereto to violate any laws of the State of Nevada or the United States. The parties agree that in the event any provisions of this Agreement are held by a court of competent jurisdiction to be in contravention of any such laws, they will enter into immediate negotiations thereon. The remainder of this Agreement shall remain in full force and effect.

ARTICLE 21--TENTATIVE AGREEMENT PROCEDURE

- 21.1** It is hereby agreed by and between the undersigned parties that the procedure set forth herein shall be used during the course of their collective bargaining negotiations to demonstrate tentative agreement on any provision for their collective bargaining agreement.
- 21.2** Any provision for a collective bargaining agreement tentatively agreed to in negotiations between the Association panel and the School Board panel shall be stated in writing and shall be initialed and dated by the chief negotiator for each party.
- 21.3** The subject matter of any provision for collective bargaining agreement between the Association panel and the School Board panel which has been initialed in accordance with paragraph 20.1 above may not be reopened except by mutual agreement of both parties.
- 21.4** If the panels tentatively agree to and initial the provisions of a total agreement, the provisions of that agreement shall be subject to ratification and adoption by the members of the School Board. However, an initialed total Agreement shall commit the Association to submit the contents of that Agreement to its membership with a firm unanimous recommendation from its entire panel in favor of ratification and shall commit the School Board panel to submit the contents of that Agreement to the School Board with a firm unanimous recommendation in favor of its ratification and adoption.
- 21.5** The Association shall retain negotiations information requested and provided by District pursuant to NRS 288.180 (2) for a period of five years from receipt to avoid duplicate request in future years. Requested information available on District website will be provided by District with reference to location on District website where Association can download and print requested information.

ARTICLE 22--TERM OF AGREEMENT

- 22.1 This Agreement, when ratified by both parties, shall become effective July 1, 2025, and shall remain in force until June 30, 2029.
- 22.2 If the parties cannot agree on any particular issue for negotiations, and there has been a provision in the prior Agreement on this subject, that provision shall continue in the contract until changed by mutual agreement or by binding arbitration.
- 22.3 The Agreement will be posted on the District’s website within thirty (30) days after both parties have proofread and approved and signed the final draft. The Association will provide copies of the Agreement to any current or newly hired employees who do not have internet access and who request a copy. Association President or designee may use District copying equipment during non-work hours.
- 22.4 The District may reopen the Agreement to address a “fiscal emergency” in accordance with the requirements of NRS 288.150(4).
- 22.5 Legislative Trigger and Limited Reopener: Should the Nevada State Legislature act to provide the Carson City School District with the funding for school staff wage increases, funding which is greater than a two percent (2%) cost of living adjustment non-inclusive of funding attributable for coverage of step increases, the parties agree to reopen this contract on the singular issue of compensation to negotiate increases to the agreed upon salary increases for the next fiscal year(s) covered by this Agreement. A reopener of the compensation article to negotiate increases to the compensation Article will not open any other terms of this Agreement for negotiation.

CARSON EDUCATIONAL SUPPORT ASSOCIATION (CESA)

_____	_____
PRESIDENT	DATE
_____	_____
NEGOTIATIONS CHAIRPERSON	DATE

CARSON CITY BOARD OF SCHOOL TRUSTEES

_____	_____
PRESIDENT	DATE
_____	_____
CLERK	DATE

APPENDIX A- SALARY SCHEDULE 2025-2029

APPENDIX B- PROGRESSIVE DISCIPLINE MANUAL

4933-4196-5432, v. 1



Carson City

School District

DRAFT

HUMAN RESOURCES DEPARTMENT
CARSON EDUCATIONAL SUPPORT ASSOCIATION (CESA)
ESP EMPLOYEE PROGRESSIVE DISCIPLINE HANDBOOK
Published: 3/12/2019; Revised: 7/22/2024 by Dan Sadler, CHRO

CESA Proposed Revision -12/30/2024

INTRODUCTION AND PURPOSE

This handbook is designed to guide supervisors and employees through the process of progressive discipline, ensuring clarity and fairness in addressing behavior and performance issues. The goal of this manual is to help employees improve and succeed while maintaining a productive and respectful workplace. The District and the CESA have agreed to adhere to this specific progressive discipline procedure, per Collective Bargaining Agreement (CBA). The complete procedure is found in Appendix A of the CBA and should be reviewed whenever disciplinary action is being considered. An overview of the procedure is as follows:

Definitions

Progressive Discipline: A structured process for addressing employee behavior and performance issues through a series of increasingly serious disciplinary actions.

Just Cause: A standard that requires fair and valid reasons for disciplinary actions.

Due Process: Ensuring fair treatment through the normal judicial system, especially as a citizen's entitlement.

FORMS ARE LISTED ON THE FOLLOWING PAGES:

A.1 (p. 19)

A.2 (p. 21)

A.3 (p. 23)

A.4 (p. 26)

A.5 (p. 30)

A.6 (p. 31)

B.1 (p. 32)

B.2 (p. 34)



PROGRESSIVE DISCIPLINE PROCEDURE

You will note that the procedure consists of five (5) levels of discipline, ranging from verbal notice/counseling to termination. Again, it should be noted that progressive discipline is not inflexible. A supervisor is not required to begin at level one (however, in practice you may find this is the level you normally begin with), nor is a supervisor required to utilize all five levels when disciplining an employee over a period of time. Supervisors are required, however, once a level of discipline is utilized, to strictly adhere to the stated steps of that level.

Any employee needing assistance with any step should contact Human Resources.

LEVEL ONE: VERBAL NOTICE/COUNSELING	Informal. A written record of the verbal notice/counseling serves as an informal notice to the employee that further disciplinary action will follow if their behavior or performance does not improve. A copy will be provided to the employee and a copy retained in the site/supervisor file for one (1) calendar year.
LEVEL TWO: WRITTEN WARNING	Informal. A written warning serves as a more formal notice to the employee that further disciplinary action will follow if their behavior or performance does not improve. A copy will be provided to the employee and a copy retained in the site/supervisor file for one (1) calendar year.
LEVEL THREE: WRITTEN REPRIMAND	Formal. After a written warning, the next more serious disciplinary action is a written reprimand, which becomes part of the employee's personnel file for three (3) years.
LEVEL FOUR: SUSPENSION WITHOUT PAY/DEMOTION	Formal. Suspensions and demotions are typically imposed in cases of gross misconduct or chronic behavioral or performance issues when no other appropriate response is available. The document remains in the employee's personnel file for three (3) years.
LEVEL FIVE: TERMINATION	Formal. Termination is the process of permanently removing an employee from service and should be considered only after all other disciplinary measures have been exhausted.



JUST CAUSE

Post-probationary employees may only be disciplined for just cause.

In situations where suspension, demotion, or termination are necessary, it is of paramount importance that the supervisor follows standards of due process (progressive discipline) and is able to provide cause for the level of discipline administered. The following tests are applicable in determining whether an employer had just cause for disciplining an employee:

1. Did the District give the employee forewarning or foreknowledge of the possible or probable disciplinary consequences of the employee's conduct?
2. Was the District's rule or managerial order reasonably related to the orderly, efficient, and safe operation of the business?
3. Did the District, before administering discipline to an employee, make an effort to discover whether the employee did, in fact, violate or disobey a rule or order of management?
4. Was the District's investigation conducted fairly and objectively?
5. At the investigation, did the "judge" obtain substantial evidence or proof that the employee was guilty as charged?
6. Has the District applied its rules, orders, and penalties evenhandedly and without discrimination to all employees?
7. Was the degree of discipline administered by the District in a particular case reasonably related to (A) the seriousness of the employee's proven offense, and (B) the record of the employee in his/her service with the District?

DOCUMENTATION

Thorough documentation is crucial for supporting disciplinary actions. Supervisors should maintain records of all disciplinary events, including dates, specific details of the infractions, and the employee's response. Templates for each type of disciplinary action (e.g., verbal notice, written warning) are included in the appendix.

Supervisor's Notes

Frequently a question that comes up is, "How does one know when a seemingly innocent act by an employee will turn into sufficient cause for disciplinary action?" One doesn't, and



therein lies the need for anyone who oversees the work activities of others to keep a record of noteworthy events.

Under the auspices of the performance evaluation, supervisors should maintain on an on-going basis Supervisory Notes at the site. The note should be maintained confidentially. One of the best justifications (if one is needed) for requiring supervisors to maintain desk notes on **all** their employees is that studies have shown the active memory for recalling an employee's performance profile to be about three weeks--yet a supervisor is often judging an entire year's performance. Many supervisors also find it helpful to be able to cite specific events to back up their performance ratings when employees ask (and they will), "Why did I get a lower rating this year in the category of Meeting Deadlines?"

A second reason supervisory notes are important is that the supervisor must be able to cite specific dates and details of an occurrence such as tardiness if counseling hasn't worked and formal discipline is being contemplated. In the **absence** of precise dates, amounts of times tardy and reasons, what was said and done, and what agreements were made, the supervisor technically has no grounds for initiating discipline, particularly in the prevailing legal environment on these matters.

Here are a few examples of the kinds of entries that might appear in a Supervisor's Notes:

Mary Smith, Order Clerk;

1/23	I overheard Mary speaking impatiently to a customer on the phone; she told him, "Perhaps you would get better service at XYZ Company," then hung up. When I talked to Mary about the incident later in the day, she said that the customer calls every few days and screams at her, but she admitted she could have been more tolerant.
2/16	Mary was 20 minutes late to work ran out of gas; she apologized; no discussion
2/20	Mary left work 45 minutes early to take her husband to pick up his car; approved; no discussion



3/6	Marcy called in after being 1.5 hours late because of a flat tire she tried to change before getting help. She arrived at work at 10:15am. At 2:00pm, I called Mary into my office to discuss her last three occasions of tardiness and early departure to explain the reasoning behind our policy. She acknowledged the policy and said she'd be more diligent about observing working hours in the future.
-----	--

The supervisor should remember that notations should be factual statements of

WHEN, WHERE, WHAT, and WHY events occurred rather than judgmental statements.

The facts will speak for themselves when it comes to performance and discipline, and these situations should not be influenced by subjective judgments that may imply supervisor bias. It is surely unnecessary to point out that under no circumstances should the supervisor walk around carrying a little black book or ledger and be seen writing in it by employees every time something happens. Take the notes discreetly and store them in a confidential place to assure the employee's privacy, even though the records are unofficial. Give the employee a copy of it and have them sign they have received it.

General Documentation

Documentation of disciplinary events, or those that may lead to discipline, is vitally important if the disciplinary action is to be supported by upper management and sustained if challenged. It will be helpful to review the following points to ensure completeness of the formal disciplinary document.

1. Do you have notes indicating the date, specific details of the infraction or unsatisfactory performance, witnesses or others involved, and your action at the time?
2. Have the time, location, and other pertinent details of the incident(s) been recorded?
3. Have you stated in clear terms what the employee did or failed to do that caused the infraction or unsatisfactory performance?



4. Have you stated the District's policy, rule, practice, or performance standard that has been violated? Are you prepared to show that the employee knew, or should have known, about the policy, standard, etc.?
5. Have you compiled all records, reports, or other written documents related to the incident, and are there witnesses who can testify to the incident if necessary?
6. Have you explained the sequence of events in an orderly, chronological manner that illustrates the progressiveness of the infraction?
7. Is the notice written in an objective style and tone, recording observations rather than personal judgments? Is your information based on your own observations or investigation rather than on hearsay?
8. Has the employee been given previous warnings or instructions? Have you indicated the employee's response or reactions to previous warnings?
9. Is the type of discipline being recommended consistent with District policy and precedence of similar incidents? Is it appropriate to the offense? If necessary, have you discussed this incident with upper management and/or personnel staff to determine conformance with district procedures and practices?

Objective Language

In documenting disciplinary events it is extremely important that the language used to describe the action be specific. The following are examples of documentation terms which are general and difficult to substantiate and those which are specific and capable of being substantiated:

<u>General Terms</u>	<u>Specific Terms</u>
Numerous, frequently, often	Six (6) times
Safety of children is of great concern	At least nine (9) children were shoving each other about the bus, two (2) children, (names) were knocked to the floor.
Is frequently tardy	Was more than ten (10) minutes late on January 2, 6, 22; February 4, 9



Violates provisions of negotiated agreement	Conducted personal business, (type), on February 6, 8, 9, violating negotiated agreement (article), (section)
Unsatisfactory relationship	Refused to consult with other office machine repairers, (names), regarding repair of the X machine

CONDUCTING INVESTIGATORY CONFERENCES AND DISCIPLINARY MEETINGS

Investigatory conferences and disciplinary meetings are unlike meetings for any other purpose. They require more thought, more emphasis on factual details, and more mental preparation to assure the right frame of mind (objective and unemotional). The person handling any disciplinary matter should consider the following items before conducting a disciplinary meeting or counseling session.

1. Prepare for the Interview or Meeting

- a. Avoid a significant time lapse from date of incident (10 work days in most cases).
- b. Select a time and place that is private and free from interruption to avoid embarrassing the employee. Insure confidentiality.
- c. Review all the facts. Prepare questions specific to the facts.
- d. Have the personnel record and other information on hand at the time of the interview; prepare an outline.
- e. Consider what you know about the employee: personality, personnel record, and the particular job requirements. Consider exactly what you want to accomplish by the interview.

2. Investigatory Interviews - Weingarten Rights (Right to Representation) – 24-Hour Notice

- a. Nevada's Government Employee-Management Relations Board ("EMRB") requires that whenever an employee is interviewed and reasonably believes that their answer may result in discipline, the employee has a right to request representation by CESA, a coworker, a friend, a relative or an attorney. In terms of representation, the only prohibition is that the representative cannot be an agent of a union other than CESA. If an employee invokes their Weingarten Rights, the District is presented with the following options:
 - i. Accommodate the employee's request, rescheduling the interview if necessary.



- ii. Deny the employee's request and offer the employee the option of foregoing the interview or participating without representation.
- iii. Terminate the interview.
- b. As noted above, the tests of just cause for discipline ask if the District conducted a thorough, fair and objective investigation of alleged misconduct; therefore, the employee's side of the story is critical. Barring unusual circumstances, the employee's request for representation should be accommodated.
- c. The EMRB has held that is a prohibited (unfair) labor practice to continue or attempt to question an employee after the employee has requested representation.
- d. Employees will receive written notice of an investigatory interview at least twenty-four (24) hours in advance of the scheduled meeting date and time. The notice will inform the employee of the meeting location, date and time and of their right to representation.

3. Conduct the Interview or Meeting in a Constructive Manner

- a. Start on a cooperative, positive note.
- b. Be ready to help the employee overcome any resentment.
- c. Avoid blaming or punishing the employee.
- d. Stick to the facts; don't become involved in personalities.
- e. Listen to what the employee has to say; practice "constructive silence."
- f. Encourage the employee to express feelings; don't show disapproval.
- g. Openly focus questions; avoid yes-or-no alternatives.
- h. Reiterate/paraphrase statements made by employee.

4. Elicit Cooperation

- a. Cooperation exists when one party shares the likes and dislikes of the other.
- b. Common association includes cooperative feelings.
- c. Acknowledge any help or information of value that is received from the other party.
- d. Be descriptive, not judgmental.
- e. Be specific rather than general.
- f. Deal with things that can be changed.
- g. Consider motives of the employee for giving you certain feedback.
- h. Give feedback when it is desired.



5. Make Sure the Employee Understands

- a. Discuss the requirements of the job. Point out the facts that show how the employee is not meeting these requirements and what the effects are on other employees.
- b. Help the employee decide how to correct the problem and avoid repetition of the offense.
- c. Help the employee uncover the real cause of the problem--not only what is being done wrong, but why the employee is doing it.
- d. Explain fully the purpose of any action as a corrective measure rather than a punishment.
- e. Make sure the employee completely understands that behavior must change. Indicate the consequences if behavior doesn't improve.

6. Use Constructive Feedback

- a. Focus on behavior, not on the person.
- b. Make observations, not inferences.
- c. Describe behavior in terms of "more" or "less" rather than "good" or "bad."
- d. Focus on behavior related to specific and recent situations rather than on the abstract.
- e. Share ideas and information instead of giving advice.
- f. Explore alternatives.
- g. Stress the need for mutual cooperation.
- h. Avoid "overloading" the employee with too much information.
- i. Concentrate on what is said, rather than why it is said.

7. Provide for Follow-up

- a. Set up a plan for improvement with the employee.
- b. Include in the plan commitments both by the employee and by you to the steps you will take to bring about the desired improvement.
- c. Include specific time limits for accomplishing the desired goals and for formal reevaluation of the employee's behavior.

8. Make a Written Record of the Interview or Meeting

- a. Note in your calendar or diary the time, date and content of the disciplinary meeting or interview.
- b. Ensure that you have your supervisor's support.
- c. If the disciplinary action is to be formalized, draft the formal documentation, give a copy to the employee, and place the original in the employee's personnel file.



PROGRESSIVE DISCIPLINE STEPS

NOTES:

Depending on the seriousness of the infraction a supervisor may start at a higher level of the Progressive Discipline Procedure. When an employee has demonstrated a serious disregard for the rules and policies of the District, the supervisor may recommend immediate termination in lieu of these procedures.

An employee's signature on document indicates that the employee has received it, but it does not signify agreement with the content of the document. Employees should be reminded of this if they are reluctant to sign. Refusal to sign a document may be considered insubordination.

LEVEL ONE: VERBAL NOTICE/COUNSELING
INFORMAL: Documented in site/supervisor file for one (1) calendar year

In general, verbal notice/counseling written record includes any informal discussion with an employee designed to assist the employee to fully develop skills and abilities. The discussion may clarify standards, evaluate the employee's strengths and weaknesses, seek information, solve problems, or discuss why certain behavior or unsatisfactory performance is unacceptable. When there is a problem, this is usually the action taken to assist the employee in clarifying and remedying the problem. The supervisor documents (Appendix A.1) the discussion with the employee and maintains a copy in the site/supervisor file. A copy of the note is given to the employee.

- Given by employee's direct supervisor;
- Informal (i.e., employee is not necessarily summoned to an office for a meeting);
- Educational (i.e., employee is told why such behavior is unacceptable);
- Informative (i.e., employee is reminded of consequences of repeated violations);
- Confidential (the warning is between supervisor and employee only and not sent to Human Resources);

1.0 The supervisor shall meet with the employee to discuss the unsatisfactory performance or misconduct and to counsel the employee regarding the corrective action that must be taken to avoid further disciplinary action.

1.1 The supervisor shall complete a **LEVEL ONE: VERBAL NOTICE/COUNSELING (A.1)** form and keep it on file. The employee must sign the form to acknowledge receipt. Failure to sign will be noted as insubordination.



- 1.2 A copy of the signed **LEVEL ONE: VERBAL NOTICE/COUNSELING (A.1)** will be given to the employee.
- 1.3 The employee may respond in writing to the **LEVEL ONE: VERBAL NOTICE/COUNSELING (A.1)** and have the response placed in his/her site/supervisor file. The response must be received within ten (10) working days. The response will be attached to the verbal notice/counseling form.
- 1.4 The original **LEVEL ONE: VERBAL NOTICE/COUNSELING (A.1)** will be placed in the site/supervisor file for one (1) calendar year.

LEVEL TWO: WRITTEN WARNING
INFORMAL: Documented in site/supervisor file for one (1) calendar year

A written warning (Appendix A.2) provides notice to an employee that further disciplinary action will be taken unless the employee's behavior or performance improves. The content of a written warning is essentially the same as that of the verbal notice/counseling. The employee is advised in writing of the consequences of failing to improve performance. A copy is maintained by the supervisor in the site/supervisor file.

- A stronger reprimand, delivered in writing by direct supervisor to employee.
- A **LEVEL TWO: WRITTEN WARNING (A.2)** form is completed and a copy given to the employee. This form will remain in the site/supervisor file for one (1) calendar year.

- 2.0 The supervisor shall meet with the employee to discuss the unsatisfactory performance and/or misconduct and to counsel the employee regarding the corrective action that must be taken to avoid further disciplinary action.
- 2.1 The supervisor shall complete a **LEVEL TWO: WRITTEN WARNING (A.2)** form and keep it on file. The employee must sign they have received it. Failure to sign will be noted as insubordination.
- 2.2 A copy of the **LEVEL TWO: WRITTEN WARNING (A.2)** form will be given to the employee, who may respond in writing within ten (10) working days. The response will be attached to the warning form.



- 2.3 The original **LEVEL TWO: WRITTEN WARNING (A.2)** will be placed in the site/supervisor file for one (1) calendar year.

LEVEL THREE: WRITTEN REPRIMAND

FORMAL: Documented in site/supervisor file and original sent to HR to be inserted into employees' district personnel file for three (3) calendar years.

After a written warning, the next more serious disciplinary action is a written reprimand (Appendix A.3). It is the district's official notification that an employee's performance or behavior is seriously below standard, and that continuation or repetition of that performance may result in suspension, demotion, or termination. The content of a written reprimand is similar to a written warning but more formal because it becomes a part of the employee's district personnel file. A copy of the written reprimand is forwarded to Human Resources for review and placement in the employee's personnel file.

- The reprimand should fully disclose the nature of employee's violation, and stipulate that employee is to consider himself on notice to correct this behavior immediately.
- This reprimand is generally written by direct supervisor but can be undersigned by higher-level management.

- 3.0 The supervisor shall meet with the employee to discuss the circumstances surrounding the unsatisfactory performance and/or misconduct as an **INVESTIGATORY CONFERENCE (B.1)** form. If the employee requests representation, the supervisor will coordinate with the representative to schedule the meeting. Failure to attend the conference may be considered insubordination.
- 3.1 If, in the judgment of the supervisor, the employee should receive a reprimand, s/he shall complete a **LEVEL THREE: WRITTEN REPRIMAND (A.3)** form and submit it to the appropriate administrator or supervisor (as determined by the particular site or department) for review and approval.
- 3.2 If approved, the supervisor shall schedule a **DETERMINATION MEETING** with the employee to inform him/her of the decision to reprimand and to counsel him/her regarding the corrective action that must be taken to avoid further disciplinary action. Twenty-four (24) hours of notice is required for a determination meeting. The supervisor shall utilize **DETERMINATION MEETING NOTICE (B.2)** form to notify the employee of the meeting and allow the opportunity for representation. If the employee requests representation, the supervisor will coordinate with the



representative to schedule the meeting. Failure to attend the conference could result in insubordination. If an employee requests a non-CESA representative, Human Resources must be consulted before the meeting is scheduled.

- 3.3 The employee will be directed to sign the **LEVEL THREE: WRITTEN REPRIMAND (A.3)** form signifying they have received it. Failure to sign may be considered insubordination.
- 3.4 The supervisor will send a copy of the **LEVEL THREE: WRITTEN REPRIMAND (A.3)** to HR for review and to be placed in the employee's district personnel file.
- 3.5 The employee may respond in writing to the **LEVEL THREE: WRITTEN REPRIMAND (A.3)** and have the response placed in his/her employee district personnel file. A copy of the response will be forwarded to the supervisor by HR. The response must be received within ten (10) working days. The form will be placed in the employee's personnel file for three (3) calendar years.

LEVEL FOUR: SUSPENSION WITHOUT PAY/DEMOTION
FORMAL: Documented in site/supervisor file and original sent to HR to be inserted into employees' district personnel file for three (3) calendar years.

Suspension (Appendix A.4) is the temporary removal of an employee from duty with or without pay. Suspensions are normally made in cases involving gross misconduct or chronic behavioral or performance problems for which there seems to be no other appropriate response.

Demotion is the removal of an employee from a present position to one of lesser rank, responsibility, or pay. Normally, demotions are proper if employees can no longer perform the duties of their present position but may still function effectively at a lower level.

NOTE: SUPERVISOR MUST NOTIFY HR IMMEDIATELY FOR ANY SUSPENSION OR DEMOTION.

These are strong disciplinary measures and should be used only for particularly blatant offenses or when the job atmosphere has become acrimonious as a result.

4.0 If unsatisfactory performance and/or misconduct occurs that, in the judgment of the supervisor, warrants consideration for a suspension or demotion, the supervisor and/or administrator and a Human Resources administrator, if necessary, will hold a meeting with the employee to discuss the circumstances surrounding the infraction. Under certain



circumstances, an employee may be temporarily suspended with or without pay until a meeting can be held and a decision rendered.

- 4.1 The employee shall be informed that s/he has the right to have an association representative present at the investigatory conference meeting (FORM B.1). If the employee requests representation, the supervisor will coordinate with the representative to schedule the meeting. Failure to attend the conference may be considered insubordination.
- 4.2 If after the meeting there is sufficient justification for the suspension or demotion, the supervisor and/or administrator will complete a **LEVEL FOUR: SUSPENSION WITHOUT PAY/DEMOTION (A.4)** form and draft a suspension or demotion letter (**FORM A.6**) The supervisor and/or administrator will meet with or contact HR to review the **LEVEL FOUR: SUSPENSION WITHOUT PAY/DEMOTION (A.4)** form, the suspension or demotion letter (**FORM A.6**) and the decision to suspend or demote.
- 4.3 If approved, the supervisor and/or administrator will meet with the employee to inform him/her of the decision to suspend or demote and to deliver a copy of the suspension or demotion letter. Twenty-four (24) hours of notice is required for a determination meeting. The supervisor will utilize **DETERMINATION MEETING NOTICE (B.2)** form to notify the employee of the meeting. An association representative may be present. If the employee requests representation, the supervisor will coordinate with the representative to schedule the meeting. Failure to attend the conference may be considered insubordination. If an employee requests a non-CESA representative, Human Resources must be consulted before the meeting is scheduled.
- 4.4 The administrator shall send a copy of the suspension or demotion letter (**FORM A.6**) with the **LEVEL FOUR: SUSPENSION WITHOUT PAY/DEMOTION (A.4)** form attached, to HR to be placed in the employee's district personnel file.
- 4.5 The employee may respond in writing to the suspension or demotion letter and have the response placed in his/her personnel file. A copy of the response will be forwarded to the supervisor by HR.

LEVEL FIVE: TERMINATION
FORMAL: Documented in site/supervisor file and original sent to HR to be inserted into employees' district personnel file for three (3) calendar years



Termination is the procedure which permanently removes an employee from service. This action should only be taken when the supervisor and District are thoroughly satisfied that the employee has been given the opportunity to meet performance or behavior standards and has clearly failed to do so.

Hiring and training costs of new employees makes the loss of an experienced employee very expensive. Therefore, it is important that appropriate means of retaining the employee be explored. Termination is seldom used for the first offense unless the violation is so serious that no other response is appropriate. As stated earlier, the disciplinary action must fit the offense.

NOTE: SUPERVISOR MUST NOTIFY HR IMMEDIATELY FOR ANY TERMINATION RECOMMENDATION

- Utilized in cases where the nature of the offense is so extreme, and the prospects for rehabilitation of employee's attitude are so remote, that it is in the best interest of employer and employee that the latter seek employment elsewhere.
- Recommendation for termination can be made by the direct supervisor, but should have the support of higher management and HR.
- It is very important, especially in the presence of collective bargaining agreements, that the nature of the offense, all disciplinary measures taken, and employee response to the charges are fully documented.

5.0 If unsatisfactory performance and/or misconduct occurs that, in the judgment of the supervisor, warrants consideration for a termination, the supervisor and/or administrator, and a Human Resources administrator, if necessary, will hold a hearing with the employee to discuss the circumstances surrounding the infraction. Under certain circumstances, an employee may be temporarily suspended with or without pay until a meeting can be held and a decision rendered.

5.1 The employee shall be informed that s/he has the right to have an association representative present at the investigatory conference meeting (FORM B.1). An association representative may be present. If the employee requests representation, the supervisor will coordinate with the representative to schedule the meeting. Failure to attend the conference may be considered insubordination.

5.2 If after the hearing, there is sufficient justification for the termination, the supervisor and/or administrator will send a letter to HR recommending such. Documentation of any previous disciplinary actions will be attached.



- 5.3 If approved by Human Resources, the supervisor and/or administrator will send a **Pre-Termination (A.5)** letter to the employee advising him/her of the recommendation to terminate and the date and time of the pre-termination hearing.
- 5.4 A pre-termination hearing will be held with the employee, supervisor and/or administrator, and a Human Resources administrator to discuss the recommendation to terminate. The supervisor and/or administrator, along with HR, will meet with the employee to inform him/her of the decision to terminate and to deliver a copy of the termination letter. Twenty-four (24) hours of notice is required for a determination meeting. The supervisor will utilize **DETERMINATION MEETING NOTICE (B.2)** form to notify the employee of the meeting. An association representative may be present, If the employee requests representation, the supervisor will coordinate with the representative to schedule the meeting. Failure to attend the conference may be considered insubordination. If an employee requests a non-CESA representative, Human Resources must be consulted before the meeting is scheduled.
- 5.6 If after the hearing, there is sufficient justification for the termination, Human Resources will prepare an appropriate letter to the employee notifying him/her of the termination.
- 5.7 A meeting will be held with the employee, supervisor and/or administrator, and a Human Resources administrator, if necessary, to deliver the termination letter and to inform the employee of the decision to terminate.

MORE ABOUT TERMINATION

In a well-managed team, an employee is almost never surprised at being terminated. The supervisor has already provided a number of counseling sessions with the employee to help redefine goals and clarify any failure to meet standards of performance and behavior, and the employee has been subject to other levels of disciplinary action.

The administrator having the authority to recommend to Human Resources that an employee be terminated should be clearly convinced that this is the appropriate course of action. In every case where termination is sought, experience has shown that supervisors should be prepared to show valid evidence of the following:

1. **PERSISTENT NATURE OF DIFFICULTIES.** Except under unusual circumstances, the unsatisfactory conduct on the part of the employee has been recorded for an appropriate period of time.



2. **REPEATED WARNINGS.** The employee has been informed repeatedly of the unsatisfactory performance or conduct. This should be done in the form of written warnings, written reprimands, and performance evaluations.
3. **FREQUENT ASSISTANCE.** Specific efforts have been made to help the employee remedy identified deficiencies, but the efforts have been unsuccessful; this should be documented in writing using the same documents referred to above.
4. **CLOSE SUPERVISION.** Since the discovery of the employee's deficiencies, the employee's work has been closely supervised and the supervisor has personal knowledge of the employee's failure to improve.
5. **ORDINARY CIRCUMSTANCES.** The employee's work has been observed under normal and not exceptional conditions.

NOTE: Depending on the seriousness of the infraction a supervisor may start at a higher level of the Progressive Discipline Procedure. When an employee has demonstrated a serious disregard for the rules and policies of the District, the supervisor may recommend immediate termination in lieu of these procedures.

ALTERNATE: RESIGNATION (FORMAL/alternative to disciplinary action)

Sometimes an employee may offer to resign instead of facing disciplinary action. By doing so, the employee loses the right to appeal. However, the inquiries from future employers regarding the reason for leaving will be answered, in most cases, by the simple statement that the employee voluntarily resigned.

No employee can be compelled to resign; resignation must be **entirely voluntary**. Otherwise, the employee may later claim the resignation was made under duress.



LEVEL ONE: VERBAL NOTICE/COUNSELING WRITTEN RECORD

APPENDIX A.1

Employee's Name: _____
Title/Site/Dept.: _____

Counseling Date: _____
Supervisor's Name: _____
Title/Site/Dept.: _____

NATURE OF CONDITION, INQUIRY, OR INCIDENT:

(Describe the incident/issue in detail to allow for ready interpretation by other concerned parties. Cite subject of counseling, time and date.)

CONCLUSION/ACTION TO BE TAKEN (Be Specific):

(Describe what remedy was requested of the employee to improve performance or change behavior. List the employee's response to the verbal notice.)

SUPERVISOR'S SIGNATURE TITLE DATE

I have received a copy of this record, and I have been informed of the opportunity to respond in a written document to be attached hereto.

EMPLOYEE'S SIGNATURE DATE

cc: Site File



SUPERVISOR'S GUIDELINES FOR LEVEL ONE: VERBAL NOTICE/COUNSELING WRITTEN RECORD

1. Self explanatory.
2. PROBLEM AREA(S)
 - a. Check which one(s) of the listed types of problems has occurred. If the problem is one not listed, briefly describe it under "Other."
3. OCCURRENCE DETAIL
 - a. Self explanatory.
4. EXPLANATION OF PROBLEM(S)
 - a. Describe in reasonable detail what the employee has done.
 - b. Cite how this interferes with one or more of the following: employee's performance; the work environment; the business operations or the well-being of other employees.
 - c. Cite the rule, regulation, policy, law, standard of work or behavior that is involved.
 - d. If the disciplinary action is related to previous Level One verbal warning/counseling records, reference should be made.
5. IMPROVEMENT NEEDED
 - a. Explain in reasonable detail what the employee must do to improve performance or change behavior. Attach a separate page if more detail is appropriate.
 - b. Cite a reasonable date by which improvement must occur, or no further violations must occur.

The notice should be signed and dated by you on the same day it is given to the employee.

The employee must be afforded the opportunity to respond in writing to the warning notice. If a response is submitted, it should be attached.

Your signature ensures that you have provided a copy of the warning notice to the employee on the stated date.



Carson City
School District

I have received a copy of this **Level Two: Written Warning**, and I have been informed of the opportunity to respond in a written document to be attached hereto.

EMPLOYEE'S SIGNATURE

DATE

cc: Original to Site File



SUPERVISOR'S GUIDELINES FOR LEVEL TWO: WRITTEN WARNING

1. Self explanatory.
2. PROBLEM AREA(S)
 - a. Check which one(s) of the listed types of problems has occurred. If the problem is one not listed, briefly describe it under "Other."
3. OCCURRENCE DETAIL
 - a. Self explanatory.
4. EXPLANATION OF PROBLEM(S)
 - a. Describe in reasonable detail what the employee has done.
 - b. Cite how this interferes with one or more of the following: employee's performance; the work environment; the business operations or the well-being of other employees.
 - c. Cite the rule, regulation, policy, law, standard of work or behavior that is involved.
 - d. If the disciplinary action is related to previous Level One verbal warning/counseling records, reference should be made.
5. IMPROVEMENT NEEDED
 - a. Explain in reasonable detail what the employee must do to improve performance or change behavior. Attach a separate page if more detail is appropriate.
 - b. Cite a reasonable date by which improvement must occur, or no further violations must occur.
 - c. The notice should be signed and dated by you on the same day it is given to the employee.

The employee must be afforded the opportunity to respond in writing to the warning notice. If a response is submitted, it should be attached.

Your signature ensures that you have provided a copy of the warning notice to the employee on the stated date.



LEVEL THREE: WRITTEN REPRIMAND FORM

APPENDIX A.3

Employee's Name: _____

Title/Site/Dept.: _____

Supervisor's Name: _____

Title/Site/Dept.: _____

This notice is to bring to your attention a problem in the following area(s):

- | | | |
|-----------------------|-------------------------------------|-------------|
| Work Performance | Physical/Mental Incapacity | Dishonesty |
| Insubordination | Criminal Conviction | Discourtesy |
| Absenteeism/Tardiness | Alcohol/Drugs/Tobacco | Conduct |
| Theft | Misuse/Destruction of CCSD Property | |
| Other: _____ | | |

Occurrence Detail: _____ a.m. _____ p.m.
Month Day Year Time

Previous Warnings:	Verbal Notice	Warning Notice	Reprimand
(Date)	_____	_____	_____
(Date)	_____	_____	_____

Explanation of Problem(s):

The problem(s) described above is serious enough to warn you that improvement is needed.

The problem(s) described above is serious and is the cause for this disciplinary notice. In addition, if you have been warned previously, it is noted in Number 4 above.

Improvement Needed: You are encouraged to think about this warning, resolve to change your behavior, and/or improve your performance. In order to avoid further disciplinary measures, it is recommended that you:



If you do not improve, it will be necessary to consider stronger disciplinary measures, including suspension, demotion, and termination. **A copy of this reprimand will be placed in your personnel file.** If you have any questions about this matter, or if you need assistance in improving your performance, you are encouraged to contact me.

You have the right to respond in writing within ten (10) working days to present information or arguments rebutting this disciplinary measure. If you choose to do so, your response will be attached to this form.

The employee's signature below indicates **only** that the employee has received this document and has been directed to read it.

Employee's Signature

Date

Supervisor's Signature Title

Date

Administrator's Signature Title

Date

cc: Site Personnel File
 Original to District Personnel File



SUPERVISOR'S GUIDELINES FOR LEVEL 3: WRITTEN WARNING

1. Self explanatory.
2. PROBLEM AREA(S)
 - a. Check which one(s) of the listed types of problems has occurred. If the problem is one not listed, briefly describe it under "Other."
3. OCCURRENCE DETAIL
 - a. Self-explanatory.
4. PREVIOUS WARNINGS
 - a. Enter the dates of previous verbal notices, written warnings or written reprimands related to this violation.
5. EXPLANATION OF PROBLEM(S)
 - a. Describe in reasonable detail what the employee has done.
 - b. Cite how this interferes with one or more of the following: employee's performance; the work environment; the business operations or the well-being of other employees.
 - c. Cite the rule, regulation, policy, law, standard of work or behavior that is involved.
6. IMPROVEMENT NEEDED
 - a. Explain in reasonable detail what the employee must do to improve performance or change behavior. Attach a separate page if more detail is appropriate.
 - b. Cite a reasonable date by which improvement must occur, or no further problems must occur.
 - c. The employee must be afforded the opportunity to respond in writing to the reprimand form. If a response is submitted, it should be attached.
7. The employee should be requested to sign and date the form. If s/he refuses, so note on the form along with your signature and the date.

The form should be completed after the supervisor and/or administrator meets with the employee.

Your signature ensures that you have provided a copy of the written warning to the employee on the stated date and directed them to read it.



LEVEL FOUR: SUSPENSION WITHOUT PAY/DEMOTION

APPENDIX A.4

Employee's Name: _____

Title/Site/Dept.: _____

Supervisor's Name: _____

Title/Site/Dept.: _____

Suspension

1 day without pay

2 days without pay

3 days without pay

4 days without pay

5 days without pay

_____ days without pay

Demotion

Position _____

Range _____

Effective Date(s): _____ to _____

Mo Dy Mo Dy

This discipline action is being recommended based on the following problem(s):

The above is an infraction of the following rule, regulation, standard of work, behavior, etc., expected by CCSD:

APPENDIX A.4

In addition to the above-cited problem(s), the employee has been disciplined in the past as follows (attach additional pages if necessary):

Date	Infraction	Discipline Received
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

List specifically what the employee must do to change his/her behavior and/or improve his/her performance. (Suspension or Demotion only)

_____ Supervisor's Signature	_____ Title	_____ Date
_____ Administrator's Signature	_____ Title	_____ Date
_____ HR Administrator Approval	_____ Title	_____ Date

You have the right to respond in writing within ten (10) working days to present information or arguments rebutting this disciplinary measure. If you choose to do so, your response will be attached to this form.

The employee's signature below indicates **only** that the employee has received this document and has been directed to read it.

_____ Employee's Signature	_____ Date
-------------------------------	---------------

cc: Site Personnel File
Original to District Personnel File



SUPERVISOR'S GUIDELINES FOR LEVEL FOUR: SUSPENSION WITHOUT PAY/DEMOTION

1. Self-explanatory.
2. Indicate the specific discipline being recommended and the effective date(s) of such discipline. For suspensions, list each of the dates the employee is to be suspended without pay.
3. Describe in reasonable detail what the employee has done.
4. Cite the rule, regulation, policy, standard of work or behavior involved.
5. List all warnings, reprimands, suspensions or demotions related to this disciplinary action.
6. (Suspension or Demotion only) Explain in reasonable detail what the employee must do to improve performance or change behavior. Cite the date by which improvement must occur, or no further violations must occur.
7. The signature of the employee, supervisor and the administrator are required before forwarding to Human Resources.
8. Forward to Human Resources in an envelope marked **CONFIDENTIAL** for review and approval.

The form should be completed after the supervisor and/or administrator meets with the employee.

Your signature ensures that you have provided a copy of the suspension without pay/demotion to the employee on the stated date and directed them to read it.

SUPERVISOR'S GUIDELINES FOR LEVEL FIVE: TERMINATION

The purpose of this guideline is to provide supervisors with a clear, structured approach to the termination process, ensuring that all actions are compliant with district policies and legal standards. Termination is the final step in the progressive discipline process and should only be considered when all other disciplinary measures have been exhausted, or when an employee's actions are so egregious that immediate termination is warranted.

Steps:

1. Initial Assessment

- a. **Evaluate Severity:** Assess whether the employee's behavior or performance issues justify termination. Consider the nature of the offense and its impact on the workplace.
- b. **Review Documentation:** Ensure all previous disciplinary actions have been documented and that the employee has been given opportunities to correct their behavior.

2. Consultation with HR

- a. **Notify HR:** Contact Human Resources immediately if you believe termination is necessary. Provide all documentation related to the employee's performance and previous disciplinary actions.
- b. **Seek Approval:** Obtain approval from HR to proceed with the termination process.

3. Investigatory Conference:

- a. **Schedule Meeting:** Schedule an investigatory conference with the employee, providing at least 24 hours' notice. Use the INVESTIGATORY CONFERENCE FORM B.1.
- b. **Representation:** Inform the employee of their right to have an association representative or legal counsel present at the meeting.
- c. **Conduct Meeting:** Discuss the allegations and allow the employee to respond. Ensure the meeting is conducted fairly and objectively.

4. Decision to Terminate:

- a. **Review Findings:** After the investigatory conference, review the findings and decide whether termination is justified.
- b. **Prepare Documentation:** If termination is warranted, prepare a Pre-Termination Letter (FORM A.5), outlining the reasons for termination and providing a date and time for the pre-termination hearing.

5. Pre-Termination Hearing:

- a. **Conduct Hearing:** Hold a pre-termination hearing with the employee, supervisor, and HR administrator. Allow the employee to present any final arguments or rebuttals.



- b. Decision:** After the hearing, make a final decision on termination. If termination is confirmed, prepare a termination letter.

6. Termination Letter

- a. Prepare Letter:** Draft the termination letter, clearly stating the reasons for termination and the effective date.
- b. Deliver Letter:** Meet with the employee to deliver the termination letter. Ensure that an association representative or legal counsel is present if requested by the employee.

7. Follow-Up

- a. Documentation:** Ensure all documentation related to the termination is complete and filed in the employee's personnel file.
- b. Exit Procedures:** Follow the district's exit procedures, including the return of district property and revocation of access to district systems.

SAMPLE PRE-TERMINATION LETTER (A.5)

APPENDIX A.5

Date

Name Address City/State

Dear Mr./Ms.:

This letter is to inform you of my recommendation to the Human Resources Administrator that you be terminated from your position of **(title)** with the Carson City School District. You are hereby notified that on **(date)** at **(time)**, we will hold a pre-termination meeting with you to discuss the reasons to terminate. At that meeting you will be given the opportunity to present information or arguments rebutting the proposed disciplinary action. The meeting will be held at the **(meeting location)**.

This recommendation to terminate is based upon your unsatisfactory work performance (see attached documentation), which constitutes violation of (list administrative policy, regulation, law, etc.):_____.

Please be advised you have the right to have a CESA Representative present at the pre-termination meeting, if you so choose.

If you have any questions concerning the above, please do not hesitate to call me at **(phone number)**.

Sincerely,

Supervisor Name Title

cc: Site Personnel File
Original to District Personnel File



SAMPLE SUSPENSION OR DEMOTION LETTER (A.6)

APPENDIX A.6

Date

Name Address City/State

Dear Mr./Ms.:

On date, a meeting was held with you to discuss the facts and circumstances regarding an incident that occurred on **date**. Present at the meeting was **name, title; name, title**; and me.

After discussing the incident with you and upon review, it has been determined that you will be suspended without pay from **date** through **date**. The reasons and facts supporting this action are contained in the attached *Discipline Recommendation Form*.

A copy of this suspension letter and the *Discipline Recommendation Form* will be placed in your personnel file. You have the right to respond in writing to this disciplinary measure. If you choose to do so, your response will be attached to this letter.

Please be advised that you have the right to appeal this decision in accordance with the grievance provisions of the Comprehensive Agreement Between the Carson City School District and the Carson Educational Support Association.

The purpose of this disciplinary action is to impress upon you the seriousness with which Carson City School District regards this matter, and to give you the opportunity to reflect upon your future compliance with noted recommendations to improve your behavior and/or performance. Should you choose to continue not to improve, you will be subject to further disciplinary action, including termination.

Sincerely,

Administrator Name Title

cc: Personnel File

SAMPLE INVESTIGATORY CONFERENCE/DUE PROCESS NOTICE (B.1)

APPENDIX B.1

Date

Name of Employee

Mailing Address

City, State zip code

RE: Notice of Investigatory/Due Process Meeting and Right to Representation

Dear (Employee Name):

You are directed to meet with me (administrator conducting the meeting) for an Investigatory Interview on (Insert Date and time). This meeting will take place at (Insert Location). In the meeting with you and me will be (Name of Administrator and others who are attending).

The purpose of this meeting is to discuss allegations of _____, if found to be true, may amount to finding you are in violation of the following:

(Insert citation to NRS, CCSD Policy and/or Regulations allegedly violated)

The incident(s) that led to the allegations are:

(Summary of Incident(s) with dates)

You have the right to have a CESA representative present with you at the meeting. In the event you choose not to have a CESA representative with you at the meeting, you may have legal counsel or another person present with you instead. If legal counsel will represent you, you must inform me no later than 5:00pm on *(Insert date)*.

At the meeting, you will have the opportunity to respond to all allegations. You will also be advised at the meeting and on record that you will be required to respond truthfully to all allegations and that failure to do so may constitute insubordination and/or dishonesty.

Be advised that if the allegations are found to be true; you may face disciplinary action, which can range from a written letter of concern, written letter of admonition, suspension without pay, demotion, or termination.

You are further advised not to discuss this meeting or the allegations with anyone except your representative or legal counsel. You are directed not to contact anyone involved with this investigation (directly or indirectly) including employees of the district.

The district has not reached a conclusion as to what, if any, discipline is appropriate but will do so after it receives your response to the allegations. The potential disciplinary action that may



Carson City School District

be taken against you is based upon information as described above, which, if proved, may constitute a violation of the above references to NRS, CCSD Policy and/or Regulations.

This Notice is being delivered to you at least 24 hours in advance of the meeting. Please schedule accordingly.

Sincerely,

Name of Supervisor/Administrator
Title

I have received a copy of this Notice of Investigatory/Due Process Meeting and Right to Representation

(Employee Name):

Date

Attachments:

cc: List of names

4878-7453-6731, v. 1

SAMPLE DETERMINATION MEETING NOTICE (B.2)

APPENDIX A.2

Date

Name of Employee

Mailing Address

City, State zip code

RE: Determination Meeting Notice

Dear [Employee's Name],

This notice serves to inform you that a Determination Meeting has been scheduled as follows:

Date and Time of Meeting: [Date and Time of Meeting]

Location of Meeting: [Location of Meeting]

Purpose of Meeting:

The purpose of this meeting is to inform you of the decision and counsel you regarding the corrective action that must be taken to avoid further disciplinary action.

Representation:

You have the right to have a CESA representative present during this meeting. The meeting has been scheduled by the undersigned supervisor, and your presence is required. Failure to attend this meeting could result in a charge of insubordination. If you wish to have other types of representation at this meeting, you must provide at least three (3) days-notice to the District. In such cases, Human Resources must be consulted.

Confirmation:

Please confirm your attendance by [Date and Time] by responding to this notice. Should you have any questions or need further clarification, please contact:

Supervisor's Name: [Supervisor's Name]

Phone Number: [Supervisor's Phone Number]

Email Address: [Supervisor's Email Address]

Acknowledgment:

I acknowledge receipt of this Determination Meeting Notice and that I have been directed to read it.

Employee's Signature: _____

Date: _____



Carson City
School District

Supervisor's Signature: _____

Date: _____

Thank you for your prompt attention to this matter.

Sincerely,

[Supervisor's Name]

[Supervisor's Title]

[School District Name]

4907-1408-9075, v. 1

FY26-29

Administrative Assistants			
	Admin I	Admin II	Admin III
C	\$19.64	\$22.00	\$23.60
D	\$20.03	\$22.44	\$24.07
E	\$20.43	\$22.89	\$24.55
F	\$20.84	\$23.34	\$25.04
G	\$21.26	\$23.81	\$25.54
H	\$21.69	\$24.29	\$26.05
I	\$22.12	\$24.77	\$26.57
J	\$22.56	\$25.27	\$27.10
K	\$23.01	\$25.77	\$27.65
L	\$23.47	\$26.29	\$28.20
M	\$23.94	\$26.82	\$28.76
N	\$24.42	\$27.35	\$29.34
O	\$24.91	\$27.90	\$29.93
P	\$25.41	\$28.46	\$30.52
Supplemental Modifiers			
	Admin Supervisory 2-5		5%
	Admin Supervisory 6+		7%
	DAC Manager/Bookkeeper		10%

Fiscal		
	Accountant I	Accountant II
C	\$23.62	\$25.98
D	\$24.09	\$26.50
E	\$24.57	\$27.03
F	\$25.06	\$27.57
G	\$25.57	\$28.12
H	\$26.08	\$28.68
I	\$26.60	\$29.26
J	\$27.13	\$29.84
K	\$27.67	\$30.44
L	\$28.23	\$31.05
M	\$28.79	\$31.67
N	\$29.37	\$32.30
O	\$29.95	\$32.95
P	\$30.55	\$33.61

FY26-29

Information Technology			
	IT Support Tech II	Junior Engineer	Network / Systems Engineer
C	\$26.18	\$63,500	\$72,735
D	\$26.70	\$64,770	\$74,189
E	\$27.23	\$66,065	\$75,673
F	\$27.78	\$67,387	\$77,187
G	\$28.33	\$68,734	\$78,730
H	\$28.90	\$70,109	\$80,305
I	\$29.48	\$71,511	\$81,911
J	\$30.07	\$72,942	\$83,549
K	\$30.67	\$74,400	\$85,220
L	\$31.28	\$75,888	\$86,925
M	\$31.91	\$77,406	\$88,663
N	\$32.55	\$78,954	\$90,436
O	\$33.20	\$80,533	\$92,245
P	\$33.86	\$82,144	\$94,090
Supplemental Modifiers			
	Tech Supervisory 3-5 (only IT Support Tech II)		5%

Health Services		
	Clinical Aide Salary	Clinical Procedure Nurse Salary
C	\$22.08	\$34.21
D	\$22.52	\$34.90
E	\$22.97	\$35.59
F	\$23.43	\$36.31
G	\$23.89	\$37.03
H	\$24.38	\$37.77
I	\$24.86	\$38.53
J	\$25.36	\$39.30
K	\$25.87	\$40.08
L	\$26.39	\$40.89
M	\$26.91	\$41.70
N	\$27.45	\$42.54
O	\$28.00	\$43.53
P	\$28.55	\$44.40
Supplemental Modifiers		
	EMT (only Clinical Aide)	5%
	LPN (only Clinical Aide)	10%

FY26-29

Specialty						
	Library Media Tech	Library Media Clerk/Senior Project Coord.	Campus Supervisor	Bilingual Parent Engagement Coordinator	Distance Education Assistant	Instructional Program Coordinator
C	\$22.08	\$21.67	\$20.71	\$19.67	\$20.67	\$23.62
D	\$22.52	\$22.11	\$21.13	\$20.07	\$21.09	\$24.09
E	\$22.97	\$22.55	\$21.55	\$20.47	\$21.51	\$24.57
F	\$23.43	\$23.00	\$21.98	\$20.88	\$21.94	\$25.06
G	\$23.90	\$23.46	\$22.42	\$21.30	\$22.38	\$25.56
H	\$24.37	\$23.93	\$22.87	\$21.72	\$22.83	\$26.08
I	\$24.86	\$24.41	\$23.33	\$22.16	\$23.28	\$26.60
J	\$25.36	\$24.90	\$23.79	\$22.60	\$23.75	\$27.13
K	\$25.87	\$25.39	\$24.27	\$23.05	\$24.22	\$27.67
L	\$26.38	\$25.90	\$24.75	\$23.51	\$24.71	\$28.23
M	\$26.91	\$26.42	\$25.25	\$23.98	\$25.20	\$28.79
N	\$27.45	\$26.95	\$25.75	\$24.46	\$25.71	\$29.37
O	\$28.00	\$27.49	\$26.27	\$24.95	\$26.22	\$29.95
P	\$28.56	\$28.04	\$26.79	\$25.45	\$26.74	\$30.55

Paraprofessionals					
	Paraprofessionals	Special Ed Paraprofessional I	Special Ed Paraprofessional II	Special Ed Paraprofessional III	
C	\$16.36	\$18.82	\$19.76	\$21.73	
D	\$16.69	\$19.19	\$20.15	\$22.17	
E	\$17.02	\$19.58	\$20.56	\$22.61	
F	\$17.36	\$19.97	\$20.97	\$23.06	
G	\$17.71	\$20.37	\$21.39	\$23.52	
H	\$18.07	\$20.78	\$21.81	\$24.00	
I	\$18.43	\$21.19	\$22.25	\$24.48	
J	\$18.80	\$21.61	\$22.70	\$24.96	
K	\$19.17	\$22.05	\$23.15	\$25.46	
L	\$19.55	\$22.49	\$23.61	\$25.97	
M	\$19.95	\$22.94	\$24.08	\$26.49	
N	\$20.34	\$23.40	\$24.57	\$27.02	
O	\$20.75	\$23.86	\$25.06	\$27.56	
P	\$21.17	\$24.34	\$25.56	\$28.11	
Supplemental Modifiers					
	ESL or Home Advocate (only Paraprofessionals)		20%		
	Kinder & Pre K & Tutoring (only Paraprofessionals)		5%		

	DHH Interpreter II	DHH Interpreter III	DHH Interpreter IV
C	\$23.92	\$25.12	\$28.89
D	\$24.40	\$25.62	\$29.46
E	\$24.89	\$26.13	\$30.05
F	\$25.39	\$26.66	\$30.65
G	\$25.89	\$27.19	\$31.27
H	\$26.41	\$27.73	\$31.89
I	\$26.94	\$28.29	\$32.53
J	\$27.48	\$28.85	\$33.18
K	\$28.03	\$29.43	\$33.84
L	\$28.59	\$30.02	\$34.52
M	\$29.16	\$30.62	\$35.21
N	\$29.74	\$31.23	\$35.92
O	\$30.34	\$31.86	\$36.63
P	\$30.95	\$32.49	\$37.37

Nutrition		
	Cook/Baker	Cafeteria Manager
C	\$17.21	\$19.79
D	\$17.55	\$20.18
E	\$17.90	\$20.59
F	\$18.26	\$21.00
G	\$18.62	\$21.42
H	\$19.00	\$21.85
I	\$19.38	\$22.28
J	\$19.76	\$22.73
K	\$20.16	\$23.18
L	\$20.56	\$23.65
M	\$20.97	\$24.12
N	\$21.39	\$24.60
O	\$21.82	\$25.10
P	\$22.26	\$25.60
Supplemental Modifiers		
Middle School (only Cafeteria Managers)		5%
High School/Central Kitchen (only Cafeteria Managers)		7%

Transportation					
	Bus Attendant	Bus Driver	Mechanic I	Mechanic II	Mechanic III
C	\$17.68	\$19.63	\$17.74	\$24.84	\$27.32
D	\$18.04	\$20.03	\$18.10	\$25.34	\$27.87
E	\$18.40	\$20.43	\$18.46	\$25.84	\$28.43
F	\$18.77	\$20.84	\$18.83	\$26.36	\$28.99
G	\$19.14	\$21.25	\$19.20	\$26.89	\$29.57
H	\$19.53	\$21.68	\$19.59	\$27.42	\$30.17
I	\$19.92	\$22.11	\$19.98	\$27.97	\$30.77
J	\$20.31	\$22.55	\$20.38	\$28.53	\$31.38
K	\$20.72	\$23.00	\$20.79	\$29.10	\$32.01
L	\$21.13	\$23.46	\$21.20	\$29.68	\$32.65
M	\$21.56	\$23.93	\$21.63	\$30.28	\$33.31
N	\$21.99	\$24.41	\$22.06	\$30.88	\$33.97
O	\$22.43	\$24.90	\$22.50	\$31.50	\$34.65
P	\$22.88	\$25.40	\$22.95	\$32.13	\$35.34
Supplemental Modifiers					
Special Ed Driver (only Bus Driver)			5%		
Substitute Driver (only Bus Driver)			5%		
Bus Driver Trainer (only Bus Driver)			27.5%		

Custodial			
	Custodian I	Custodian II	Custodian III
C	\$16.50	\$17.32	\$19.92
D	\$16.83	\$17.67	\$20.32
E	\$17.16	\$18.02	\$20.72
F	\$17.50	\$18.38	\$21.14
G	\$17.86	\$18.75	\$21.56
H	\$18.21	\$19.12	\$21.99
I	\$18.58	\$19.51	\$22.43
J	\$18.95	\$19.90	\$22.88
K	\$19.33	\$20.29	\$23.34
L	\$19.71	\$20.70	\$23.80
M	\$20.11	\$21.11	\$24.28
N	\$20.51	\$21.54	\$24.77
O	\$20.92	\$21.97	\$25.26
P	\$21.34	\$22.41	\$25.77
Supplemental Modifiers			
	Custodial Supervisory 3-5 (only Custodian III)		5%
	Custodial Supervisory 6+ (only Custodian III)		14%
	Utility (only Custodian I)		10%

Warehouse	
	Warehouse Specialist**
C	\$17.72
D	\$18.07
E	\$18.43
F	\$18.80
G	\$19.18
H	\$19.56
I	\$19.95
J	\$20.35
K	\$20.76
L	\$21.17
M	\$21.60
N	\$22.03
O	\$22.47
P	\$22.92

Grounds	
	Groundskeeper
C	\$20.39
D	\$20.80
E	\$21.22
F	\$21.64
G	\$22.07
H	\$22.52
I	\$22.97
J	\$23.43
K	\$23.89
L	\$24.37
M	\$24.86
N	\$25.36
O	\$25.86
P	\$26.38

Maintenance	
	Maintenance
C	\$25.17
D	\$25.67
E	\$26.19
F	\$26.71
G	\$27.25
H	\$27.79
I	\$28.35
J	\$28.91
K	\$29.49
L	\$30.08
M	\$30.68
N	\$31.30
O	\$31.92
P	\$32.56

**** Mail Truck Driver & Inventory Specialist**

FY26-29

District Supervisory								
	Warehouse Coordinator	Grants Supervisor	Operations Coordinator	Payroll Supervisor	Grounds Supervisor	Director of Nutrition	Transportation Supervisor	Purchasing Supervisor
C	\$21.69	\$28.41	\$26.27	\$28.41	\$25.05	\$28.41	\$28.41	\$28.41
D	\$22.12	\$28.98	\$26.80	\$28.98	\$25.55	\$28.98	\$28.98	\$28.98
E	\$22.56	\$29.56	\$27.33	\$29.56	\$26.06	\$29.56	\$29.56	\$29.56
F	\$23.02	\$30.15	\$27.88	\$30.15	\$26.58	\$30.15	\$30.15	\$30.15
G	\$23.48	\$30.75	\$28.44	\$30.75	\$27.11	\$30.75	\$30.75	\$30.75
H	\$23.95	\$31.37	\$29.00	\$31.37	\$27.66	\$31.37	\$31.37	\$31.37
I	\$24.42	\$31.99	\$29.58	\$31.99	\$28.21	\$31.99	\$31.99	\$31.99
J	\$24.91	\$32.63	\$30.18	\$32.63	\$28.77	\$32.63	\$32.63	\$32.63
K	\$25.41	\$33.29	\$30.78	\$33.29	\$29.35	\$33.29	\$33.29	\$33.29
L	\$25.92	\$33.95	\$31.40	\$33.95	\$29.94	\$33.95	\$33.95	\$33.95
M	\$26.44	\$34.63	\$32.02	\$34.63	\$30.53	\$34.63	\$34.63	\$34.63
N	\$26.97	\$35.32	\$32.66	\$35.32	\$31.14	\$35.32	\$35.32	\$35.32
O	\$27.51	\$36.03	\$33.32	\$36.03	\$31.77	\$36.03	\$36.03	\$36.03
P	\$28.06	\$36.75	\$33.98	\$36.75	\$32.40	\$36.75	\$36.75	\$36.75

CARSON CITY SCHOOL DISTRICT-FIVE YEAR CAPITAL IMPROVEMENT PLAN-STATEMENT OF REVENUES AND EXPENDITURES

		BUDGET		>FUTURE YEARS UNDER CONSTANT REVIEW<		
REVENUES		FY 2026	FY 2027	FY 2028	FY 2029	FY 2030
Capital Projects Fund "C"	GOVERNMENT SERVICE TAX REVENUE	893,708	938,393	985,313	1,034,579	1,086,308
	PROJECTED INCREASE FROM PREVIOUS YEAR	1.16%	5.00%	5.00%	5.00%	5.00%
	BEGINNING FUND BALANCE FOR APPLICATION	1,068,374	697,082	1,135,475	1,620,788	2,155,367
	AVAILABLE PAYGO (PAY AS YOU GO)	4,581,570	3,783,769	3,977,211	4,129,998	4,482,828
	E-Rate Rebates Received	0	0	0	0	0
	Actual PAYGO Transfer from Debt Fund	800,000	0	0	0	0
	NET RESOURCES AVAILABLE FOR OBLIGATION	2,762,082	1,635,475	2,120,788	2,655,367	3,241,675
Bond Fund "B"	NEW/EXPECTED BOND PROCEEDS	0	15,000,000	0	0	30,000,000
	BEGINNING FUND BALANCE FOR APPLICATION	21,704,350	350	14,105,350	3,005,350	3,005,350
	NET RESOURCES AVAILABLE FOR OBLIGATION	21,704,350	15,000,350	14,105,350	3,005,350	33,005,350
ALL FUND TOTAL RESOURCES AVAILABLE		24,466,432	16,635,825	16,226,138	5,660,717	36,247,025

EXPENDITURES

DISTRICT-WIDE CYCLE						
C	Asphalt	400,000	150,000	150,000	150,000	150,000
C	Roofing/Envelope	150,000	150,000	150,000	150,000	150,000
C	Refresh	200,000	200,000	200,000	200,000	200,000
C	Transportation Fleet Procurement	800,000				
C	Roofing Assessment	150,000				
B	Asbestos Management	50,000				
B	ALC Controls	500,000	500,000	1,500,000		
B	DW - HVAC (Includes Assessment)	750,000				
B	DW - Plumbing/Mechanical Rehabilitation	550,000				
B	Solar Maintenance	650,000				
B	Intrusion Alarm Replacements	300,000				
B	Access Control Phase III	110,000				
B	Refresh Cameras and Servers	300,000				
B	Land Acquisition	200,000				
B	Landscaping Upgrades	250,000				
BORDEWICH/BRAY						
B	Tenant Improvements	100,000				
CARSON HIGH						
B	Entry way and Senator Square refresh	1,200,000				
B	Band Cabinetry	150,000				
B	South Faculty Parking - Slurry seal	150,000				
B	HVAC Upgrades	8,500,000				
B	Perimeter Fencing/Safety Upgrades	1,500,000				
B	NE Student Parking Lot	200,000				
B	Track Rehabilitation	600,000				
B	Tennis Court Maintenance	115,000				
B	Tech Center Restroom Remodel			2,400,000		
B	Soccer Field Improvements			300,000		
B	Tenant Improvements	535,000				
B	Sports Complex Lighting	134,000				
B	Auditorium Design	150,000				30,000,000
CARSON MIDDLE						
C	Richmond Parking Staff Lot	115,000				
B	Restroom Remodels	3,000,000				
B	Exterior Paint	375,000				
B	Tenant Improvements	300,000				
EAGLE VALLEY						
B	Restroom Remodels			4,900,000		
B	Tenant Improvements	100,000				
EMPIRE						
C	Outdoor Court resurface	115,000				
B	Tenant Improvements	100,000				
FREMONT						
B	Tenant Improvements	100,000	60,000			

CARSON CITY SCHOOL DISTRICT-FIVE YEAR CAPITAL IMPROVEMENT PLAN-STATEMENT OF REVENUES AND EXPENDITURES

		BUDGET	>FUTURE YEARS UNDER CONSTANT REVIEW<			
		FY 2026	FY 2027	FY 2028	FY 2029	FY 2030
FRITSCH						
C	Reroof - Building A	85,000				
B	Tenant/Site Improvements	180,000				
MARK TWAIN						
B	Restroom Refresh	85,000				
B	Tenant Improvements	100,000	60,000			
CHS-SILVER CAMPUS AND CORBETT CAMPUS						
B	Tenant Improvements	70,000	75,000			
B	Restroom Remodel			2,000,000		
SEELIGER						
B	Playground Asphalt Slurry	100,000				
STUDENT SUPPORT SERVICES						
ADMINISTRATIVE BUILDING						
B	Tenant Improvements	50,000	50,000			
MAINTENANCE BUILDING						
C	Reroof					100,000
GLEASON/PDC						
C	Reroof - Building	50,000				
B	Tenant Improvements	50,000	150,000			
OPERATIONS						
TRANSPORTATION						
B	Mechanic Shop Remodel					
B	Tenant Improvements	100,000	100,000			
C	TOTAL CAPITAL PROJECTS FUNDED APPLICATIONS	\$ 2,065,000	\$ 500,000	\$ 500,000	\$ 500,000	\$ 600,000
B	TOTAL BOND FUNDED APPLICATIONS	\$ 21,704,000	\$ 895,000	\$ 11,100,000	\$ -	\$ 30,000,000
	TOTAL APPLICATIONS	<u>23,769,000</u>	<u>1,395,000</u>	<u>11,600,000</u>	<u>500,000</u>	<u>30,600,000</u>
	TOTAL RESOURCES LESS APPLICATIONS	697,432	15,240,825	4,626,138	5,160,717	5,647,025



FISCAL YEAR 2025-2026

AMENDED BUDGET

Tuesday, December 9, 2025



Carson City School District

1402 West King Street, Carson City NV 89703
(775) 283-2000 - Fax: (775) 283-2090

Nevada Department of Taxation
1550 East College Parkway, Suite 115
Carson City, NV 89706-7921

Carson City School District _____ herewith submits the Amended Budget for the
fiscal year ending June 30, 2026

This budget contains 5 funds, including Debt Service, requiring State Education Fund revenues totaling 93,531,086

This budget contains 22 governmental fund types with estimated expenditures of \$ 148,092,747 and
3 proprietary funds with estimated expenses of \$ 2,537,908

Copies of this budget have been filed for public record and inspection in the offices enumerated in NRS 354.596 (Local Government Budget and Finance Act).

CERTIFICATION

I Spencer Winward
(Printed Name)
Chief Financial and Operations Officer
(Title)

certify that all applicable funds and financial
operations of this Local Government are
listed herein

Signed _____

Dated: _____

APPROVED BY THE GOVERNING BOARD

_____	_____
Maria "Lupe" Ramirez	President
_____	_____
Michael Walker	Vice President
_____	_____
Molly Walt	Clerk
_____	_____
Richard Varner	Member
_____	_____
Matt Clapham	Member
_____	_____
Rebecca Roberts	Member
_____	_____
Michelle Pedersen	Member

SCHEDULED PUBLIC HEARING:

Date and Time Tuesday, December 9, 2025 @ 6:00 p.m.
Place: Robert Crowell Room at the Carson City Community Center
851 E. William Street, Carson City, Nevada

NOTICE OF INTENT TO ADOPT FINAL BUDGET:

Publication Date Wednesday, December 3, 2025
Ad Number 56908

Carson City School District 2025-26 Amended Budget

**GENERAL FUND
ENDING FUND BALANCE EXPLANATION**

ESTIMATED GENERAL FUND BEGINNING FUND BALANCE ON JULY 1, 2025	\$	18,187,349
TOTAL REVENUE PROJECTIONS FOR FY 2026	\$	80,808,024
OPERATING EXPENDITURES BY FUNCTION		
100 Regular Programs	\$	37,839,880
200 Special Programs	\$	-
300 Vocational Programs	\$	3,506,208
400 Other PK-12	\$	2,157,982
800 Community Service	\$	-
900 Extra/Co Curricular Activities	\$	945,461
2000 Undistributed Support Services	\$	30,737,869
TOTAL TRANSFERS OUT TO OTHER FUNDS	\$	10,127,403
CONTINGENCY	\$	1,000,000
PROJECTED GENERAL FUND ENDING FUND BALANCE ON JUNE 30, 2026	\$	12,680,570
EXCESS or (DEFICIT) OF REVENUES OVER EXPENDITURES	\$	(5,506,779)
TOTAL OPERATING EXPENDITURES (EXCLUDING TRANSFERS) FOR FY 2026	\$	76,187,400
OPERATING EXPENDITURES INCLUDING TRANSFERS FOR FY 2026	\$	86,314,803
PERCENTAGE OF ENDING FUND BALANCE NET OPERATING EXPENDITURES		14.69%

**NEVADA ADMINISTRATIVE CODE CHAPTER 354 REQUIRES AN EXPLANATION AND CORRECTIVE ACTION PLAN FROM ANY LOCAL GOVERNMENT WHEN THE ENDING FUND BALANCE IS LESS THAN 4% OF THE OPERATING EXPENDITURE FOR THE GENERAL FUND IN THE ACTUAL PREVIOUS YEAR.

BASED ON THIS FORMULA, THE CCSD BOARD IS NOT REQUIRED TO SUBMIT AN EXPLANATION.

>ESTIMATED FY 2025 OPERATING EXPENDITURES 80,936,399

FISCAL YEAR 2026 FORMULARY 22.47% IS MORE THAN 4%

PLAN OF CORRECTIVE ACTION NOT REQUIRED FOR FY 2026

Carson City School District 2025-26 Amended Budget Index



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Carson City School District

2025-26 Amended Budget

Wednesday, December 31, 2025
Deadline for Submission
NRS 354.598005

Board of School Trustees

Maria "Lupe" Ramirez, President
Michael Walker, Vice President
Molly Walt, Clerk
Richard Varner, Member
Matt Clapham, Member
Rebecca Roberts, Member
Michelle Pedersen, Member

Superintendent of Schools

Andrew J. Feuling

Director of Fiscal Services

Spencer Winward

SUMMARY OF PROPERTY TAX BASE

(A)	Assessed Valuation (excluding Net Proceeds of Mines)	<u>2,608,605,932</u>	(B2) Tax from Net Proceeds unavailable for Appropriation 2023/24 2024-2025 \$	
(B1)	Net Proceeds of Mines (AV)			
(C)	TOTAL ASSESSED VALUE	<u>2,608,605,932</u>		

TOTAL EMPLOYEE INFORMATION

	ACTUAL YEAR Ending 6/30/2023	ESTIMATED Ending 6/30/2024	Budgeted YEAR Ending 6/30/2025
FTE Total employees	935	917	941
FTE Classroom teachers	430	430	426
Total Enrollment	<u>7427.00</u>	<u>7308.00</u>	<u>6914.00</u>

(E) **ENROLLMENT**

	ACTUAL YEAR Ending 6/30/2023	ESTIMATED *ADE Ending 6/30/2024	Budgeted *ADE YEAR Ending 6/30/2025
Subtotal		7,270.00	6,879.0
<u>Deduct</u> students transported into Nevada from out-of-state			
<u>Add</u> students transported to another state			
Total WEIGHTED enrollment	-	7,270.00	6,879

STATE EDUCATION FUNDING

Adjusted Base per Pupil Funding		
Adjusted Base per Pupil Amount for		\$10,119.00
Estimated Weighted Average Daily Enrollment		6,879
Total Adjusted Base per Pupil Funding		\$ 69,608,601
Weighted Funding		
At-Risk Weighted Funding		\$ 728,331
English Learners Weighted Funding		\$ 3,305,034
Gifted & Talented Weighted Funding		\$ 322,029
Total Weighted Funding		\$ 4,355,394
Local Special Education Funding		\$ 6,741,119
Auxiliary Funding		
Auxiliary - Transportation		\$ 2,868,747
Auxiliary - Special Transportation		
Auxiliary - Food Services		\$ 334,457
Total Auxiliary Funding		\$ 3,203,204
Total Funding from State Education Fund		\$ 83,908,318

School District Carson City School District

* ADE = Average Daily Enrollment

Schedule B- 1

All Funds - Budgeted Resources

(1) FUND	(2) OPENING FUND BALANCE	(3) NONPROPERTY TAX RESOURCES	(4) STATE EDUCATION FUNDING	(5) TAX RATE	(6) TOTAL FUND RESOURCES
GENERAL FUND					
1000 Local		\$ 1,095,100			\$ 1,095,100
3000 State (Education Fund)			\$ 79,552,924		\$ 79,552,924
4000 Federal		\$ 155,000			\$ 155,000
Opening Balance	\$ 18,187,349				\$ 18,187,349
					\$ -
					\$ -
Other Sources		\$ 5,000			\$ 5,000
General Subtotal	\$ 18,187,349	\$ 1,255,100	\$ 79,552,924		\$ 98,995,373
DEBT SERVICE	\$ 9,664,911	\$ 100,000	\$ 9,622,768	\$ 0.43	\$ 19,387,679
SUBTOTAL	\$ 27,852,260	\$ 1,355,100	\$ 89,175,692	\$ 0.43	\$ 118,383,052
OTHER FUNDS:					
New Nevada Plan	\$ -	\$ -	\$ -		\$ -
PCFP English Learner	\$ 50,005	\$ 119,720	\$ 3,305,034		\$ 3,474,759
PCFP Gifted & Talented	\$ -	\$ 187,999	\$ 322,029		\$ 510,028
PCFP At-Risk	\$ -	\$ 603,702	\$ 728,331		\$ 1,332,033
Class Size Reduction	\$ -	\$ -	\$ -		\$ -
Teacher School Supply Reim	\$ -	\$ -	\$ -		\$ -
Adult Education	\$ 27,483	\$ 368,416	\$ -		\$ 395,899
Adult Education - Correctional	\$ -	\$ 1,048,999	\$ -		\$ 1,048,999
State Grants	\$ -	\$ 1,809,656	\$ -		\$ 1,809,656
Special Education	\$ 1,606,982	\$ 14,505,872	\$ -		\$ 16,112,854
Gifts & Donations	\$ 128,937	\$ 200,000	\$ -		\$ 328,937
Local Grants	\$ 52,085	\$ 500,000	\$ -		\$ 552,085
Summer School/Programs	\$ 180,327	\$ 25,110	\$ -		\$ 205,437
Alternative Compensation	\$ -	\$ -	\$ -		\$ -
Student Activities Fund	\$ 941,561	\$ 2,000,000	\$ -		\$ 2,941,561
Federal Grants	\$ -	\$ 6,518,941	\$ -		\$ 6,518,941
Medicaid	\$ 719,934	\$ 250,000	\$ -		\$ 969,934
Nutrition Services	\$ 1,337,442	\$ 3,511,163	\$ -		\$ 4,848,605
Capital Projects	\$ 1,068,374	\$ 1,693,708	\$ -		\$ 2,762,082
Bond	\$ 21,704,350	\$ 15,000	\$ -		\$ 21,719,350
Health Insurance	\$ 3,130,342	\$ 1,090,560	\$ -		\$ 4,220,902
Workman's Comp Insurance	\$ 1,477,419	\$ 243,091	\$ -		\$ 1,720,510
Unemployment Insurance	\$ 681,251	\$ 6,077	\$ -		\$ 687,328
SUBTOTAL OTHER FUNDS	\$ 33,106,492	\$ 34,698,014	\$ 4,355,394	\$ -	\$ 72,159,900
TOTAL ALL FUNDS	\$ 60,958,752	\$ 36,053,114	\$ 93,531,086	\$ 0.43	\$ 190,542,952
Less: Interfund Transfers		\$ 10,927,403			\$ 10,927,403
NET ALL FUNDS	\$ 60,958,752	\$ 25,125,711	\$ 93,531,086	\$ 0.43	\$ 179,615,549

**ATTACHMENT TO SCHEDULE AA
CALCULATION OF ALLOWED AD VALOREM REVENUES FOR SCHOOL DISTRICTS**

2025-26 Amended Budget

	(1) ASSESSED VALUATION (Excluding Net Proceeds of Mines)	(2) TAX RATE LEVIED	(3) TOTAL PREABATED AD VALOREM REVENUE [(1)X(2)/100]	(4) AD VALOREM TAX ABATEMENT [(3)-(5)]	(5) BUDGETED ABATED AD VALOREM REVENUE
A. SCHOOL OPERATING:					
Property Tax Subject to Revenue Limitations		\$ -	\$ -	\$ -	\$ -
Net Proceeds revenue reserved per NRS 387.195 [Sch. AA (B2)]	XXXXXXXXXXXXXX	XXXXXXX	XXXXXXXXXXXXXX	XXXXXXXXXXXXXX	
Total School Operating:	\$ -	\$ -	\$ -	\$ -	\$ -
B. SCHOOL DEBT:					
Property Tax Subject to Revenue Limitations	\$ -	\$ -	\$ -	\$ -	\$ -
Net Proceeds of Minerals				XXXXXXXXXXXXXX	
Total School Debt:	\$ -	\$ -	\$ -	\$ -	\$ -
<i>School Debt Levy is not subject to Redevelopment</i>					
C. TOTAL OPERATING AND DEBT	\$ -	\$ -	\$ -	\$ -	\$ -

Notes:

FY Ending

6/30/2026

- (1) Column (1) Assessed Valuation is available from the March 15th Final Revenue Projections.
- (2) Column (5) Budgeted Abated Ad Valorem Revenue - can be obtained from the "Net Tax less Redevelopment and LEED Abatement" column of the March 25th Proforma Ad Valorem Revenue Report.
- (3) Ad Valorem revenue shortfall created as a result of the tax abatement may be supplemented through the Distributive School Account (DSA).

ALL FUND APPLICATIONS

(1) PROGRAM OR FUNCTION	(2) SALARIES AND WAGES	(3) EMPLOYEE BENEFITS	(4) SERVICES SUPPLIES AND OTHER	(5) ENDING FUND BALANCE	(6) TOTAL FUND REQUIRE- MENTS
GENERAL FUND					
100 Regular	23,849,048	12,435,924	1,554,908		37,839,880
200 Special	-	-	-		-
300 Vocational & Technical	2,276,729	1,229,479	-		3,506,208
400 Other PK-12	1,317,304	715,678	125,000		2,157,982
500 Nonpublic School					-
600 Adult Education	-	-	-		-
800 Community Services	-	-	-		-
900 Co-curricular & Extra Curricular	606,182	87,353	251,926		945,461
000 Undistributed Expenditures					-
2000 Support Services	14,566,488	7,843,401	8,177,324		30,587,213
3000 Noninstructional Services	111,237	39,419	-		150,656
4000 Facility Acquisition and Construction	-	-	-		-
6100 Interdistrict Payments					-
6200 Fund Transfers			10,127,403		10,127,403
6300 Contingency			1,000,000		1,000,000
8000 Ending Balance				12,680,570	12,680,570
General Subtotal	42,726,988	22,351,254	21,236,561	12,680,570	98,995,373
DEBT SERVICE			8,539,504	10,848,175	19,387,679
SUBTOTAL APPROPRIATION FUNDS	42,726,988	22,351,254	29,776,065	23,528,745	118,383,052
OTHER FUNDS: (List)					
New Nevada Plan	-	-	-	-	-
PCFP English Learner	2,032,518	1,283,581	158,660	-	3,474,759
PCFP Gifted & Talented	329,971	155,057	25,000	-	510,028
PCFP At-Risk	872,633	459,400	-	-	1,332,033
Class Size Reduction	-	-	-	-	-
Teacher School Supply Reim	-	-	-	-	-
Adult Education	208,297	70,837	116,765	-	395,899
Adult Education - Correctional	681,277	347,994	19,728	-	1,048,999
State Grants	877,234	511,893	420,529	-	1,809,656
Special Education	8,425,765	4,847,480	2,827,227	12,382	16,112,854
Gifts & Donations	-	-	328,937	-	328,937
Local Grants	66,278	35,130	450,677	-	552,085
Summer School/Programs	122,000	9,546	73,891	-	205,437
Alternative Compensation	-	-	-	-	-
Student Activities Fund	-	-	2,941,561	-	2,941,561
Federal Grants	2,627,911	1,592,308	2,298,722	-	6,518,941
Medicaid	143,773	71,005	355,000	400,156	969,934
Nutrition Services	1,219,829	963,055	2,425,374	240,347	4,848,605
Capital Projects	-	-	2,065,000	697,082	2,762,082
Bond	-	-	21,704,000	15,350	21,719,350
Health Insurance	13,562	8,029	1,500,000	2,699,311	4,220,902
Workman's Comp Insurance	30,624	15,299	890,000	784,587	1,720,510
Unemployment Insurance	13,388	7,006	60,000	606,934	687,328
					-
SUBTOTAL OTHER FUNDS	17,665,060	10,377,620	38,661,071	5,456,149	72,159,900
TOTAL ALL FUNDS	60,392,048	32,728,874	68,437,136	28,984,894	190,542,952
Less: Interfund Transfers			10,927,403		10,927,403
NET ALL FUNDS	60,392,048	32,728,874	57,509,733	28,984,894	179,615,549

**CARSON CITY SCHOOL DISTRICT
GENERAL FUND**

**2025-2026 AMENDED BUDGET
FUND 100**

PROGRAM FUNCTION OBJECT	FINAL BUDGET YEAR ENDING 6/30/2026	BUDGET ADJUSTMENTS OR ENHANCEMENTS	AMENDED BUDGET YEAR ENDING 6/30/2026
100 REGULAR PROGRAMS			
1000 Instruction			
100 Salaries	23,266,176	385,662	23,651,838
200 Benefits	12,219,239	111,500	12,330,739
300/400/500 Purchased Services	273,633	-	273,633
600 Supplies	1,281,275	-	1,281,275
700 Property	-	-	-
800/900 Miscellaneous & Other	-	-	-
2900 Other Direct Support			
100 Salaries	194,736	2,474	197,210
200 Benefits	91,557	13,628	105,185
300/400/500 Purchased Services	-	-	-
600 Supplies	-	-	-
700 Property	-	-	-
800/900 Miscellaneous & Other	-	-	-
100 TOTAL REGULAR PROGRAMS	37,326,616	513,264	37,839,880
200 SPECIAL PROGRAMS			
1000 Instruction			
100 Salaries	-	-	-
200 Benefits	-	-	-
300/400/500 Purchased Services	-	-	-
600 Supplies	-	-	-
700 Property	-	-	-
800/900 Miscellaneous & Other	-	-	-
2900 Other Direct Support			
100 Salaries	-	-	-
200 Benefits	-	-	-
200 TOTAL SPECIAL PROGRAMS	-	-	-
300 VOCATIONAL & TECHNICAL			
1000 Instruction			
100 Salaries	2,080,335	43,051	2,123,386
200 Benefits	1,140,720	12,106	1,152,826
300/400/500 Purchased Services	-	-	-
600 Supplies	-	-	-
700 Property	-	-	-
800/900 Miscellaneous & Other	-	-	-
2900 Other Direct Support			
100 Salaries	151,742	1,601	153,343
200 Benefits	76,481	172	76,653
300/400/500 Purchased Services	-	-	-
600 Supplies	-	-	-
700 Property	-	-	-
800/900 Miscellaneous & Other	-	-	-
300 TOTAL VOCATIONAL & TECHNICAL	3,449,278	56,930	3,506,208

PROGRAM FUNCTION OBJECT	FINAL BUDGET YEAR ENDING 6/30/2026	BUDGET ADJUSTMENTS OR ENHANCEMENTS	AMENDED BUDGET YEAR ENDING 6/30/2026
400 OTHER INSTRUCTIONAL PROGRAMS			
1000 Instruction			
100 Salaries	786,735	91,648	878,383
200 Benefits	421,140	31,092	452,232
300/400/500 Purchased Services	125,000	-	125,000
600 Supplies	-	-	
700 Property	-	-	
800/900 Miscellaneous & Other	-	-	
2900 Other Direct Support			
100 Salaries	585,586	(146,665)	438,921
200 Benefits	342,647	(79,201)	263,446
300/400/500 Purchased Services	-	-	
600 Supplies	-	-	
800/900 Miscellaneous & Other	-	-	
400 TOTAL OTHER INSTR PROGRAMS	2,261,108	(103,126)	2,157,982
800 COMMUNITY SERVICE PROGRAMS			
3300 Community Service Operations			
100 Salaries	46,184	(46,184)	
200 Benefits	29,255	(29,255)	
800 TOTAL COMMUNITY SVC PROGRAMS	75,439	(75,439)	-
910 COCURRICULAR ACTIVITIES			
1000 Instruction			
100 Salaries	112,200	2,800	115,000
200 Benefits	2,199	(60)	2,139
300/400/500 Purchased Services	15,000	-	15,000
600 Supplies	15,000	-	15,000
700 Property	-	-	
800/900 Miscellaneous & Other	-	-	
2900 Other Direct Support			
100 Salaries	76,470	(200)	76,270
200 Benefits	37,432	(236)	37,196
910 TOTAL COCURRICULAR ACTIVITIES	258,301	2,304	260,605
920 ATHLETICS			
1000 Instruction			
100 Salaries	306,000	4,000	310,000
200 Benefits	15,484	(108)	15,376
300/400/500 Purchased Services	110,963	-	110,963
600 Supplies	110,963	-	110,963
700 Property	-	-	
800/900 Miscellaneous & Other	-	-	
2900 Other Direct Support			
100 Salaries	113,052	(8,140)	104,912
200 Benefits	33,327	(685)	32,642
300/400/500 Purchased Services	-	-	
920 TOTAL ATHLETICS	689,789	(4,933)	684,856
TOTAL DISTRIBUTED EXPENDITURES	44,060,531	389,000	44,449,531

Carson City School District
GENERAL FUND
Schedule BB-2, Page 2 of 4

School District AMENDED Budget Fiscal Year 2025-
Fund - Expenditures by Program, Function, and Object 2026
Page: 11

PROGRAM FUNCTION OBJECT	FINAL BUDGET YEAR ENDING 6/30/2026	BUDGET ADJUSTMENTS OR ENHANCEMENTS	AMENDED BUDGET YEAR ENDING 6/30/2026
000 UNDISTRIBUTED EXPENDITURES			
2100 Student Support			
100 Salaries	3,056,106	5,318	3,061,424
200 Benefits	1,599,715	(5,810)	1,593,905
300/400/500 Purchased Services	25,000	-	25,000
600 Supplies	-	-	
700 Property	-	-	
800/900 Miscellaneous & Other	-	-	
2100 SUBTOTAL	4,680,821	(492)	4,680,329
2200 Instruction Staff Support			
100 Salaries	1,616,274	(78,780)	1,537,494
200 Benefits	740,944	(89,889)	651,055
300/400/500 Purchased Services	452,390	-	452,390
600 Supplies	-	-	
700 Property	-	-	
800/900 Miscellaneous & Other	25,000	52,493	77,493
2200 SUBTOTAL	2,834,608	(116,176)	2,718,432
2300 General Administration			
100 Salaries	297,135	(672)	296,463
200 Benefits	125,055	(598)	124,457
300/400/500 Purchased Services	13,565	-	13,565
600 Supplies	156,985	-	156,985
700 Property	-	-	
800/900 Miscellaneous & Other	12,500	37,500	50,000
2300 SUBTOTAL	605,240	36,230	641,470
2400 School Administration			
100 Salaries	3,171,021	(18,549)	3,152,472
200 Benefits	1,661,103	(11,039)	1,650,064
300/400/500 Purchased Services	-	-	
600 Supplies	206,879	-	206,879
700 Property	-	-	
800/900 Miscellaneous & Other	75,000	183,297	258,297
2400 SUBTOTAL	5,114,003	153,709	5,267,712
2500 Central Services			
100 Salaries	2,544,073	(131,263)	2,412,810
200 Benefits	1,333,077	(57,038)	1,276,039
300/400/500 Purchased Services	463,325	-	463,325
600 Supplies	598,395	-	598,395
700 Property	-	-	
800/900 Miscellaneous & Other	43,750	102,098	145,848
2500 SUBTOTAL	4,982,620	(86,203)	4,896,417

PROGRAM FUNCTION OBJECT	FINAL BUDGET YEAR ENDING 6/30/2026	BUDGET ADJUSTMENTS OR ENHANCEMENTS	AMENDED BUDGET YEAR ENDING 6/30/2026
2600 Operating/Maintenance Plant Service			
100 Salaries	3,016,348	(4,005)	3,012,343
200 Benefits	1,817,155	26,950	1,844,105
300/400/500 Purchased Services	1,739,147	-	1,739,147
600 Supplies	2,981,500	-	2,981,500
700 Property	-	-	-
800/900 Miscellaneous & Other	30,000	95,000	125,000
2600 SUBTOTAL	9,584,150	117,945	9,702,095
2700 Student Transportation			
100 Salaries	984,806	108,676	1,093,482
200 Benefits	686,799	16,977	703,776
300/400/500 Purchased Services	218,500	-	218,500
600 Supplies	20,500	184,500	205,000
700 Property	450,000	-	450,000
800/900 Miscellaneous & Other	10,000	-	10,000
2700 SUBTOTAL	2,370,605	310,153	2,680,758
2900 Other Support (All Objects)			
100 Salaries	-	-	-
200 Benefits	-	-	-
600 Supplies	-	-	-
2900 SUBTOTAL	-	-	-
TOTAL SUPPORT SERVICES	30,172,047	415,166	30,587,213
NONINSTRUCTIONAL SERVICES			
3100 Food Services Operations			
100 Salaries	70,937	40,300	111,237
200 Benefits	38,774	645	39,419
300/400/500 Purchased Services	-	-	-
600 Supplies	-	-	-
800/900 Miscellaneous & Other	-	-	-
3100 SUBTOTAL	109,711	40,945	150,656
6200 Other Fund Transfers			
910 Interfund Transfer-EL	-	119,720	119,720
910 Interfund Transfer-GATE	241,943	(53,944)	187,999
910 Interfund Transfer-At-Risk	647,332	(43,630)	603,702
910 Interfund Transfer-SPED	9,190,872	-	9,190,872
910 Interfund Transfer-Summer School	25,110	-	25,110
910 Interfund Transfer-Nutrition	-	-	-
910 Interfund Transfer	-	-	-
6200 TOTAL FUND TRANSFERS	10,105,257	22,146	10,127,403
TOTAL UNDISTRIBUTED EXPEDITURES	40,387,015	478,257	40,865,272
TOTAL ALL EXPENDITURES	84,447,546	867,257	85,314,803
6300 Contingency (not to exceed 3% of Total Expenditures)	1,000,000	-	1,000,000
8000 ENDING FUND BALANCE			
Reserved NPM Per NRS 387.1235	10,237,776	-	10,237,776
Ending Balance (Other)	370,993	2,071,801	2,442,794
TOTAL ENDING FUND BALANCE	10,608,769	2,071,801	12,680,570
TOTAL APPLICATIONS	96,056,315	2,939,058	98,995,373

CARSON CITY SCHOOL DISTRICT NEW NEVADA PLAN FUND		2025-2026 AMENDED BUDGET FUND 205		
REVENUE		FINAL BUDGET YEAR ENDING 6/30/2026	BUDGET ADJUSTMENTS OR ENHANCEMENTS	AMENDED BUDGET YEAR ENDING 6/30/2026
1000	LOCAL SOURCES			
1900	Other Revenues	-	-	
1910	Rentals	-	-	
1920	Donations	-	-	
1950/60	Services Provided other Governments	-	-	
1990	Miscellaneous	-	-	
1999	Indirect Costs	-	-	
TOTAL LOCAL SOURCES		-	-	-
3000	REVENUE FROM STATE SOURCES			
3100	State Food Aid	-	-	
3110	Distributive School Fund	-	-	
3115	Special Education - DSA Funding	-	-	
3200	Restricted Funding/Grants-in-Aid Rev	-	-	-
3210	Special Transportation	-	-	
3800	In Lieu of Taxes	-	-	
3900	For/on behalf of School District	-	-	
TOTAL STATE SOURCES		-	-	-
5000	OTHER FINANCING SOURCES			
5200	Transfers from Other Funds	-	-	
5300	Gain/Loss on Disposal of Assets	-	-	
TOTAL OTHER FINANCING SOURCES		-	-	-
TOTAL REVENUES		-	-	-
8000	OPENING FUND BALANCE			
	Reserved Opening Balance (NPM)	-	-	
	Opening Balance (Other)	-	-	-
TOTAL OPENING FUND BALANCE		-	-	-
	Prior Period Adjustments		-	
	Residual Equity Transfers		-	
TOTAL ALL RESOURCES		-	-	-

CARSON CITY SCHOOL DISTRICT PCFP ENGLISH LEARNER FUND		2025-2026 AMENDED BUDGET FUND 206		
REVENUE		FINAL BUDGET YEAR ENDING 6/30/2026	BUDGET ADJUSTMENTS OR ENHANCEMENTS	AMENDED BUDGET YEAR ENDING 6/30/2026
1000	LOCAL SOURCES			
1300	Tuition	-	-	
1330	Summer School	-	-	
1400	Transportation Fees	-	-	
1920	Donations	-	-	
1990	Miscellaneous	-	-	
1999	Indirect Costs	-	-	
TOTAL LOCAL SOURCES		-	-	-
3000	REVENUE FROM STATE SOURCES			
3100	State Food Aid	-	-	
3110	Distributive School Fund	-	-	
3115	Special Education - DSA Funding	-	-	
3200	Restricted Funding/Grants-in-Aid Rev	3,305,034	-	3,305,034
3210	Special Transportation	-	-	
3800	In Lieu of Taxes	-	-	
3900	For/on behalf of School District	-	-	
TOTAL STATE SOURCES		3,305,034	-	3,305,034
4000	FEDERAL SOURCES			
4300	Restricted - Direct	-	-	
4500	Restricted - State Agency	-	-	
TOTAL FEDERAL SOURCES		-	-	-
5000	OTHER FINANCING SOURCES			
5200	Transfers from Other Funds	-	119,720	119,720
5300	Gain/Loss on Disposal of Assets	-	-	
TOTAL OTHER FINANCING SOURCES		-	119,720	119,720
TOTAL REVENUES		3,305,034	119,720	3,424,754
8000	OPENING FUND BALANCE			
Reserved Opening Balance (NPM)		-	-	
Opening Balance (Other)		-	50,005	50,005
TOTAL OPENING FUND BALANCE		-	50,005	50,005
Prior Period Adjustments			-	
Residual Equity Transfers			-	
TOTAL ALL RESOURCES		3,305,034	169,725	3,474,759

CARSON CITY SCHOOL DISTRICT PCFP GIFTED AND TALENTED FUND		2025-2026 AMENDED BUDGET FUND 207		
REVENUE		FINAL BUDGET YEAR ENDING 6/30/2026	BUDGET ADJUSTMENTS OR ENHANCEMENTS	AMENDED BUDGET YEAR ENDING 6/30/2026
1000	LOCAL SOURCES			
1300	Tuition	-	-	
1330	Summer School	-	-	
1400	Transportation Fees	-	-	
1920	Donations	-	-	
1990	Miscellaneous	-	-	
TOTAL LOCAL SOURCES		-	-	-
3000	REVENUE FROM STATE SOURCES			
3100	State Food Aid	-	-	
3110	Distributive School Fund	-	-	
3115	Special Education - DSA Funding	-	-	
3200	Restricted Funding/Grants-in-Aid Rev	322,029	-	322,029
3800	In Lieu of Taxes	-	-	
3900	For/on behalf of School District	-	-	
TOTAL STATE SOURCES		322,029	-	322,029
4000	FEDERAL SOURCES			
4100	Unrestricted - Direct Fed Gov't	-	-	
4200	Unrestricted - State Agency	-	-	
TOTAL FEDERAL SOURCES		-	-	-
5000	OTHER FINANCING SOURCES			
5200	Transfers from Other Funds	241,943	(53,944)	187,999
5300	Gain/Loss on Disposal of Assets	-	-	
TOTAL OTHER FINANCING SOURCES		241,943	(53,944)	187,999
TOTAL REVENUES		563,972	(53,944)	510,028
8000	OPENING FUND BALANCE			
Reserved Opening Balance (NPM)		-	-	-
Opening Balance (Other)		-	-	-
TOTAL OPENING FUND BALANCE		-	-	-
Prior Period Adjustments			-	
Residual Equity Transfers			-	
TOTAL ALL RESOURCES		563,972	(53,944)	510,028

**CARSON CITY SCHOOL DISTRICT
PCFP GIFTED AND TALENTED FUND**

**2025-2026 AMENDED BUDGET
FUND 207**

PROGRAM FUNCTION OBJECT	FINAL BUDGET YEAR ENDING 6/30/2026	BUDGET ADJUSTMENTS OR ENHANCEMENTS	AMENDED BUDGET YEAR ENDING 6/30/2026
100 REGULAR PROGRAMS			
1000 Instruction			
100 Salaries	77,718	1,000	78,718
200 Benefits	43,186	(318)	42,868
100 TOTAL REGULAR PROGRAMS	120,904	682	121,586
400 OTHER INSTRUCTIONAL PROGRAMS			
1000 Instruction			
100 Salaries	129,605	(3,242)	126,363
200 Benefits	47,903	(2,178)	45,725
300/400/500 Purchased Services	37,500	(25,000)	12,500
600 Supplies	37,500	(25,000)	12,500
800/900 Miscellaneous & Other	-	-	-
2900 Other Direct Support			
100 Salaries	123,989	901	124,890
200 Benefits	66,571	(107)	66,464
300/400/500 Purchased Services	-	-	-
600 Supplies	-	-	-
400 TOTAL OTHER INSTR PROGRAMS	443,068	(54,626)	388,442
TOTAL DISTRIBUTED EXPENDITURES	563,972	(53,944)	510,028
000 UNDISTRIBUTED EXPENDITURES			
2100 Student Support			
100 Salaries	-	-	-
200 Benefits	-	-	-
2100 SUBTOTAL	-	-	-
TOTAL SUPPORT SERVICES	-	-	-
TOTAL UNDISTRIBUTED EXPEDITURES	-	-	-
TOTAL ALL EXPENDITURES	563,972	(53,944)	510,028
6300 Contingency (not to exceed 3% of Total Expenditures)		-	
8000 ENDING FUND BALANCE			
Reserved NPM Per NRS 387.1235	-	-	-
Ending Balance (Other)	-	-	-
TOTAL ENDING FUND BALANCE	-	-	-
TOTAL APPLICATIONS	563,972	(53,944)	510,028

CARSON CITY SCHOOL DISTRICT PCFP AT-RISK FUND		2025-2026 AMENDED BUDGET FUND 208		
REVENUE		FINAL BUDGET YEAR ENDING 6/30/2026	BUDGET ADJUSTMENTS OR ENHANCEMENTS	AMENDED BUDGET YEAR ENDING 6/30/2026
1000	LOCAL SOURCES			
1300	Tuition	-	-	
1330	Summer School	-	-	
1400	Transportation Fees	-	-	
1920	Donations	-	-	
1990	Miscellaneous	-	-	
1999	Indirect Costs	-	-	
TOTAL LOCAL SOURCES		-	-	-
3000	REVENUE FROM STATE SOURCES			
3100	State Food Aid	-	-	
3110	Distributive School Fund	-	-	
3115	Special Education - DSA Funding	-	-	
3200	Restricted Funding/Grants-in-Aid Rev	728,331	-	728,331
TOTAL STATE SOURCES		728,331	-	728,331
4000	FEDERAL SOURCES			
4100	Unrestricted - Direct Fed Gov't	-	-	
4200	Unrestricted - State Agency	-	-	
TOTAL FEDERAL SOURCES		-	-	-
5000	OTHER FINANCING SOURCES			
5200	Transfers from Other Funds	647,332	(43,630)	603,702
5300	Gain/Loss on Disposal of Assets	-	-	
TOTAL OTHER FINANCING SOURCES		647,332	(43,630)	603,702
TOTAL REVENUES		1,375,663	(43,630)	1,332,033
8000	OPENING FUND BALANCE			
Reserved Opening Balance (NPM)		-	-	
Opening Balance (Other)		-	-	-
TOTAL OPENING FUND BALANCE		-	-	-
Prior Period Adjustments			-	
Residual Equity Transfers			-	
TOTAL ALL RESOURCES		1,375,663	(43,630)	1,332,033

**CARSON CITY SCHOOL DISTRICT
PCFP AT-RISK FUND**

**2025-2026 AMENDED BUDGET
FUND 208**

PROGRAM FUNCTION OBJECT	FINAL BUDGET YEAR ENDING 6/30/2026	BUDGET ADJUSTMENTS OR ENHANCEMENTS	AMENDED BUDGET YEAR ENDING 6/30/2026
400 OTHER INSTRUCTIONAL PROGRAMS			
1000 Instruction			
100 Salaries	244,950	(30,299)	214,651
200 Benefits	143,234	(25,206)	118,028
300/400/500 Purchased Services	-	-	-
600 Supplies	-	-	-
2900 Other Direct Support			
100 Salaries	33,036	3	33,039
200 Benefits	25,517	(285)	25,232
300/400/500 Purchased Services	-	-	-
600 Supplies	-	-	-
700 Property	-	-	-
800/900 Miscellaneous & Other	-	-	-
400 TOTAL OTHER INSTR PROGRAMS	446,737	(55,787)	390,950
TOTAL DISTRIBUTED EXPENDITURES	446,737	(55,787)	390,950
000 UNDISTRIBUTED EXPENDITURES			
2100 Student Support			
100 Salaries	614,984	9,959	624,943
200 Benefits	313,942	2,198	316,140
300/400/500 Purchased Services	-	-	-
2100 SUBTOTAL	928,926	12,157	941,083
2200 SUBTOTAL	-	-	-
TOTAL SUPPORT SERVICES	928,926	12,157	941,083
TOTAL UNDISTRIBUTED EXPEDITURES	928,926	12,157	941,083
TOTAL ALL EXPENDITURES	1,375,663	(43,630)	1,332,033
6300 Contingency (not to exceed 3% of Total Expenditures)		-	
8000 ENDING FUND BALANCE			
Reserved NPM Per NRS 387.1235	-	-	-
Ending Balance (Other)	-	-	-
TOTAL ENDING FUND BALANCE	-	-	-
TOTAL APPLICATIONS	1,375,663	(43,630)	1,332,033

CARSON CITY SCHOOL DISTRICT CLASS SIZE REDUCTION FUND		2025-2026 AMENDED BUDGET FUND 210		
REVENUE		FINAL BUDGET YEAR ENDING 6/30/2026	BUDGET ADJUSTMENTS OR ENHANCEMENTS	AMENDED BUDGET YEAR ENDING 6/30/2026
1000	LOCAL SOURCES			
1900	Other Revenues	-	-	
1910	Rentals	-	-	
1920	Donations	-	-	
1950/60	Services Provided other Governments	-	-	
1990	Miscellaneous	-	-	
1999	Indirect Costs	-	-	
TOTAL LOCAL SOURCES		-	-	-
3000	REVENUE FROM STATE SOURCES			
3200	Restricted Funding/Grants-in-Aid Rev	-	-	
3210	Special Transportation	-	-	
3220	Adult High School Diploma	-	-	
3230	Class Size Reduction	-	-	-
3235	Class Size Reduction - Kinder CSR	-	-	
3800	In Lieu of Taxes	-	-	
3900	For/on behalf of School District	-	-	
TOTAL STATE SOURCES		-	-	-
5000	OTHER FINANCING SOURCES			
5200	Transfers from Other Funds	-	-	-
5300	Gain/Loss on Disposal of Assets	-	-	
TOTAL OTHER FINANCING SOURCES		-	-	-
TOTAL REVENUES		-	-	-
8000	OPENING FUND BALANCE			
	Reserved Opening Balance (NPM)	-	-	
	Opening Balance (Other)	-	-	-
TOTAL OPENING FUND BALANCE		-	-	-
	Prior Period Adjustments		-	
	Residual Equity Transfers		-	
TOTAL ALL RESOURCES		-	-	-

CARSON CITY SCHOOL DISTRICT TEACHER SCHOOL SUPPLY REIMBURSEMENT FUND		2025-2026 AMENDED BUDGET FUND 215		
REVENUE		FINAL BUDGET YEAR ENDING 6/30/2026	BUDGET ADJUSTMENTS OR ENHANCEMENTS	AMENDED BUDGET YEAR ENDING 6/30/2026
1000	LOCAL SOURCES			
1100	Tax Revenue	-	-	
1700	District Activities Revenue	-	-	
1800	Community Service Activities	-	-	
1900	Other Revenues	-	-	
1910	Rentals	-	-	
1920	Donations	-	-	
1950/60	Services Provided other Governments	-	-	
1990	Miscellaneous	-	-	
1999	Indirect Costs	-	-	
TOTAL LOCAL SOURCES		-	-	-
3000	REVENUE FROM STATE SOURCES			
3200	Restricted Funding/Grants-in-Aid Rev	-	-	
3230	Class Size Reduction	-	-	
3800	In Lieu of Taxes	-	-	
3900	For/on behalf of School District	-	-	
TOTAL STATE SOURCES		-	-	-
5000	OTHER FINANCING SOURCES			
5200	Transfers from Other Funds	-	-	
5300	Gain/Loss on Disposal of Assets	-	-	
TOTAL OTHER FINANCING SOURCES		-	-	-
TOTAL REVENUES		-	-	-
8000	OPENING FUND BALANCE			
	Reserved Opening Balance (NPM)	-	-	
	Opening Balance (Other)	-	-	-
TOTAL OPENING FUND BALANCE		-	-	-
	Prior Period Adjustments		-	
	Residual Equity Transfers		-	
TOTAL ALL RESOURCES		-	-	-

CARSON CITY SCHOOL DISTRICT
TEACHER SCHOOL SUPPLY REIMBURSEMENT FUND

2025-2026 AMENDED BUDGET
FUND 215

PROGRAM FUNCTION OBJECT	FINAL BUDGET YEAR ENDING 6/30/2026	BUDGET ADJUSTMENTS OR ENHANCEMENTS	AMENDED BUDGET YEAR ENDING 6/30/2026
100 REGULAR PROGRAMS			
1000 Instruction			
300/400/500 Purchased Services	-	-	
600 Supplies	-	-	
800/900 Miscellaneous & Other	-	-	
100 TOTAL REGULAR PROGRAMS	-	-	-
200 SPECIAL PROGRAMS			
1000 Instruction			
300/400/500 Purchased Services	-	-	
600 Supplies	-	-	
800/900 Miscellaneous & Other	-	-	
300 VOCATIONAL & TECHNICAL			
1000 Instruction			
300/400/500 Purchased Services	-	-	
600 Supplies	-	-	
800/900 Miscellaneous & Other	-	-	
400 OTHER INSTRUCTIONAL PROGRAMS			
1000 Instruction			
300/400/500 Purchased Services	-	-	
600 Supplies	-	-	
800/900 Miscellaneous & Other	-	-	
400 TOTAL OTHER INSTR PROGRAMS	-	-	-
TOTAL DISTRIBUTED EXPENDITURES	-	-	-
TOTAL UNDISTRIBUTED EXPEDITURES	-	-	-
TOTAL ALL EXPENDITURES	-	-	-
8000 ENDING FUND BALANCE			
Reserved NPM Per NRS 387.1235	-	-	
Ending Balance (Other)	-	-	
TOTAL ENDING FUND BALANCE	-	-	-
TOTAL APPLICATIONS	-	-	-

CARSON CITY SCHOOL DISTRICT ADULT EDUCATION FUND		2025-2026 AMENDED BUDGET FUND 230		
REVENUE		FINAL BUDGET YEAR ENDING 6/30/2026	BUDGET ADJUSTMENTS OR ENHANCEMENTS	AMENDED BUDGET YEAR ENDING 6/30/2026
1000	LOCAL SOURCES			
1900	Other Revenues	-	-	
1910	Rentals	-	-	
1920	Donations	-	-	
1950/60	Services Provided other Governments	-	-	
1990	Miscellaneous	-	-	-
1999	Indirect Costs	-	-	
TOTAL LOCAL SOURCES		-	-	-
3000	REVENUE FROM STATE SOURCES			
3200	Restricted Funding/Grants-in-Aid Rev	-	-	
3210	Special Transportation	-	-	
3220	Adult High School Diploma	368,416	-	368,416
3230	Class Size Reduction	-	-	
3235	Class Size Reduction - Kinder CSR	-	-	
3800	In Lieu of Taxes	-	-	
3900	For/on behalf of School District	-	-	
TOTAL STATE SOURCES		368,416	-	368,416
5000	OTHER FINANCING SOURCES			
5200	Transfers from Other Funds	-	-	
5300	Gain/Loss on Disposal of Assets	-	-	
TOTAL OTHER FINANCING SOURCES		-	-	-
TOTAL REVENUES		368,416	-	368,416
8000	OPENING FUND BALANCE			
	Reserved Opening Balance (NPM)	-	-	
	Opening Balance (Other)	-	27,483	27,483
TOTAL OPENING FUND BALANCE		-	27,483	27,483
	Prior Period Adjustments		-	
	Residual Equity Transfers		-	
TOTAL ALL RESOURCES		368,416	27,483	395,899

**CARSON CITY SCHOOL DISTRICT
ADULT EDUCATION FUND**

**2025-2026 AMENDED BUDGET
FUND 230**

PROGRAM FUNCTION OBJECT	FINAL BUDGET YEAR ENDING 6/30/2026	BUDGET ADJUSTMENTS OR ENHANCEMENTS	AMENDED BUDGET YEAR ENDING 6/30/2026
600 ADULT EDUCATION PROGRAMS			
1000 Instruction			
100 Salaries	66,810	(10)	66,800
200 Benefits	1,478	(70)	1,408
300/400/500 Purchased Services	-	-	
600 Supplies	23,250	35,040	58,290
700 Property	-	-	
800/900 Miscellaneous & Other	-	1,355	1,355
2900 Other Direct Support			
100 Salaries	151,748	(10,251)	141,497
200 Benefits	85,016	(15,587)	69,429
300/400/500 Purchased Services	25,000	-	25,000
600 Supplies	-	4,637	4,637
700 Property	-	-	
800/900 Miscellaneous & Other	15,114	12,369	27,483
600 TOTAL ADULT EDUCATION PROGRAMS	368,416	27,483	395,899
800 COMMUNITY SERVICE PROGRAMS			
3300 Community Service Operations			
600 Supplies	-	-	
800 TOTAL COMMUNITY SVC PROGRAMS	-	-	-
TOTAL DISTRIBUTED EXPENDITURES	368,416	27,483	395,899
2600 Operating/Maintenance Plant Service			
100 Salaries	-	-	
200 Benefits	-	-	
2600 SUBTOTAL	-	-	-
6200 Other Fund Transfers			
910 Interfund Transfer-Prison Ed	-	-	
6200 TOTAL FUND TRANSFERS	-	-	-
TOTAL UNDISTRIBUTED EXPEDITURES	-	-	-
TOTAL ALL EXPENDITURES	368,416	27,483	395,899
6300 Contingency (not to exceed 3% of Total Expenditures)		-	
8000 ENDING FUND BALANCE			
Reserved NPM Per NRS 387.1235	-	-	
Ending Balance (Other)	-	-	-
TOTAL ENDING FUND BALANCE	-	-	-
TOTAL APPLICATIONS	368,416	27,483	395,899

CARSON CITY SCHOOL DISTRICT ADULT ED-CORRECTIONAL FUND		2025-2026 AMENDED BUDGET FUND 235		
REVENUE		FINAL BUDGET YEAR ENDING 6/30/2026	BUDGET ADJUSTMENTS OR ENHANCEMENTS	AMENDED BUDGET YEAR ENDING 6/30/2026
1000	LOCAL SOURCES			
1900	Other Revenues	-	-	
1910	Rentals	-	-	
1920	Donations	-	-	
1950/60	Services Provided other Governments	-	-	
1990	Miscellaneous	-	-	
1999	Indirect Costs	-	-	
TOTAL LOCAL SOURCES		-	-	-
3000	REVENUE FROM STATE SOURCES			
3200	Restricted Funding/Grants-in-Aid Rev	-	-	
3210	Special Transportation	-	-	
3220	Adult High School Diploma	1,048,999	-	1,048,999
3230	Class Size Reduction	-	-	
3235	Class Size Reduction - Kinder CSR	-	-	
3800	In Lieu of Taxes	-	-	
3900	For/on behalf of School District	-	-	
TOTAL STATE SOURCES		1,048,999	-	1,048,999
5000	OTHER FINANCING SOURCES			
5200	Transfers from Other Funds	-	-	
5300	Gain/Loss on Disposal of Assets	-	-	
TOTAL OTHER FINANCING SOURCES		-	-	-
TOTAL REVENUES		1,048,999	-	1,048,999
8000	OPENING FUND BALANCE			
Reserved Opening Balance (NPM)		-	-	
Opening Balance (Other)		-	-	-
TOTAL OPENING FUND BALANCE		-	-	-
Prior Period Adjustments			-	
Residual Equity Transfers			-	
TOTAL ALL RESOURCES		1,048,999	-	1,048,999

**CARSON CITY SCHOOL DISTRICT
ADULT ED-CORRECTIONAL FUND**

**2025-2026 AMENDED BUDGET
FUND 235**

PROGRAM FUNCTION OBJECT	FINAL BUDGET YEAR ENDING 6/30/2026	BUDGET ADJUSTMENTS OR ENHANCEMENTS	AMENDED BUDGET YEAR ENDING 6/30/2026
600 ADULT EDUCATION PROGRAMS			
1000 Instruction			
100 Salaries	534,677	5,103	539,780
200 Benefits	279,672	(1,107)	278,565
300/400/500 Purchased Services	15,668	(15,168)	500
600 Supplies	60,000	(56,500)	3,500
700 Property	-	-	-
800/900 Miscellaneous & Other	-	-	-
2900 Other Direct Support			
100 Salaries	105,827	35,670	141,497
200 Benefits	53,155	16,274	69,429
300/400/500 Purchased Services	-	3,686	3,686
600 Supplies	-	3,000	3,000
700 Property	-	-	-
800/900 Miscellaneous & Other	-	9,042	9,042
600 TOTAL ADULT EDUCATION PROGRAMS	1,048,999	-	1,048,999
TOTAL DISTRIBUTED EXPENDITURES	1,048,999	-	1,048,999
2600 Operating/Maintenance Plant Service			
100 Salaries	-	-	-
200 Benefits	-	-	-
2600 SUBTOTAL	-	-	-
4700 Building Improvement			
700 Property	-	-	-
4700 SUBTOTAL	-	-	-
4000 TOTAL FACILITIES ACQUISITION AND CONSTRUCTION	-	-	-
TOTAL UNDISTRIBUTED EXPEDITURES	-	-	-
TOTAL ALL EXPENDITURES	1,048,999	-	1,048,999
8000 ENDING FUND BALANCE			
Reserved NPM Per NRS 387.1235	-	-	-
Ending Balance (Other)	-	-	-
TOTAL ENDING FUND BALANCE	-	-	-
TOTAL APPLICATIONS	1,048,999	-	1,048,999

CARSON CITY SCHOOL DISTRICT STATE GRANTS FUND		2025-2026 AMENDED BUDGET FUND 240		
REVENUE		FINAL BUDGET YEAR ENDING 6/30/2026	BUDGET ADJUSTMENTS OR ENHANCEMENTS	AMENDED BUDGET YEAR ENDING 6/30/2026
3000	REVENUE FROM STATE SOURCES			
3100	State Food Aid	-	-	
3110	Distributive School Fund	-	-	
3115	Special Education - DSA Funding	-	-	
3200	Restricted Funding/Grants-in-Aid Rev	4,144,995	(2,335,339)	1,809,656
3210	Special Transportation	-	-	
3230	Class Size Reduction	-	-	
3235	Class Size Reduction - Kinder CSR	-	-	
3800	In Lieu of Taxes	-	-	
3900	For/on behalf of School District	-	-	
	TOTAL STATE SOURCES	4,144,995	(2,335,339)	1,809,656
4000	FEDERAL SOURCES			
4200	Unrestricted - State Agency	-	-	
4500	Restricted - State Agency	-	-	
4800	Revenue in Lieu of Taxes	-	-	
4900	Revenue for-on behalf of School District	-	-	
	TOTAL FEDERAL SOURCES	-	-	-
5000	OTHER FINANCING SOURCES			
5200	Transfers from Other Funds	-	-	
5300	Gain/Loss on Disposal of Assets	-	-	
	TOTAL OTHER FINANCING SOURCES	-	-	-
	TOTAL REVENUES	4,144,995	(2,335,339)	1,809,656
8000	OPENING FUND BALANCE			
	Reserved Opening Balance (NPM)	-	-	
	Opening Balance (Other)	-	-	-
	TOTAL OPENING FUND BALANCE	-	-	-
	Prior Period Adjustments		-	
	Residual Equity Transfers		-	
	TOTAL ALL RESOURCES	4,144,995	(2,335,339)	1,809,656

PROGRAM FUNCTION OBJECT
2600 Operating/Maintenance Plant
100 Salaries
200 Benefits
300/400/500 Purchased Services
600 Supplies
700 Property
800/900 Miscellaneous & Other
2600 SUBTOTAL
2700 Student Transportation
100 Salaries
200 Benefits
300/400/500 Purchased Services
600 Supplies
700 Property
800/900 Miscellaneous & Other
2700 SUBTOTAL
2900 Other Support (All Objects)
100 Salaries
200 Benefits
300/400/500 Purchased Services
600 Supplies
700 Property
800/900 Miscellaneous & Other
2900 SUBTOTAL
TOTAL SUPPORT SERVICES
TOTAL UNDISTRIBUTED EXPEDITURES
TOTAL ALL EXPENDITURES
6300 Contingency (not to exceed 3% of Total Expenditures)
8000 ENDING FUND BALANCE
Reserved NPM Per NRS 387.1235
Ending Balance (Other)
TOTAL ENDING FUND BALANCE
TOTAL APPLICATIONS

FINAL BUDGET YEAR ENDING 6/30/2026	BUDGET ADJUSTMENTS OR ENHANCEMENTS	AMENDED BUDGET YEAR ENDING 6/30/2026
-	-	-
-	-	-
-	130,655	130,655
-	-	-
-	-	-
-	-	-
-	130,655	130,655
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
129,646	131,473	261,119
129,646	131,473	261,119
4,144,995	(2,335,339)	1,809,656
-	-	-
-	-	-
-	-	-
-	-	-
4,144,995	(2,335,339)	1,809,656

CARSON CITY SCHOOL DISTRICT SPECIAL EDUCATION FUND		2025-2026 AMENDED BUDGET FUND 250		
REVENUE		FINAL BUDGET YEAR ENDING 6/30/2026	BUDGET ADJUSTMENTS OR ENHANCEMENTS	AMENDED BUDGET YEAR ENDING 6/30/2026
1000 LOCAL SOURCES				
1990	Miscellaneous	-	-	
1999	Indirect Costs	-	-	
TOTAL LOCAL SOURCES		-	-	-
3000 REVENUE FROM STATE SOURCES				
3100	State Food Aid	-	-	
3110	Distributive School Fund	-	-	
3115	Special Education - DSA Funding	5,400,000	-	5,400,000
3200	Restricted Funding/Grants-in-Aid Rev	-	-	
3210	Special Transportation	-	-	
3900	For/on behalf of School District	(85,000)	-	(85,000)
TOTAL STATE SOURCES		5,315,000	-	5,315,000
4000 FEDERAL SOURCES				
4100	Unrestricted - Direct Fed Gov't	-	-	
4290	Medicaid SBCHS Reimbursement	-	-	
4300	Restricted - Direct	-	-	
TOTAL FEDERAL SOURCES		-	-	-
5000 OTHER FINANCING SOURCES				
5200	Transfers from Other Funds	9,190,872	-	9,190,872
5300	Gain/Loss on Disposal of Assets	-	-	
TOTAL OTHER FINANCING SOURCES		9,190,872	-	9,190,872
TOTAL REVENUES		14,505,872	-	14,505,872
8000 OPENING FUND BALANCE				
Reserved Opening Balance (NPM)		-	-	
Opening Balance (Other)		312,489	1,294,493	1,606,982
TOTAL OPENING FUND BALANCE		312,489	1,294,493	1,606,982
Prior Period Adjustments			-	
Residual Equity Transfers			-	
TOTAL ALL RESOURCES		14,818,361	1,294,493	16,112,854

**CARSON CITY SCHOOL DISTRICT
SPECIAL EDUCATION FUND**

PROGRAM FUNCTION OBJECT
200 SPECIAL PROGRAMS
1000 Instruction
100 Salaries
200 Benefits
300/400/500 Purchased Services
600 Supplies
2700 Student Transportation
100 Salaries
200 Benefits
700 Property
2900 Other Direct Support
100 Salaries
200 Benefits
300/400/500 Purchased Services
600 Supplies
800/900 Miscellaneous & Other
200 TOTAL SPECIAL PROGRAMS
300 VOCATIONAL & TECHNICAL
100 Salaries
200 Benefits
300 TOTAL VOCATIONAL & TECHNICAL
TOTAL DISTRIBUTED EXPENDITURES
000 UNDISTRIBUTED EXPENDITURES
2100 Student Support
100 Salaries
200 Benefits
300/400/500 Purchased Services
600 Supplies
700 Property
800/900 Miscellaneous & Other
2100 SUBTOTAL
2200 Instruction Staff Support
100 Salaries
200 Benefits
300/400/500 Purchased Services
2200 SUBTOTAL
2400 School Administration
100 Salaries
200 Benefits
300/400/500 Purchased Services
2400 SUBTOTAL
TOTAL SUPPORT SERVICES
TOTAL UNDISTRIBUTED EXPEDITURES
TOTAL ALL EXPENDITURES
6300 Contingency (not to exceed 3% of Total Expenditures)
8000 ENDING FUND BALANCE
Reserved NPM Per NRS 387.1235
Ending Balance (Other)
TOTAL ENDING FUND BALANCE
TOTAL APPLICATIONS

Carson City School District
SPECIAL EDUCATION FUND
Schedule BB-2, Page 1 of 1

**2025-2026 AMENDED BUDGET
FUND 250**

BUDGET YEAR ENDING 6/30/2026	BUDGET ADJUSTMENTS OR ENHANCEMENTS	BUDGET YEAR ENDING 6/30/2026
5,430,761	3,312	5,434,073
3,231,783	(10,623)	3,221,160
10,000	-	10,000
30,000	-	30,000
594,644	21,216	615,860
468,594	(13,911)	454,683
-	462,227	462,227
1,701,660	252,653	1,954,313
887,814	112,085	999,899
2,200,000	100,000	2,300,000
25,000	-	25,000
-	-	
14,580,256	926,959	15,507,215
-	-	
-	-	
-	-	-
14,580,256	926,959	15,507,215
55,069	266,332	321,401
32,695	89,178	121,873
-	-	
-	-	
-	-	
-	-	
87,764	355,510	443,274
-	-	
-	-	
-	-	-
100,118	-	100,118
50,133	(268)	49,865
-	-	
150,251	(268)	149,983
238,015	355,242	593,257
238,015	355,242	593,257
14,818,271	1,282,201	16,100,472
	-	
-	-	
90	12,292	12,382
90	12,292	12,382
14,818,361	1,294,493	16,112,854

School District **AMENDED** Budget Fiscal Year
Fund - Expenditures by Program, Function, and Object 2025-2026
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CARSON CITY SCHOOL DISTRICT GIFTS AND DONATIONS FUND		2025-2026 AMENDED BUDGET FUND 260		
REVENUE		FINAL BUDGET YEAR ENDING 6/30/2026	BUDGET ADJUSTMENTS OR ENHANCEMENTS	AMENDED BUDGET YEAR ENDING 6/30/2026
1000	LOCAL SOURCES			
1900	Other Revenues	-	-	
1910	Rentals	-	-	
1920	Donations	200,000	-	200,000
1940	Textbook Sales and Rentals	-	-	
1950/60	Services Provided other Governments	-	-	
1990	Miscellaneous	-	-	
1999	Indirect Costs	-	-	
TOTAL LOCAL SOURCES		200,000	-	200,000
5000	OTHER FINANCING SOURCES			
5100	Issuance of Bonds	-	-	
5110	Bond Principal	-	-	
5120	Premium/Discount of Bond Sale	-	-	
5200	Transfers from Other Funds	-	-	
5300	Gain/Loss on Disposal of Assets	-	-	
5400	Loan Proceeds (> 12 months)	-	-	
5500	Capital lease Proceeds	-	-	
5600	Other Long-Term Debt Proceeds	-	-	
TOTAL OTHER FINANCING SOURCES		-	-	-
TOTAL REVENUES		200,000	-	200,000
8000	OPENING FUND BALANCE			
	Reserved Opening Balance (NPM)	-	-	
	Opening Balance (Other)	80,961	47,976	128,937
TOTAL OPENING FUND BALANCE		80,961	47,976	128,937
	Prior Period Adjustments		-	
	Residual Equity Transfers		-	
TOTAL ALL RESOURCES		280,961	47,976	328,937

CARSON CITY SCHOOL DISTRICT LOCAL GRANTS FUND		2025-2026 AMENDED BUDGET FUND 270		
REVENUE		FINAL BUDGET YEAR ENDING 6/30/2026	BUDGET ADJUSTMENTS OR ENHANCEMENTS	AMENDED BUDGET YEAR ENDING 6/30/2026
1000	LOCAL SOURCES			
1700	District Activities Revenue	-	-	
1800	Community Service Activities	-	-	
1900	Other Revenues	-	-	
1910	Rentals	-	-	
1920	Donations	500,000	-	500,000
1950/60	Services Provided other Governments	-	-	
1990	Miscellaneous	-	-	
1999	Indirect Costs	-	-	
TOTAL LOCAL SOURCES		500,000	-	500,000
3000	REVENUE FROM STATE SOURCES			
3200	Restricted Funding/Grants-in-Aid Rev	-	-	
TOTAL STATE SOURCES		-	-	-
5000	OTHER FINANCING SOURCES			
5200	Transfers from Other Funds	-	-	
5300	Gain/Loss on Disposal of Assets	-	-	
TOTAL OTHER FINANCING SOURCES		-	-	-
TOTAL REVENUES		500,000	-	500,000
8000	OPENING FUND BALANCE			
Reserved Opening Balance (NPM)		-	-	
Opening Balance (Other)		54,531	(2,446)	52,085
TOTAL OPENING FUND BALANCE		54,531	(2,446)	52,085
Prior Period Adjustments			-	
Residual Equity Transfers			-	
TOTAL ALL RESOURCES		554,531	(2,446)	552,085

CARSON CITY SCHOOL DISTRICT SUMMER SCHOOL/PROGRAMS FUND		2025-2026 AMENDED BUDGET FUND 271		
REVENUE		FINAL BUDGET YEAR ENDING 6/30/2026	BUDGET ADJUSTMENTS OR ENHANCEMENTS	AMENDED BUDGET YEAR ENDING 6/30/2026
1000	LOCAL SOURCES			
1300	Tuition	-	-	
1330	Summer School	-	-	
1400	Transportation Fees	-	-	
1910	Rentals	-	-	
1920	Donations	-	-	
1990	Miscellaneous	-	-	
1999	Indirect Costs	-	-	
TOTAL LOCAL SOURCES		-	-	-
3000	REVENUE FROM STATE SOURCES			
3100	State Food Aid	-	-	
3110	Distributive School Fund	-	-	
3200	Restricted Funding/Grants-in-Aid Rev	-	-	
TOTAL STATE SOURCES		-	-	-
4000	FEDERAL SOURCES			
4100	Unrestricted - Direct Fed Gov't	-	-	
4200	Unrestricted - State Agency	-	-	
TOTAL FEDERAL SOURCES		-	-	-
5000	OTHER FINANCING SOURCES			
5200	Transfers from Other Funds	25,110	-	25,110
5300	Gain/Loss on Disposal of Assets	-	-	
TOTAL OTHER FINANCING SOURCES		25,110	-	25,110
TOTAL REVENUES		25,110	-	25,110
8000	OPENING FUND BALANCE			
Reserved Opening Balance (NPM)		-	-	
Opening Balance (Other)		78,747	101,580	180,327
TOTAL OPENING FUND BALANCE		78,747	101,580	180,327
Prior Period Adjustments			-	
Residual Equity Transfers			-	
TOTAL ALL RESOURCES		103,857	101,580	205,437

**CARSON CITY SCHOOL DISTRICT
SUMMER SCHOOL/PROGRAMS FUND**

**2025-2026 AMENDED BUDGET
FUND 271**

PROGRAM FUNCTION OBJECT	FINAL BUDGET YEAR ENDING 6/30/2026	BUDGET ADJUSTMENTS OR ENHANCEMENTS	AMENDED BUDGET YEAR ENDING 6/30/2026
440 SUMMER SCHOOL			
1000 Instruction			
100 Salaries	91,060	30,940	122,000
200 Benefits	2,797	6,749	9,546
300/400/500 Purchased Services	-	-	-
600 Supplies	10,000	-	10,000
700 Property	-	-	-
800/900 Miscellaneous & Other	-	63,891	63,891
2700 Student Transportation			
100 Salaries	-	-	-
200 Benefits	-	-	-
300/400/500 Purchased Services	-	-	-
600 Supplies	-	-	-
2900 Other Direct Support			
100 Salaries	-	-	-
200 Benefits	-	-	-
300/400/500 Purchased Services	-	-	-
600 Supplies	-	-	-
700 Property	-	-	-
800/900 Miscellaneous & Other	-	-	-
440 TOTAL SUMMER SCHOOL	103,857	101,580	205,437
TOTAL DISTRIBUTED EXPENDITURES	103,857	101,580	205,437
TOTAL UNDISTRIBUTED EXPEDITURES	-	-	-
TOTAL ALL EXPENDITURES	103,857	101,580	205,437
6300 Contingency (not to exceed 3% of Total Expenditures)			
		-	
8000 ENDING FUND BALANCE			
Reserved NPM Per NRS 387.1235	-	-	-
Ending Balance (Other)	-	-	-
TOTAL ENDING FUND BALANCE	-	-	-
TOTAL APPLICATIONS	103,857	101,580	205,437

CARSON CITY SCHOOL DISTRICT ALTERNATIVE COMPENSATION FUND		2025-2026 AMENDED BUDGET FUND 275		
REVENUE		FINAL BUDGET YEAR ENDING 6/30/2026	BUDGET ADJUSTMENTS OR ENHANCEMENTS	AMENDED BUDGET YEAR ENDING 6/30/2026
1000	LOCAL SOURCES			
1900	Other Revenues	-	-	
1910	Rentals	-	-	
1920	Donations	-	-	
1950/60	Services Provided other Governments	-	-	
1990	Miscellaneous	-	-	
1999	Indirect Costs	-	-	
TOTAL LOCAL SOURCES		-	-	-
3000	REVENUE FROM STATE SOURCES			
3200	Restricted Funding/Grants-in-Aid Rev	-	-	
3210	Special Transportation	-	-	
3220	Adult High School Diploma	-	-	
3230	Class Size Reduction	-	-	
3235	Class Size Reduction - Kinder CSR	-	-	
3800	In Lieu of Taxes	-	-	
3900	For/on behalf of School District	-	-	
TOTAL STATE SOURCES		-	-	-
5000	OTHER FINANCING SOURCES			
5200	Transfers from Other Funds	-	-	
5300	Gain/Loss on Disposal of Assets	-	-	
TOTAL OTHER FINANCING SOURCES		-	-	-
TOTAL REVENUES		-	-	-
8000	OPENING FUND BALANCE			
	Reserved Opening Balance (NPM)	-	-	
	Opening Balance (Other)	-	-	-
TOTAL OPENING FUND BALANCE		-	-	-
	Prior Period Adjustments		-	
	Residual Equity Transfers		-	
TOTAL ALL RESOURCES		-	-	-

**CARSON CITY SCHOOL DISTRICT
ALTERNATIVE COMPENSATION FUND**

**2025-2026 AMENDED BUDGET
FUND 275**

PROGRAM FUNCTION OBJECT	FINAL BUDGET YEAR ENDING 6/30/2026	BUDGET ADJUSTMENTS OR ENHANCEMENTS	AMENDED BUDGET YEAR ENDING 6/30/2026
100 REGULAR PROGRAMS			
1000 Instruction			
100 Salaries	-	-	
200 Benefits	-	-	
300/400/500 Purchased Services	-	-	
600 Supplies	-	-	
700 Property	-	-	
800/900 Miscellaneous & Other	-	-	
TOTAL DISTRIBUTED EXPENDITURES	-	-	-
000 UNDISTRIBUTED EXPENDITURES			
2100 Student Support			
100 Salaries	-	-	
200 Benefits	-	-	
300/400/500 Purchased Services	-	-	
600 Supplies	-	-	
700 Property	-	-	
800/900 Miscellaneous & Other	-	-	
2100 SUBTOTAL	-	-	-
2200 Instruction Staff Support			
100 Salaries	-	-	
200 Benefits	-	-	
300/400/500 Purchased Services	-	-	
2200 SUBTOTAL	-	-	-
TOTAL UNDISTRIBUTED EXPEDITURES	-	-	-
TOTAL ALL EXPENDITURES	-	-	-
6300 Contingency (not to exceed 3% of Total Expenditures)		-	
8000 ENDING FUND BALANCE			
Reserved NPM Per NRS 387.1235	-	-	
Ending Balance (Other)	-	-	-
TOTAL ENDING FUND BALANCE	-	-	-
TOTAL APPLICATIONS	-	-	-

CARSON CITY SCHOOL DISTRICT STUDENT ACTIVITIES FUND		2025-2026 AMENDED BUDGET FUND 279		
REVENUE		FINAL BUDGET YEAR ENDING 6/30/2026	BUDGET ADJUSTMENTS OR ENHANCEMENTS	AMENDED BUDGET YEAR ENDING 6/30/2026
1000	LOCAL SOURCES			
1900	Other Revenues	-	-	
1910	Rentals	-	-	
1920	Donations	-	-	
1950/60	Services Provided other Governments	-	-	
1990	Miscellaneous	2,000,000	-	2,000,000
1999	Indirect Costs	-	-	
TOTAL LOCAL SOURCES		2,000,000	-	2,000,000
3000	REVENUE FROM STATE SOURCES			
3200	Restricted Funding/Grants-in-Aid Rev	-	-	
3210	Special Transportation	-	-	
3220	Adult High School Diploma	-	-	
3230	Class Size Reduction	-	-	
3235	Class Size Reduction - Kinder CSR	-	-	
3800	In Lieu of Taxes	-	-	
3900	For/on behalf of School District	-	-	
TOTAL STATE SOURCES		-	-	-
5000	OTHER FINANCING SOURCES			
5200	Transfers from Other Funds	-	-	
5300	Gain/Loss on Disposal of Assets	-	-	
TOTAL OTHER FINANCING SOURCES		-	-	-
TOTAL REVENUES		2,000,000	-	2,000,000
8000	OPENING FUND BALANCE			
Reserved Opening Balance (NPM)		-	-	
Opening Balance (Other)		870,333	71,228	941,561
TOTAL OPENING FUND BALANCE		870,333	71,228	941,561
Prior Period Adjustments			-	
Residual Equity Transfers			-	
TOTAL ALL RESOURCES		2,870,333	71,228	2,941,561

**CARSON CITY SCHOOL DISTRICT
STUDENT ACTIVITIES FUND**

**2025-2026 AMENDED BUDGET
FUND 279**

PROGRAM FUNCTION OBJECT	FINAL BUDGET YEAR ENDING 6/30/2026	BUDGET ADJUSTMENTS OR ENHANCEMENTS	AMENDED BUDGET YEAR ENDING 6/30/2026
910 COCURRICULAR ACTIVITIES			
1000 Instruction			
100 Salaries	-	-	
200 Benefits	-	-	
300/400/500 Purchased Services	1,000,000	500,000	1,500,000
600 Supplies	1,000,000	441,561	1,441,561
700 Property	-	-	
800/900 Miscellaneous & Other	-	-	
2900 Other Direct Support			
100 Salaries	-	-	
200 Benefits	-	-	
300/400/500 Purchased Services	-	-	
600 Supplies	-	-	
910 TOTAL COCURRICULAR ACTIVITIES	2,000,000	941,561	2,941,561
TOTAL DISTRIBUTED EXPENDITURES	2,000,000	941,561	2,941,561
000 UNDISTRIBUTED EXPENDITURES			
2100 Student Support			
100 Salaries	-	-	
200 Benefits	-	-	
300/400/500 Purchased Services	-	-	
600 Supplies	-	-	
2100 SUBTOTAL	-	-	-
TOTAL UNDISTRIBUTED EXPEDITURES	-	-	-
TOTAL ALL EXPENDITURES	2,000,000	941,561	2,941,561
6300 Contingency (not to exceed 3% of Total Expenditures)		-	
8000 ENDING FUND BALANCE			
Reserved NPM Per NRS 387.1235	-	-	
Ending Balance (Other)	870,333	(870,333)	-
TOTAL ENDING FUND BALANCE	870,333	(870,333)	-
TOTAL APPLICATIONS	2,870,333	71,228	2,941,561

CARSON CITY SCHOOL DISTRICT FEDERAL GRANTS FUND		2025-2026 AMENDED BUDGET FUND 280		
REVENUE		FINAL BUDGET YEAR ENDING 6/30/2026	BUDGET ADJUSTMENTS OR ENHANCEMENTS	AMENDED BUDGET YEAR ENDING 6/30/2026
1000	LOCAL SOURCES			
1900	Other Revenues	-	-	
1990	Miscellaneous	-	-	
1999	Indirect Costs	-	-	
TOTAL LOCAL SOURCES		-	-	-
4000	FEDERAL SOURCES			
4100	Unrestricted - Direct Fed Gov't	-	-	
4200	Unrestricted - State Agency	-	-	
4290	Medicaid SBCHS Reimbursement	-	-	
4300	Restricted - Direct	7,579,531	(1,060,590)	6,518,941
4500	Restricted - State Agency	-	-	
4510	NSB Reimbursement	-	-	
4520	NSLP Reimbursement	-	-	
4558	Commodity Foods	-	-	
4800	Revenue in Lieu of Taxes	-	-	
4900	Revenue for-on behalf of School District	-	-	
TOTAL FEDERAL SOURCES		7,579,531	(1,060,590)	6,518,941
5000	OTHER FINANCING SOURCES			
5200	Transfers from Other Funds	-	-	
5300	Gain/Loss on Disposal of Assets	-	-	
TOTAL OTHER FINANCING SOURCES		-	-	-
TOTAL REVENUES		7,579,531	(1,060,590)	6,518,941
8000	OPENING FUND BALANCE			
Reserved Opening Balance (NPM)		-	-	
Opening Balance (Other)		-	-	-
TOTAL OPENING FUND BALANCE		-	-	-
Prior Period Adjustments			-	
Residual Equity Transfers			-	
TOTAL ALL RESOURCES		7,579,531	(1,060,590)	6,518,941

**CARSON CITY SCHOOL DISTRICT
FEDERAL GRANTS FUND**

PROGRAM FUNCTION OBJECT

100 REGULAR PROGRAMS

1000	Instruction
100	Salaries
200	Benefits
300/400/500	Purchased Services
600	Supplies
700	Property
800/900	Miscellaneous & Other
2900	Other Direct Support
100	Salaries
200	Benefits
300/400/500	Purchased Services
600	Supplies
700	Property
800/900	Miscellaneous & Other

100 TOTAL REGULAR PROGRAMS

200 SPECIAL PROGRAMS

1000	Instruction
100	Salaries
200	Benefits
300/400/500	Purchased Services
600	Supplies
2900	Other Direct Support
100	Salaries
200	Benefits
300/400/500	Purchased Services
600	Supplies
700	Property
800/900	Miscellaneous & Other

200 TOTAL SPECIAL PROGRAMS

300 VOCATIONAL & TECHNICAL

1000	Instruction
100	Salaries
200	Benefits
300/400/500	Purchased Services
600	Supplies
700	Property
800/900	Miscellaneous & Other
2900	Other Direct Support
100	Salaries
200	Benefits
300/400/500	Purchased Services
600	Supplies
700	Property
800/900	Miscellaneous & Other

300 TOTAL VOCATIONAL & TECHNICAL

**2025-2026 AMENDED BUDGET
FUND 280**

FINAL BUDGET YEAR ENDING 6/30/2026	BUDGET ADJUSTMENTS OR ENHANCEMENTS	AMENDED BUDGET YEAR ENDING 6/30/2026
78,013	29,840	107,853
54,155	21,496	75,651
500,000	-	500,000
1,200,000	(210,590)	989,410
90,000	-	90,000
200,000	-	200,000
48,449	(731)	47,718
25,695	214	25,909
35,000	-	35,000
100,000	-	100,000
-	-	-
-	-	-
2,331,312	(159,771)	2,171,541
853,529	(115,640)	737,889
640,479	(87,935)	552,544
-	-	-
-	-	-
78,486	(78,486)	
41,759	(41,759)	
-	44,437	44,437
-	-	-
-	-	-
-	-	-
1,614,253	(279,383)	1,334,870
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
72,008	(5,124)	66,884
44,958	(3,041)	41,917
68,315	-	68,315
970	-	970
-	-	-
-	-	-
186,251	(8,165)	178,086

PROGRAM FUNCTION OBJECT	FINAL BUDGET YEAR ENDING 6/30/2026	BUDGET ADJUSTMENTS OR ENHANCEMENTS	AMENDED BUDGET YEAR ENDING 6/30/2026
400 OTHER INSTRUCTIONAL PROGRAMS			
1000 Instruction			
100 Salaries	-	-	-
200 Benefits	-	-	-
300/400/500 Purchased Services	25,000	-	25,000
600 Supplies	5,000	-	5,000
700 Property	5,000	-	5,000
800/900 Miscellaneous & Other	-	-	
2700 Student Transportation			
100 Salaries	-	-	
200 Benefits	-	-	
300/400/500 Purchased Services	-	-	
600 Supplies	-	-	
700 Property	-	-	
800/900 Miscellaneous & Other	-	-	
2900 Other Direct Support			
100 Salaries	530,504	147,656	678,160
200 Benefits	289,410	91,220	380,630
300/400/500 Purchased Services	-	-	
600 Supplies	-	-	
700 Property	-	-	
800/900 Miscellaneous & Other	-	-	
400 TOTAL OTHER INSTR PROGRAMS	854,914	238,876	1,093,790
440 SUMMER SCHOOL			
1000 Instruction			
100 Salaries	-	-	
200 Benefits	-	-	
300/400/500 Purchased Services	-	-	
600 Supplies	-	-	
700 Property	-	-	
440 TOTAL SUMMER SCHOOL	-	-	-
600 ADULT EDUCATION PROGRAMS			
1000 Instruction			
100 Salaries	90,304	(22,417)	67,887
200 Benefits	47,684	(10,267)	37,417
300/400/500 Purchased Services	-	-	
600 Supplies	-	-	
600 TOTAL ADULT EDUCATION PROGRAMS	137,988	(32,684)	105,304
800 COMMUNITY SERVICE PROGRAMS			
3300 Community Service Operations			
100 Salaries	-	-	-
200 Benefits	-	-	-
300/400/500 Purchased Services	-	-	
600 Supplies	-	-	
800 TOTAL COMMUNITY SVC PROGRAMS	-	-	-
TOTAL DISTRIBUTED EXPENDITURES	5,124,718	(241,127)	4,883,591

PROGRAM FUNCTION OBJECT	FINAL BUDGET YEAR ENDING 6/30/2026	BUDGET ADJUSTMENTS OR ENHANCEMENTS	AMENDED BUDGET YEAR ENDING 6/30/2026
000 UNDISTRIBUTED EXPENDITURES			
2100 Student Support			
100 Salaries	165,048	(93,874)	71,174
200 Benefits	88,306	(49,655)	38,651
300/400/500 Purchased Services	600,000	(532,459)	67,541
600 Supplies	38,049	-	38,049
700 Property	-	-	-
800/900 Miscellaneous & Other	-	-	-
2100 SUBTOTAL	891,403	(675,988)	215,415
2200 Instruction Staff Support			
100 Salaries	702,819	103,360	806,179
200 Benefits	371,844	50,332	422,176
300/400/500 Purchased Services	80,677	19,323	100,000
600 Supplies	130,000	(100,000)	30,000
700 Property	-	-	-
800/900 Miscellaneous & Other	-	-	-
2200 SUBTOTAL	1,285,340	73,015	1,358,355
2300 General Administration			
100 Salaries	-	-	-
200 Benefits	-	-	-
300/400/500 Purchased Services	-	-	-
600 Supplies	-	-	-
700 Property	-	-	-
800/900 Miscellaneous & Other	-	-	-
2300 SUBTOTAL	-	-	-
2400 School Administration			
100 Salaries	-	-	-
200 Benefits	-	-	-
300/400/500 Purchased Services	-	-	-
600 Supplies	-	-	-
700 Property	-	-	-
800/900 Miscellaneous & Other	-	-	-
2400 SUBTOTAL	-	-	-
2500 Central Services			
100 Salaries	45,435	(1,268)	44,167
200 Benefits	28,779	(11,366)	17,413
300/400/500 Purchased Services	-	-	-
600 Supplies	-	-	-
700 Property	-	-	-
800/900 Miscellaneous & Other	-	-	-
2500 SUBTOTAL	74,214	(12,634)	61,580

PROGRAM FUNCTION OBJECT	FINAL BUDGET YEAR ENDING 6/30/2026	BUDGET ADJUSTMENTS OR ENHANCEMENTS	AMENDED BUDGET YEAR ENDING 6/30/2026
4600 Site Improvement			
100 Salaries	-	-	
200 Benefits	-	-	
300/400/500 Purchased Services	-	-	
600 Supplies	-	-	
4600 SUBTOTAL	-	-	-
4700 Building Improvement			
100 Salaries	-	-	
200 Benefits	-	-	
300/400/500 Purchased Services	-	-	
600 Supplies	-	-	
700 Property	-	-	
4700 SUBTOTAL	-	-	-
4900 Other (All Objects)			
100 Salaries	-	-	
200 Benefits	-	-	
300/400/500 Purchased Services	-	-	
600 Supplies	-	-	
4900 SUBTOTAL	-	-	-
4000			
TOTAL FACILITIES ACQUISITION AND CONSTRUCTION	-	-	-
TOTAL UNDISTRIBUTED EXPEDITURES	2,454,813	(819,463)	1,635,350
TOTAL ALL EXPENDITURES	7,579,531	(1,060,590)	6,518,941
6300 Contingency (not to exceed 3% of Total Expenditures)		-	
8000 ENDING FUND BALANCE			
Reserved NPM Per NRS 387.1235	-	-	-
Ending Balance (Other)	-	-	-
TOTAL ENDING FUND BALANCE	-	-	-
TOTAL APPLICATIONS	7,579,531	(1,060,590)	6,518,941

CARSON CITY SCHOOL DISTRICT MEDICAID FUND		2025-2026 AMENDED BUDGET FUND 285		
REVENUE		FINAL BUDGET YEAR ENDING 6/30/2026	BUDGET ADJUSTMENTS OR ENHANCEMENTS	AMENDED BUDGET YEAR ENDING 6/30/2026
4000	FEDERAL SOURCES			
4100	Unrestricted - Direct Fed Gov't	-	-	
4200	Unrestricted - State Agency	-	-	
4290	Medicaid SBCHS Reimbursement	250,000	-	250,000
4300	Restricted - Direct	-	-	
4500	Restricted - State Agency	-	-	
4510	NSB Reimbursement	-	-	
4520	NSLP Reimbursement	-	-	
4558	Commodity Foods	-	-	
4800	Revenue in Lieu of Taxes	-	-	
4900	Revenue for-on behalf of School District	-	-	
TOTAL FEDERAL SOURCES		250,000	-	250,000
5000	OTHER FINANCING SOURCES			
5100	Issuance of Bonds	-	-	
5110	Bond Principal	-	-	
5120	Premium/Discount of Bond Sale	-	-	
5200	Transfers from Other Funds	-	-	
5300	Gain/Loss on Disposal of Assets	-	-	
5500	Capital lease Proceeds	-	-	
5600	Other Long-Term Debt Proceeds	-	-	
TOTAL OTHER FINANCING SOURCES		-	-	-
TOTAL REVENUES		250,000	-	250,000
8000	OPENING FUND BALANCE			
Reserved Opening Balance (NPM)		-	-	
Opening Balance (Other)		278,421	441,513	719,934
TOTAL OPENING FUND BALANCE		278,421	441,513	719,934
Prior Period Adjustments			-	
Residual Equity Transfers			-	
TOTAL ALL RESOURCES		528,421	441,513	969,934

CARSON CITY SCHOOL DISTRICT FOOD SERVICE FUND		2025-2026 AMENDED BUDGET FUND 290		
REVENUE		FINAL BUDGET YEAR ENDING 6/30/2026	BUDGET ADJUSTMENTS OR ENHANCEMENTS	AMENDED BUDGET YEAR ENDING 6/30/2026
1000	LOCAL SOURCES			
1600	Food Service Revenue	-	-	
1611	Daily Sales - School Lunch	667,259	(425,133)	242,126
1612	Daily Sales - School Breakfast	188,369	(188,369)	
1614	Daily Sales - After-School Program	-	-	
1621	Daily Sales - A La Carte	195,250	(143,905)	51,345
1622	Daily Sales - Extra Milk	-	1,000	1,000
1623	Daily Sales - Adults	30,830	(28,830)	2,000
1630	Catering	-	10,000	10,000
1950/60	Services Provided other Governments	-	-	
1990	Miscellaneous	-	10,931	10,931
	TOTAL LOCAL SOURCES	1,081,708	(764,306)	317,402
3000	REVENUE FROM STATE SOURCES			
3100	State Food Aid	-	15,000	15,000
	TOTAL STATE SOURCES	-	15,000	15,000
4000	FEDERAL SOURCES			
4300	Restricted - Direct	-	-	
4500	Restricted - State Agency	34,099	-	34,099
4510	NSB Reimbursement	870,669	-	870,669
4520	NSLP Reimbursement	2,002,006	-	2,002,006
4558	Commodity Foods	271,987	-	271,987
4514	ASSP Reimbursement	-	-	
4900	Revenue for-on behalf of School District	-	-	
	TOTAL FEDERAL SOURCES	3,178,761	-	3,178,761
5000	OTHER FINANCING SOURCES			
5200	Transfers from Other Funds	-	-	
5300	Gain/Loss on Disposal of Assets	-	-	
	TOTAL OTHER FINANCING SOURCES	-	-	-
	TOTAL REVENUES	4,260,469	(749,306)	3,511,163
8000	OPENING FUND BALANCE			
	Reserved Opening Balance (NPM)	-	-	
	Opening Balance (Other)	1,366,095	(28,653)	1,337,442
	TOTAL OPENING FUND BALANCE	1,366,095	(28,653)	1,337,442
	Prior Period Adjustments		-	
	Residual Equity Transfers		-	
	TOTAL ALL RESOURCES	5,626,564	(777,959)	4,848,605

CARSON CITY SCHOOL DISTRICT CAPITAL PROJECTS FUND		2025-2026 AMENDED BUDGET FUND 300		
REVENUE		FINAL BUDGET YEAR ENDING 6/30/2026	BUDGET ADJUSTMENTS OR ENHANCEMENTS	AMENDED BUDGET YEAR ENDING 6/30/2026
1000	LOCAL SOURCES			
1190	Other Taxes	-	-	
1191	Franchise Taxes	-	-	
1192	Governmental Services Tax	889,400	4,308	893,708
1900	Other Revenues	-	-	
1910	Rentals	-	-	
1920	Donations	-	-	
1990	Miscellaneous	-	-	
1999	Indirect Costs	-	-	
TOTAL LOCAL SOURCES		889,400	4,308	893,708
4000	FEDERAL SOURCES			
4100	Unrestricted - Direct Fed Gov't	-	-	
4200	Unrestricted - State Agency	-	-	
4290	Medicaid SBCHS Reimbursement	-	-	
4300	Restricted - Direct	-	-	-
4800	Revenue in Lieu of Taxes	-	-	
4900	Revenue for-on behalf of School District	-	-	
TOTAL FEDERAL SOURCES		-	-	-
5000	OTHER FINANCING SOURCES			
5200	Transfers from Other Funds	-	800,000	800,000
5300	Gain/Loss on Disposal of Assets	-	-	
TOTAL OTHER FINANCING SOURCES		-	800,000	800,000
TOTAL REVENUES		889,400	804,308	1,693,708
8000	OPENING FUND BALANCE			
Reserved Opening Balance (NPM)		-	-	
Opening Balance (Other)		868,727	199,647	1,068,374
TOTAL OPENING FUND BALANCE		868,727	199,647	1,068,374
Prior Period Adjustments			-	
Residual Equity Transfers			-	
TOTAL ALL RESOURCES		1,758,127	1,003,955	2,762,082

CARSON CITY SCHOOL DISTRICT-FIVE YEAR CAPITAL IMPROVEMENT PLAN-STATEMENT OF REVENUES AND EXPENDITURES

		BUDGET		>FUTURE YEARS UNDER CONSTANT REVIEW<		
REVENUES		FY 2026	FY 2027	FY 2028	FY 2029	FY 2030
Capital Projects Fund "C"	GOVERNMENT SERVICE TAX REVENUE	893,708	938,393	985,313	1,034,579	1,086,308
	PROJECTED INCREASE FROM PREVIOUS YEAR	1.16%	5.00%	5.00%	5.00%	5.00%
	BEGINNING FUND BALANCE FOR APPLICATION	1,068,374	697,082	1,135,475	1,620,788	2,155,367
	AVAILABLE PAYGO (PAY AS YOU GO)	4,581,570	3,783,769	3,977,211	4,129,998	4,482,828
	E-Rate Rebates Received	0	0	0	0	0
	Actual PAYGO Transfer from Debt Fund	800,000	0	0	0	0
	NET RESOURCES AVAILABLE FOR OBLIGATION	2,762,082	1,635,475	2,120,788	2,655,367	3,241,675
Bond Fund "B"	NEW/EXPECTED BOND PROCEEDS	0	15,000,000	0	0	30,000,000
	BEGINNING FUND BALANCE FOR APPLICATION	21,704,350	350	14,105,350	3,005,350	3,005,350
	NET RESOURCES AVAILABLE FOR OBLIGATION	21,704,350	15,000,350	14,105,350	3,005,350	33,005,350
ALL FUND TOTAL RESOURCES AVAILABLE		24,466,432	16,635,825	16,226,138	5,660,717	36,247,025

EXPENDITURES

DISTRICT-WIDE CYCLE						
C	Asphalt	400,000	150,000	150,000	150,000	150,000
C	Roofing/Envelope	150,000	150,000	150,000	150,000	150,000
C	Refresh	200,000	200,000	200,000	200,000	200,000
C	Transportation Fleet Procurement	800,000				
C	Roofing Assessment	150,000				
B	Asbestos Management	50,000				
B	ALC Controls	500,000	500,000	1,500,000		
B	DW - HVAC (Includes Assessment)	750,000				
B	DW - Plumbing/Mechanical Rehabilitation	550,000				
B	Solar Maintenance	650,000				
B	Intrusion Alarm Replacements	300,000				
B	Access Control Phase III	110,000				
B	Refresh Cameras and Servers	300,000				
B	Land Acquisition	200,000				
B	Landscaping Upgrades	250,000				
BORDEWICH/BRAY						
B	Tenant Improvements	100,000				
CARSON HIGH						
B	Entry way and Senator Square refresh	1,200,000				
B	Band Cabinetry	150,000				
B	South Faculty Parking - Slurry seal	150,000				
B	HVAC Upgrades	8,500,000				
B	Perimeter Fencing/Safety Upgrades	1,500,000				
B	NE Student Parking Lot	200,000				
B	Track Rehabilitation	600,000				
B	Tennis Court Maintenance	115,000				
B	Tech Center Restroom Remodel			2,400,000		
B	Soccer Field Improvements			300,000		
B	Tenant Improvements	535,000				
B	Sports Complex Lighting	134,000				
B	Auditorium Design	150,000				30,000,000
CARSON MIDDLE						
C	Richmond Parking Staff Lot	115,000				
B	Restroom Remodels	3,000,000				
B	Exterior Paint	375,000				
B	Tenant Improvements	300,000				
EAGLE VALLEY						
B	Restroom Remodels			4,900,000		
B	Tenant Improvements	100,000				
EMPIRE						
C	Outdoor Court resurface	115,000				
B	Tenant Improvements	100,000				
FREMONT						
B	Tenant Improvements	100,000	60,000			

CARSON CITY SCHOOL DISTRICT-FIVE YEAR CAPITAL IMPROVEMENT PLAN-STATEMENT OF REVENUES AND EXPENDITURES

		BUDGET	>FUTURE YEARS UNDER CONSTANT REVIEW<			
		FY 2026	FY 2027	FY 2028	FY 2029	FY 2030
FRITSCH						
C	Reroof - Building A	85,000				
B	Tenant/Site Improvements	180,000				
MARK TWAIN						
B	Restroom Refresh	85,000				
B	Tenant Improvements	100,000	60,000			
CHS-SILVER CAMPUS AND CORBETT CAMPUS						
B	Tenant Improvements	70,000	75,000			
B	Restroom Remodel			2,000,000		
SEELIGER						
B	Playground Asphalt Slurry	100,000				
STUDENT SUPPORT SERVICES						
ADMINISTRATIVE BUILDING						
B	Tenant Improvements	50,000	50,000			
MAINTENANCE BUILDING						
C	Reroof					100,000
GLEASON/PDC						
C	Reroof - Building	50,000				
B	Tenant Improvements	50,000	150,000			
OPERATIONS						
TRANSPORTATION						
B	Mechanic Shop Remodel					
B	Tenant Improvements	100,000	100,000			
C	TOTAL CAPITAL PROJECTS FUNDED APPLICATIONS	\$ 2,065,000	\$ 500,000	\$ 500,000	\$ 500,000	\$ 600,000
B	TOTAL BOND FUNDED APPLICATIONS	\$ 21,704,000	\$ 895,000	\$ 11,100,000	\$ -	\$ 30,000,000
	TOTAL APPLICATIONS	<u>23,769,000</u>	<u>1,395,000</u>	<u>11,600,000</u>	<u>500,000</u>	<u>30,600,000</u>
	TOTAL RESOURCES LESS APPLICATIONS	697,432	15,240,825	4,626,138	5,160,717	5,647,025

CARSON CITY SCHOOL DISTRICT BONDS FUND		2025-2026 AMENDED BUDGET FUND 360		
REVENUE		FINAL BUDGET YEAR ENDING 6/30/2026	BUDGET ADJUSTMENTS OR ENHANCEMENTS	AMENDED BUDGET YEAR ENDING 6/30/2026
1000	LOCAL SOURCES			
1100	Tax Revenue	-	-	
1110	Property Taxes	-	-	
1500	Earnings on Investments	15,000	-	15,000
1990	Miscellaneous	-	-	
1999	Indirect Costs	-	-	
TOTAL LOCAL SOURCES		15,000	-	15,000
3000	REVENUE FROM STATE SOURCES			
3200	Restricted Funding/Grants-in-Aid Rev	-	-	
3800	In Lieu of Taxes	-	-	
3900	For/on behalf of School District	-	-	
TOTAL STATE SOURCES		-	-	-
4000	FEDERAL SOURCES			
4100	Unrestricted - Direct Fed Gov't	-	-	
4200	Unrestricted - State Agency	-	-	
4800	Revenue in Lieu of Taxes	-	-	
4900	Revenue for-on behalf of School District	-	-	
TOTAL FEDERAL SOURCES		-	-	-
5000	OTHER FINANCING SOURCES			
5100	Issuance of Bonds	-	-	
5110	Bond Principal	-	-	
5120	Premium/Discount of Bond Sale	-	-	
5200	Transfers from Other Funds	-	-	
5300	Gain/Loss on Disposal of Assets	-	-	
5400	Loan Proceeds (> 12 months)	-	-	
5500	Capital lease Proceeds	-	-	
5600	Other Long-Term Debt Proceeds	-	-	
TOTAL OTHER FINANCING SOURCES		-	-	-
TOTAL REVENUES		15,000	-	15,000
8000	OPENING FUND BALANCE			
Reserved Opening Balance (NPM)		-	-	
Opening Balance (Other)		16,195,178	5,509,172	21,704,350
TOTAL OPENING FUND BALANCE		16,195,178	5,509,172	21,704,350
Prior Period Adjustments			-	
Residual Equity Transfers			-	
TOTAL ALL RESOURCES		16,210,178	5,509,172	21,719,350

Carson City School District
BONDS FUND
 Schedule BB, Page 1 of 1

School District **AMENDED**
 Fund - Budgeted Resources

Budget Fiscal Year
 2025-2026

**CARSON CITY SCHOOL DISTRICT
BONDS FUND**

**2025-2026 AMENDED BUDGET
FUND 360**

PROGRAM FUNCTION OBJECT	FINAL BUDGET YEAR ENDING 6/30/2026	BUDGET ADJUSTMENTS OR ENHANCEMENTS	AMENDED BUDGET YEAR ENDING 6/30/2026
000 UNDISTRIBUTED EXPENDITURES			
2700 Student Transportation			
600 Supplies	-	-	
700 Property	-	-	
800/900 Miscellaneous & Other	-	-	
2700 SUBTOTAL	-	-	-
TOTAL SUPPORT SERVICES	-	-	-
NONINSTRUCTIONAL SERVICES			
4500 Building Acquisition/Construction			
300/400/500 Purchased Services	-	-	
600 Supplies	-	-	
700 Property	-	-	
800/900 Miscellaneous & Other	-	-	
4500 SUBTOTAL	-	-	-
4600 Site Improvement			
300/400/500 Purchased Services	-	-	
600 Supplies	-	-	
700 Property	-	-	
800/900 Miscellaneous & Other	-	-	
4600 SUBTOTAL	-	-	-
4700 Building Improvement			
300/400/500 Purchased Services	-	-	
600 Supplies	-	-	
700 Property	16,098,500	5,605,500	21,704,000
800/900 Miscellaneous & Other	-	-	
4700 SUBTOTAL	16,098,500	5,605,500	21,704,000
4900 SUBTOTAL	-	-	-
4000			
TOTAL FACILITIES ACQUISITION AND CONSTRUCTION	16,098,500	5,605,500	21,704,000
TOTAL UNDISTRIBUTED EXPEDITURES	16,098,500	5,605,500	21,704,000
TOTAL ALL EXPENDITURES	16,098,500	5,605,500	21,704,000
6300 Contingency (not to exceed 3% of Total Expenditures)		-	
8000 ENDING FUND BALANCE			
Reserved NPM Per NRS 387.1235	-	-	
Ending Balance (Other)	111,678	(96,328)	15,350
TOTAL ENDING FUND BALANCE	111,678	(96,328)	15,350
TOTAL APPLICATIONS	16,210,178	5,509,172	21,719,350

**CARSON CITY SCHOOL DISTRICT
DEBT SERVICE FUND**

**2025-2026 AMENDED BUDGET
FUND 400**

AVAILABLE RESOURCES

5000 COMBINED BONDS

1110	Property Taxes
1190	Other Resources:
1500	Earnings on Investments
TOTAL REVENUES	
Transfer In-ENERGY SAVINGS	
Proceeds/Premium Refunded Bonds	
Opening Fund Balance	
TOTAL AVAILABLE FINANCING	

FINAL BUDGET YEAR ENDING 6/30/2026	BUDGET ADJUSTMENTS OR ENHANCEMENTS	AMENDED BUDGET YEAR ENDING 6/30/2026
9,622,768	-	9,622,768
-	-	-
100,000	-	100,000
9,722,768	-	9,722,768
-	-	-
-	-	-
-	-	-
8,932,447	732,464	9,664,911
18,655,215	732,464	19,387,679

5000 FUND EXPENDITURES

COMBINED BONDS

800	Refunded Bonds Escrow
831	Principal-Bond
831	Principal-IPA
832	Interest-Bond
832	Interest-IPA
900	Other
910	Fund Transfer
Reserves (Include Unappropriated Balance)	
Subtotal - Combined Bonds	
Reserves (Include Unappropriated Balance)	
TOTAL FUND EXPENDITURES	

-	-	-
4,805,000	-	4,805,000
-	-	-
2,934,504	-	2,934,504
-	-	-
-	-	-
-	800,000	800,000
-	-	-
7,739,504	800,000	8,539,504
10,915,711	(67,536)	10,848,175
18,655,215	732,464	19,387,679

**CARSON CITY SCHOOL DISTRICT
PROPOSED BUDGET FOR
GENERAL OBLIGATION BONDS**

FY 2026

2025-26 Amended Budget

DEBT Service 7/1/2025 thru 6/30/2026

Description	Type*	Term	Original Amount of Issue	Issue Date	Final Payment Date	Percent Interest Rate	Beginning Balance July 1, 2025	2025-26 Interest	2025-26 Principal	2025-26 Total
Series2012 - Refunding	1	20 years	\$4,025,000	Mar-12	Jun-32	2.00-3.125%	\$1,015,000	\$30,844	\$130,000	\$160,844
Series2014 - Refunding	1	20 years	\$8,530,000	Dec-14	Jun-27	3.00-4.00%	\$1,650,000	\$49,500	\$810,000	\$859,500
Series2016 - Refunding	1	15 years	\$9,560,000	Dec-16	Jun-31	2.00-3.00%	\$7,790,000	\$171,350	\$145,000	\$316,350
Series 2017	1	20 years	\$15,000,000	Feb-17	Jun-37	4.00-5.00%	\$12,280,000	\$545,350	\$805,000	\$1,350,350
Series 2019A - Refunding	1	20 years	\$11,075,000	Jul-19	Jun-31	3.00-4.00%	\$5,175,000	\$223,550	\$1,655,000	\$1,878,550
Series 2019B	1	20 years	\$11,000,000	Dec-19	Jun-39	3.00-4.00%	\$9,825,000	\$293,875	\$515,000	\$808,875
Series 2020 - Refunding	1	15 years	\$5,160,000	Nov-20	Jun-35	0.0164	\$3,554,000	\$58,286	\$330,000	\$388,286
Series 2021A	1	20 years	\$12,000,000	Oct-21	Jun-41	1.81%	\$10,985,000	\$324,500	\$265,000	\$589,500
Series 2023	1	20 years	\$25,000,000	Oct-23	Jun-43	5.00%	\$24,745,000	\$1,237,250	\$150,000	\$1,387,250
TOTAL DEBT SERVICE FUND			\$101,350,000				\$77,019,000	\$2,934,504	\$4,805,000	\$7,739,504

Principal Balance OF ALL Outstanding Bonds as of	6/30/2026	ENDING
		\$72,214,000
		BALANCE
Left Blank Intentionally	\$0 *No Short-Term Financing	\$0 \$0 \$0 \$0
TOTAL GENERAL FUND	\$0	\$0 \$0 \$0 \$0

CARSON CITY SCHOOL DISTRICT HEALTH INSURANCE -OPEB FUND	2025-2026 AMENDED BUDGET FUND 702		
PROPRIETARY FUND	FINAL BUDGET YEAR ENDING 6/30/2026	BUDGET ADJUSTMENTS OR ENHANCEMENTS	AMENDED BUDGET YEAR ENDING 6/30/2026
Operating Revenue			
Local Sources			
1900 Other Revenues	-	-	
1940 Service to Other Governments	750,000	-	750,000
1990 Payroll Insurance Transactions	1,160,500	(819,940)	340,560
	-	-	
(A) Total Operating Revenue	1,910,500	(819,940)	1,090,560
Operating Expense (Object Codes)	-	-	
100 Salaries	14,392	(830)	13,562
200 Benefits	8,400	(371)	8,029
300-500 Purchased Services	1,500,000	-	1,500,000
600 Supplies	-	-	
790 Depreciation - Amortization	-	-	
900 Other	-	-	
(B) Total Operating Expenses	1,522,792	(1,201)	1,521,591
	-	-	
Operating Income (Loss)	387,708	(818,739)	(431,031)
Nonoperating Revenue	-	-	
1510 Interest earned	-	-	
Subsidies	-	-	
3000 Revenue from State Sources	-	-	
4000 Federal Sources	-	-	
(C) Total Nonoperating Revenue	-	-	-
Nonoperating Expense			
832 Interest Expense	-	-	
Other Expense	-	-	
(D) Total Nonoperating Expense	-	-	-
Operating Transfers	-	-	
5200 From Other Funds	-	-	
910 To Other Funds	-	-	
(E) Net Operating Transfers	-	-	-
(F) Net Income	387,708	(818,739)	(431,031)
Retained Earnings			
Beginning July 1	3,949,081	(818,739)	3,130,342
Ending June 30	4,336,789	(1,637,478)	2,699,311

CARSON CITY SCHOOL DISTRICT HEALTH INSURANCE -OPEB FUND	2025-2026 AMENDED BUDGET FUND 702		
PROPRIETARY FUND	FINAL BUDGET YEAR ENDING 6/30/2026	BUDGET ADJUSTMENTS OR ENHANCEMENTS	AMENDED BUDGET YEAR ENDING 6/30/2026
A CASH FLOWS FROM OPERATING ACTIVITIES:			
11990 Payroll Insurance Transactions	1,910,500	(819,940)	1,090,560
Salaries	(14,392)	830	(13,562)
Benefits	(8,400)	371	(8,029)
Purchased Services - Group Health Care	(700,000)	-	(700,000)
Purchased Services - PEBS Subsidies	(800,000)	-	(800,000)
a. Net cash provided by (or used for) operating activities	387,708	(818,739)	(431,031)
B ACTIVITIES	-	-	-
	-	-	-
	-	-	-
	-	-	-
	-	-	-
	-	-	-
b. Net cash provided by (or used for) noncapital financing activities	-	-	-
C FINANCING ACTIVITIES	-	-	-
	-	-	-
	-	-	-
	-	-	-
	-	-	-
	-	-	-
c. Net cash provided by (or used for) capital and related financing activities	-	-	-
D CASH FLOWS FROM INVESTING ACTIVITIES	-	-	-
	-	-	-
	-	-	-
	-	-	-
	-	-	-
	-	-	-
d. Net cash provided by (or used for) investing activities	-	-	-
NET INCREASE (DECREASE) in cash and cash equivalents (a+b+c+d)	387,708	(818,739)	(431,031)
CASH AND CASH EQUIVALENTS AT JULY 1, 2025	4,426,191	(818,739)	3,607,452
CASH AND CASH EQUIVALENTS AT JUNE 30, 2026	4,813,899	(1,637,478)	3,176,421

CARSON CITY SCHOOL DISTRICT WORKERS COMPENSATION FUND	2025-2026 AMENDED BUDGET FUND 703		
	FINAL BUDGET YEAR ENDING 6/30/2026	BUDGET ADJUSTMENTS OR ENHANCEMENTS	AMENDED BUDGET YEAR ENDING 6/30/2026
PROPRIETARY FUND			
Operating Revenue			
Local Sources	-	-	
1900 Other Revenues	-	-	
1940 Service to Other Governments	-	-	
1990 Payroll Insurance Transactions	776,570	(533,479)	243,091
	-	-	
(A) Total Operating Revenue	776,570	(533,479)	243,091
Operating Expense (Object Codes)			
100 Salaries	30,891	(267)	30,624
200 Benefits	15,352	(53)	15,299
300-500 Purchased Services	400,000	490,000	890,000
600 Supplies	-	-	
790 Depreciation - Amortization	-	-	
900 Other	-	-	
(B) Total Operating Expenses	446,243	489,680	935,923
	-	-	
Operating Income (Loss)	330,327	(1,023,159)	(692,832)
Nonoperating Revenue			
1510 Interest earned	-	-	
Subsidies	-	-	
3000 Revenue from State Sources	-	-	
4000 Federal Sources	-	-	
(C) Total Nonoperating Revenue	-	-	-
Nonoperating Expense			
832 Interest Expense	-	-	
Other Expense	-	-	
(D) Total Nonoperating Expense	-	-	-
Operating Transfers			
5200 From Other Funds	-	-	
910 To Other Funds	-	-	
(E) Net Operating Transfers	-	-	-
(F) Net Income	330,327	(1,023,159)	(692,832)
Retained Earnings			
Beginning July 1	2,500,578	(1,023,159)	1,477,419
Ending June 30	2,830,905	(2,046,318)	784,587

CARSON CITY SCHOOL DISTRICT WORKERS COMPENSATION FUND	2025-2026 AMENDED BUDGET FUND 703		
PROPRIETARY FUND	FINAL BUDGET YEAR ENDING 6/30/2026	BUDGET ADJUSTMENTS OR ENHANCEMENTS	AMENDED BUDGET YEAR ENDING 6/30/2026
A CASH FLOWS FROM OPERATING ACTIVITIES:			
11990 Payroll Insurance Transactions	776,570	(533,479)	243,091
Salaries	(30,891)	267	(30,624)
Benefits	(15,352)	53	(15,299)
Purchase Claims and Subsidies	(400,000)	(490,000)	(890,000)
Purchased Services - PEBS Subsidies	-	-	
a. Net cash provided by (or used for) operating activities	330,327	(1,023,159)	(692,832)
B ACTIVITIES	-	-	
	-	-	
	-	-	
	-	-	
	-	-	
	-	-	
b. Net cash provided by (or used for) noncapital financing activities	-	-	\$ -
C FINANCING ACTIVITIES	-	-	
	-	-	
	-	-	
	-	-	
	-	-	
	-	-	
c. Net cash provided by (or used for) capital and related financing activities	-	-	\$ -
D CASH FLOWS FROM INVESTING ACTIVITIES	-	-	
	-	-	
	-	-	
	-	-	
	-	-	
	-	-	
d. Net cash provided by (or used for) investing activities	-	-	\$ -
NET INCREASE (DECREASE) in cash and cash equivalents (a+b+c+d)	330,327	(1,023,159)	(692,832)
CASH AND CASH EQUIVALENTS AT JULY 1, 2025	2,742,117	(344,296)	2,397,821
CASH AND CASH EQUIVALENTS AT JUNE 30, 2026	3,072,444	(1,367,455)	1,704,989

CARSON CITY SCHOOL DISTRICT UNEMPLOYMENT FUND	2025-2026 AMENDED BUDGET FUND 704		
PROPRIETARY FUND	FINAL BUDGET YEAR ENDING 6/30/2026	BUDGET ADJUSTMENTS OR ENHANCEMENTS	AMENDED BUDGET YEAR ENDING 6/30/2026
Operating Revenue			
Local Sources	-	-	
1900 Other Revenues	-	-	
1940 Service to Other Governments	-	-	
1990 Payroll Insurance Transactions	51,563	(45,486)	6,077
	-	-	
(A) Total Operating Revenue	51,563	(45,486)	6,077
Operating Expense (Object Codes)	-	-	
100 Salaries	13,388	-	13,388
200 Benefits	7,048	(42)	7,006
300-500 Purchased Services	60,000	-	60,000
600 Supplies	-	-	
790 Depreciation - Amortization	-	-	
900 Other	-	-	
(B) Total Operating Expenses	80,436	(42)	80,394
	-	-	
Operating Income (Loss)	(28,873)	(45,444)	(74,317)
Nonoperating Revenue	-	-	
1510 Interest earned	-	-	
Subsidies	-	-	
3000 Revenue from State Sources	-	-	
4000 Federal Sources	-	-	
(C) Total Nonoperating Revenue	-	-	-
Nonoperating Expense	-	-	
832 Interest Expense	-	-	
Other Expense	-	-	
(D) Total Nonoperating Expense	-	-	-
Operating Transfers	-	-	
5200 From Other Funds	-	-	
910 To Other Funds	-	-	
(E) Net Operating Transfers	-	-	-
(F) Net Income	(28,873)	(45,444)	(74,317)
Retained Earnings	-	-	
Beginning July 1	755,568	(74,317)	681,251
Ending June 30	726,695	(119,761)	606,934

CARSON CITY SCHOOL DISTRICT UNEMPLOYMENT FUND	2025-2026 AMENDED BUDGET FUND 704		
PROPRIETARY FUND	FINAL BUDGET YEAR ENDING 6/30/2026	BUDGET ADJUSTMENTS OR ENHANCEMENTS	AMENDED BUDGET YEAR ENDING 6/30/2026
A CASH FLOWS FROM OPERATING ACTIVITIES:			
11990 Payroll Insurance Transactions	51,563	(45,486)	6,077
Salaries	(13,388)	-	(13,388)
Benefits	(7,048)	42	(7,006)
Purchased Services - Group Health Care	(60,000)	-	(60,000)
Purchased Services - PEBS Subsidies	-	-	
a. Net cash provided by (or used for) operating activities	(28,873)	(45,444)	(74,317)
B ACTIVITIES	-	-	
	-	-	
	-	-	
	-	-	
	-	-	
	-	-	
b. Net cash provided by (or used for) noncapital financing activities	-	-	\$ -
C FINANCING ACTIVITIES	-	-	
	-	-	
	-	-	
	-	-	
	-	-	
	-	-	
c. Net cash provided by (or used for) capital and related financing activities	-	-	\$ -
D CASH FLOWS FROM INVESTING ACTIVITIES	-	-	
	-	-	
	-	-	
	-	-	
	-	-	
	-	-	
d. Net cash provided by (or used for) investing activities	-	-	\$ -
NET INCREASE (DECREASE) in cash and cash equivalents (a+b+c+d)	(28,873)	(45,444)	(74,317)
CASH AND CASH EQUIVALENTS AT JULY 1, 2025	762,784	(74,317)	688,467
CASH AND CASH EQUIVALENTS AT JUNE 30, 2026	733,911	(119,761)	614,150

(1) FUND TYPE	TRANSFERS IN			TRANSFERS OUT		
	(2) FROM FUND	(3) PAGE	(4) AMOUNT	(5) TO FUND	(6) PAGE	(7) AMOUNT
GENERAL FUND						
				EL 206	16	\$ 119,720
				GATE 207	18	\$ 187,999
				At-Risk 208	20	\$ 603,702
				SPED 250	33	\$ 9,190,872
				Summer School 271	42	\$ 25,110
				Nutrition Serv 290		\$ -
				Debt Service - 400		
SUBTOTAL			\$ -			\$ 10,127,403
SPECIAL REVENUE FUNDS						
EL 206	General 100	13	\$ 119,720			
GATE 207	General 100	13	\$ 187,999			
At-Risk 208	General 100	13	\$ 603,702			
SPED 250	General 100	13	\$ 9,190,872			
Summer School 271	General 100	13	\$ 25,110			
Nutrition Serv 290	General 100		\$ -			
Debt Service - 400	General 100		\$ -			
Capital Projects - 300	Debt Service 400	64	\$ 800,000	Capital Projects - 300	58	\$ 800,000
SUBTOTAL			\$ 10,927,403			\$ 800,000
TOTAL TRANSFERS			\$ 10,927,403			\$ 10,927,403

LOBBYING EXPENSE ESTIMATE

Pursuant to NRS 354.600(3) each (emphasis added) local government budget must obtain a separate statement of anticipated expenses related to activities designed to influence the passage or defeat of legislation in an upcoming legislative session.

IN KIND EXPENDITURES - INTERIM LOBBYING

Nevada Legislature: 83rd Session; February 3, 2025 to June 2, 2025

1. Activity	<u>Participation with Nevada Association of School Boards & Superintendents</u>	
2. Funding Source	<u>General Funds - Earnings on Investments</u>	
3. Transportation		\$0
4. Lodging and meals		\$0
5. Salaries and Wages		\$0
6. Compensation to lobbyists		\$0
7. Entertainment		\$0
8. Supplies, equipment & facilities; other personnel and services spent in Carson City		<u>\$2,500</u>
Total		<u><u>\$2,500</u></u>

Entity: **CARSON CITY SCHOOL DISTRICT**

Budget Fiscal Year 2025-2026

Local Government: Carson City School District

Contact: Jessica Greener

E-mail Address: Jgreener@carson.k12.nv.us

Daytime Telephone: 775-283-1522

Total Number of Existing Contracts: _____

65

Line	Vendor	Effective Date of Contract	Termination Date of Contract	Expenditure FY2024-2025	Proposed Expenditure FY2025-26	Reason or need for contract:
1	ABARE DENITA PT Total	7/1/2025	6/30/2026	\$24,683	\$24,683	Physical Therapy Services
2	ADVANCED CHILD BEHAVIOR SOLUTIONS, LLC Total	7/1/2025	6/30/2026	\$105,847	\$105,847	Behavioral Therapy
3	ALEXANDER ANN Total	7/1/2025	6/30/2026	\$4,720	\$4,720	Legal Consulting Services
4	ALL ABOUT VISION LLC Total	7/1/2025	6/30/2026	\$7,725	\$7,725	Vision Services
5	ALLISON MACKENZIE et al Total	7/1/2025	6/30/2026	\$38,595	\$38,595	Legal Consulting Services
6	AMERICAN SIGN LANGUAGE COMMUNICATION Total	7/1/2025	6/30/2026	\$82,350	\$82,350	Translation Services
7	BARTON, VANESSA Total	7/1/2025	6/30/2026	\$38,138	\$38,138	Occupational Therapy Services
8	BASIC BENEFITS LLC Total	7/1/2025	6/30/2026	\$2,400	\$2,400	Insurance Services
9	BEHAVIORAL CONSULTANT SERVICES Total	7/1/2025	6/30/2026	\$1,625	\$1,625	Behavioral Therapy
10	BRADY-HERNDON, DIANA Total	7/1/2025	6/30/2026	\$6,683	\$6,683	EL Related Services
11	CAROLYN PORTER LLC Total	7/1/2025	6/30/2026	\$22,350	\$22,350	Psychological Services
12	CLARK & ASSOCIATES OF NEVADA, INC. Total	7/1/2025	6/30/2026	\$18,000	\$18,000	Financial Services
13	CONCENTRA/OCCUPATIONAL HEALTH Total	7/1/2025	6/30/2026	\$14,925	\$14,925	Employment Screening Services
14	CONSTRUCTION DESIGN SERVICES INC Total	7/1/2025	6/30/2026	\$6,370	\$6,370	Engineering Services
15	CRISIS PREVENTION INSTITUTE, INC. Total	7/1/2025	6/30/2026	\$54,586	\$54,586	Professional Development Services
16	DAVIES CLAIM SOLUTIONS, LLC Total	7/1/2025	6/30/2026	\$13,641	\$13,641	Financial Services
17	DEMCHAK CONSULTING LLC Total	7/1/2025	6/30/2026	\$1,938	\$1,938	Sensory Impairment Services
18	DUN & BRADSTREET CREDIBILITY CORP Total	7/1/2025	6/30/2026	\$1,499	\$1,499	Financial Services
19	EDUC8RS E.H. LLC Total	7/1/2025	6/30/2026	\$7,070	\$7,070	Intervention Services
20	FARDELMANN, KAREN Total	7/1/2025	6/30/2026	\$48,020	\$48,020	Occupational Therapy Services
21	FEYGE, MARGARET MARY Total	7/1/2025	6/30/2026	\$20,895	\$20,895	Occupational Therapy Services
22	FIT LEARNING Total	7/1/2025	6/30/2026	\$40,000	\$40,000	Instructional Services
23	FRANK, CINDY Total	7/1/2025	6/30/2026	\$28,350	\$28,350	Translation Services
24	FREED, JANITA K Total	7/1/2025	6/30/2026	\$22,995	\$22,995	Occupational Therapy Services
25	GAIL MURRAY CONSULTING Total	7/1/2025	6/30/2026	\$46,778	\$46,778	Behavioral Therapy
26	GILLES, CASEY Total	7/1/2025	6/30/2026	\$2,500	\$2,500	Consulting Services
27	HOY, ISABEL Total	7/1/2025	6/30/2026	\$37,350	\$37,350	Occupational Therapy Services
28	HUGHES, JANET Total	7/1/2025	6/30/2026	\$4,860	\$4,860	EL Related Services
29	HURZEL, LINDA Total	7/1/2025	6/30/2026	\$5,496	\$5,496	Instructional Services
30	IMPACT ABA SERVICES, LLC Total	7/1/2025	6/30/2026	\$61,428	\$61,428	Financial Services
31	JILL DICKINSON PHYSICAL THERAPY Total	7/1/2025	6/30/2026	\$27,356	\$27,356	Physical Therapy Services
32	JNA CONSULTING GROUP LLC Total	7/1/2025	6/30/2026	\$1,250	\$1,250	Financial Services
33	KIDDOTHERAPY Total	7/1/2025	6/30/2026	\$560	\$560	Occupational Therapy Services
34	LANGUAGE TESTING INTERNATIONAL INC Total	7/1/2025	6/30/2026	\$146	\$146	Language Testing Services
35	LD INGRAM LLC Total	7/1/2025	6/30/2026	\$23,100	\$23,100	Instructional Services
36	LONGSDORF, TRICIA LYN Total	7/1/2025	6/30/2026	\$2,738	\$2,738	Speech Therapy Services
37	MACKEL, JULIE MARIE Total	7/1/2025	6/30/2026	\$16,448	\$16,448	Psychological Services
38	MACLEOD WATTS, INC. Total	7/1/2025	6/30/2026	\$3,400	\$3,400	Financial Services
39	MAKING MATHEMATICIANS LLC Total	7/1/2025	6/30/2026	\$4,375	\$4,375	Professional Development Services
40	MANPOWER Total	7/1/2025	6/30/2026	\$7,320	\$7,320	Janitorial Services
41	MARZANO RESOURCES LLC Total	7/1/2025	6/30/2026	\$10,400	\$10,400	Professional Development Services
42	NEW DIRECTION SOLUTIONS, LLC Total	7/1/2025	6/30/2026	\$57,015	\$57,015	Psychological Services
43	NORTHERN NEVADA INTERNATIONAL CENTER Total	7/1/2025	6/30/2026	\$1,652	\$1,652	Translation Services
44	NOTE-ABLE MUSIC THERAPY Total	7/1/2025	6/30/2026	\$2,700	\$2,700	Music Therapy
45	NSHE/ BOARD OF REGENTS Total	7/1/2025	6/30/2026	\$1,448	\$1,448	Pre K Instruction
46	OCCUPATIONAL HEALTH CENTERS Total	7/1/2025	6/30/2026	\$3,176	\$3,176	Employment Screening Services
47	ON THE WAY COACHING, LLC Total	7/1/2025	6/30/2026	\$4,095	\$4,095	Intervention Services
48	POWERCOMM SOLUTIONS INC Total	7/1/2025	6/30/2026	\$5,173	\$5,173	Security Services
49	RATIONAL MIND BENDING LLC Total	7/1/2025	6/30/2026	\$74,250	\$74,250	Behavioral Therapy

Line	Vendor	Effective Date of Contract	Termination Date of Contract			Reason or need for contract:
51	ROBISON, KRISTIN OTRL Total	7/1/2025	6/30/2026	\$44,975	\$44,975	Occupational Therapy Services
52	RON WOOD FAMILY RESOURCE CENTER Total	7/1/2025	6/30/2026	\$25,000	\$25,000	Consulting Services
53	SCHRODER, CAROLYN Total	7/1/2025	6/30/2026	\$900	\$900	Enrichment Activities
54	ERRA NEVADA OCCUPATIONAL THERAPY ASSOC Tot	7/1/2025	6/30/2026	\$52,830	\$52,830	Occupational Therapy Services
55	SILVA, SCEIRINE & ASSOCIATES, LLC Total	7/1/2025	6/30/2026	\$53,035	\$53,035	Financial Services
56	SOLIANT HEALTH LLC Total	7/1/2025	6/30/2026	\$19,678	\$19,678	Speech Therapy Services
57	SPEECH INTEGRATIONS LLC Total	7/1/2025	6/30/2026	\$31,620	\$31,620	Speech Therapy Services
58	STATE OF NEVADA DEPT. OF PUBLIC SAFETY Total	7/1/2025	6/30/2026	\$4,111	\$4,111	Employment Screening Services
59	TUDENT-CENTERED INSTITUTE FOR EDUCATION Tot	7/1/2025	6/30/2026	\$2,000	\$2,000	Evaluation Services
60	SUMMIT SPEECH THERAPY Total	7/1/2025	6/30/2026	\$44,838	\$44,838	Speech Therapy Services
61	SUTTER, CHEVONNE Total	7/1/2025	6/30/2026	\$850	\$850	Instructional Consulting Services
62	TALX UCeXpress Total	7/1/2025	6/30/2026	\$4,496	\$4,496	Unemployment Case Management
63	TEACHING STRATEGIES, LLC Total	7/1/2025	6/30/2026	\$9,900	\$9,900	Professional Development Services
64	TRANSPERFECT REMOTE INTERPRETING INC Total	7/1/2025	6/30/2026	\$1,284	\$1,284	Translation Services
65	VICENCIO, MELINDA Total	7/1/2025	6/30/2026	\$18,336	\$18,336	Physical Therapy Services
66	VISTA LEARNING, NFP Total	7/1/2025	6/30/2026	\$9,776	\$9,776	Evaluation Services
67	WALSH, ALICIA Total	7/1/2025	6/30/2026	\$52,245	\$52,245	Speech Therapy Services
68	WISE CONSULTING AND TRAINING Total	7/1/2025	6/30/2026	\$6,806	\$6,806	Environmental Testing Services
69						
70						
71						
72						
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75						
76						
77						
78						
79						
80						
81						
82						
	Total Proposed Expenditures			\$1,401,094	\$1,401,094	

Local Government: Carson City School District
Contact: Jessica Greener
E-mail Address: Jgreener@carson.k12.nv.us
Daytime Telephone: 775-283-1522

Total Number of Privatization Contracts: 0

Line	Vendor	Effective Date of Contract	Termination Date of Contract	Duration (Months/ Years)	Proposed Expenditure FY 2024-2025	Proposed Expenditure FY 2025-26	Position Class or Grade	Number of FTEs employed by Position Class or Grade	Equivalent hourly wage of FTEs by Position Class or Grade	Reason or need for contract:
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
11	Total									

Form 32

Attach additional sheets if necessary.

PROOF OF PUBLICATION

**NOTICE OF INTENT TO ACT ON A
RESOLUTION TO AUGMENT AND
APPROVE FY 2025 AMENDED BUDGET**

Notice is hereby given that the Board of Trustees of the Carson City School District, State of Nevada will act on a Resolution to approve an Augmented and Amended Budget for fiscal year 2025-2026. This Public Hearing, in accordance with NRS 354.598005, will include a disclosure of changes to the Final Budget. All persons may attend and will be heard at a regular meeting held in the Robert Crowell Board Room at the Community Center, 851 E. Williams Street at 6:00PM on Tuesday, December 9, 2025. Prior to the meeting, written comments may be filed with the Clerk of the Board of Trustees and will be considered.

Pub Date: December 3, 2025

Ad # 56908

RESOLUTION TO APPROVE THE AMENDED BUDGET
OF THE
CARSON CITY SCHOOL DISTRICT FOR FY 2026

Whereas, the total gross revenues, including the opening fund balance, excluding transfers, for the 2025-26 fiscal year commencing on the first day of July, 2025, are estimated to be \$179,615,549 held in twenty-five funds; and

Whereas, the total expenditures, excluding transfers and contingencies, are estimated to be \$147,092,747, in the twenty-two governmental funds; and

Whereas, the total expenditures are estimated to be \$1,521,591, \$935,923 and \$80,394, for a total of \$2,537,908, in the three proprietary funds; and

Whereas, the total expenditures in all funds are estimated to be \$150,630,655 with \$1,000,000 in contingency authority; and

Whereas, the total fiscal year 2026 general fund revenue is estimated to be \$80,808,024, and the total additional carry forward from fiscal year 2025 in available funds for the general fund for fiscal year 2026 is \$18,187,349; and

Whereas, an amount of the opening fund balance equal to \$10,237,776, is set aside as reserved ending fund balance in the general fund, as defined in NRS 354.560; and

Whereas, the total fiscal year 2026 general fund expenditures are estimated to be \$85,314,803 and the total ending fund balance for fiscal year 2026 is expected to be \$12,680,570, in the general fund, resulting in a projected reduction of **-\$5,506,779** in the ending fund balance including contingency, carryforwards, and all augmented items; therefore

It is hereby resolved, the Carson City School District Board of Trustees approves the Amended Final Budget for fiscal year 2025-26; and

It is further resolved, the Clerk of the Board shall forward the necessary documents to the Department of Taxation and the Department of Education for the State of Nevada.

Passed, adopted and approved this 9th day of December, 2025

Ayes: _____
Nays: _____
Absent: _____

CARSON CITY SCHOOL DISTRICT

By: _____
Maria "Lupe" Ramirez, President, Board of Trustees

Attest: _____
Molly Walt, Clerk of the Board

EXPORTED SCORES FROM 2025 SUPERINTENDENT EVALUATION

Timestamp	Name of Trustee Completing Evaluation	Professional Practice 1.1	Professional Practice 1.2	Professional Practice 1.3	Professional Practice 1.4	Professional Practice 1.5
11/17/2025 12:39:27	Rebecca Roberts	3	3	3	3	3
11/25/2025 14:50:24	Richard Varner	3	3	3	3	3
11/26/2025 16:14:35	Lupe Ramirez	3	3	4	3	4
11/30/2025 21:00:27	Michelle Pedersen	4	4	4	4	4
12/1/2025 9:08:54	Michael Walker	3	3	4	4	3
12/1/2025 20:53:30	Matt Clapham	3	3	3	3	3
12/2/2025 8:43:38	Molly Walt	4	4	4	4	4
		23	23	25	24	24

Professional Practice 1.6	Professional Practice 1.7	Professional Practice 2.1	Professional Practice 2.2	Professional Practice 2.3	Professional Practice 2.4	Professional Practice 3.1	Professional Practice 3.2
3	3	3	3	3	3	3	3
3	3	3	3	3	3	3	3
3	3	4	4	3	4	4	3
3	4	3	4	4	4	4	4
4	3	4	3	4	4	4	4
3	3	3	4	3	4	3	3
4	4	4	4	3	4	4	3
23	23	24	25	23	26	25	23

Professional Practice 3.3	Professional Practice 3.4	Professional Practice 3.5	Professional Practice 3.6	Professional Practice 3.7	Professional Practice 4.1	Professional Practice 4.2	Professional Practice 4.3
3	3	3	3	3	3	3	3
3	3	3	3	3	3	3	3
4	4	3	4	3	3	4	3
4	4	4	4	4	4	4	4
3	4	3	4	4	4	4	4
3	3	3	3	4	3	3	3
4	4	4	4	4	3	3	4
24	25	23	25	25	23	24	24

Professional Practice 4.4	Professional Practice 4.5	Professional Practice 4.6	Professional Practice 5.1	Professional Practice 5.2	Professional Practice 5.3	Professional Practice 5.4	Professional Practice 5.5
3	3	3	3	3	3	3	3
3	3	3	3	3	3	3	3
4	4	4	4	4	4	3	4
4	4	4	4	4	4	4	4
4	4	4	4	4	4	4	4
3	3	4	4	3	3	3	3
4	4	4	4	4	3	3	4
25	25	26	26	25	23	24	24

Actual Superintendent Goals Goal 1 a. District-wide adoption, implementation,	Actual Superintendent Goals Goal 2 - Evaluate levels of student	Actual Superintendent Goals Goal 3 - Continue to improve the	Actual Superintendent Goals Goal 4 - Compile a central reference of
3	3	3	3
3	3	3	3
4	3	4	3
4	3	4	3
4	3	4	3
3	2	2	2
4	2	3	4
25	19	23	21

Professional Practice Standard 1: Vision, Culture & Instructional	Professional Practice Standard 2: Board Governance & Policy	Professional Practice Standard 3: Operations, Resources &	Professional Practice Standard 4: Communication & Community
3	3	3	3
3	3	3	3
3	4	3	4
4	4	4	4
4	4	4	4
3	3	3	3
4	4	4	3
24	25	24	24

Professional Practice Standard 5: Ethical Leadership	Professional Practice Objective for Goal 1: Continue return to pre-	Professional Practice Objective of Goal 2: Evaluate levels of	Professional Practice Objective of Goal 3: Continue to improve the
3	3	3	3
3	3	3	3
4	4	3	3
4	4	4	4
4	4	3	4
4	3	2	3
4	4	2	3
26	25	20	23

Professional Practice Objective of Goal 4: Compile a central	Total
3	
3	
3	
4	
3	
2	
4	
22	1003

CARSON CITY SCHOOL DISTRICT BOARD OF TRUSTEES :

2025

7 responses

[Publish analytics](#)

Name of Trustee Completing Evaluation

7 responses

Lupe Ramirez

Molly Walt

Matt Clapham

Richard Varner

Michael Walker

Michelle Pedersen

Rebecca Roberts

Superintendent's Evaluation Form

Untitled Section



EVALUATION FORMS & STANDARDS

Individual Board members will rate the Superintendent's professional practice by selecting from the drop down that best describes the Superintendent's performance in that professional practice area and then determine the overall rating for the standard area based on the Superior, Very Satisfactory, Satisfactory, Need to Improve and Unsatisfactory rating scale.

STANDARD 1: Vision, Culture & Instructional Leadership

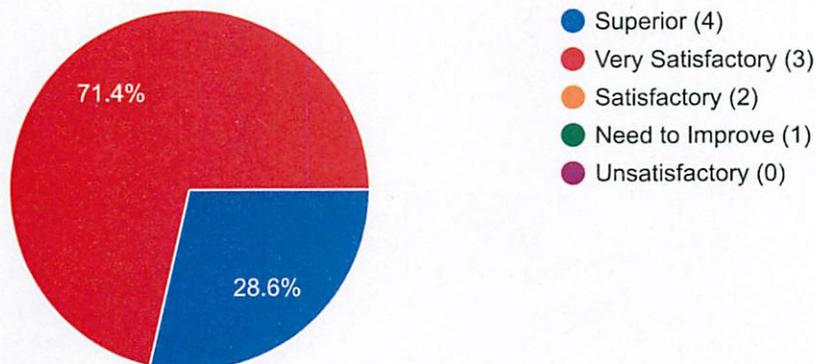
The Superintendent leads the District by promoting the success of all students, articulating a vision of learning, developing a positive school climate, and demonstrating best practices in instructional programs and staff professional development.

Professional Practice



1.1 Leadership actions, staffing and resources are clearly aligned to student achievement focused vision, and that vision is evident in the school culture

7 responses

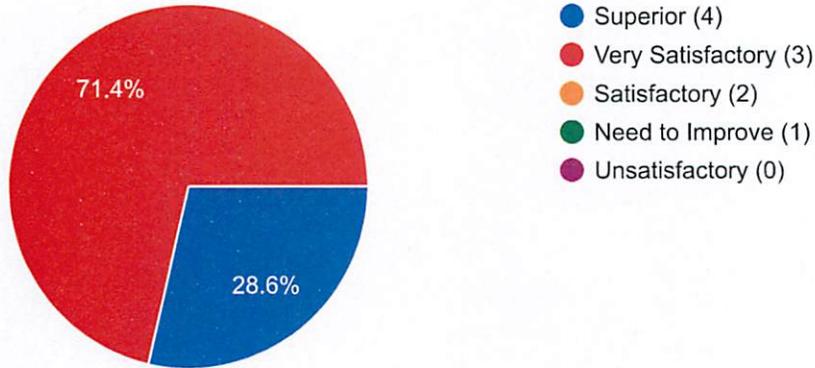


Professional Practice



1.2 Demonstrates a deep understanding of quality instruction and consistently promotes effective instructional programs and high expectations for student learning outcomes

7 responses

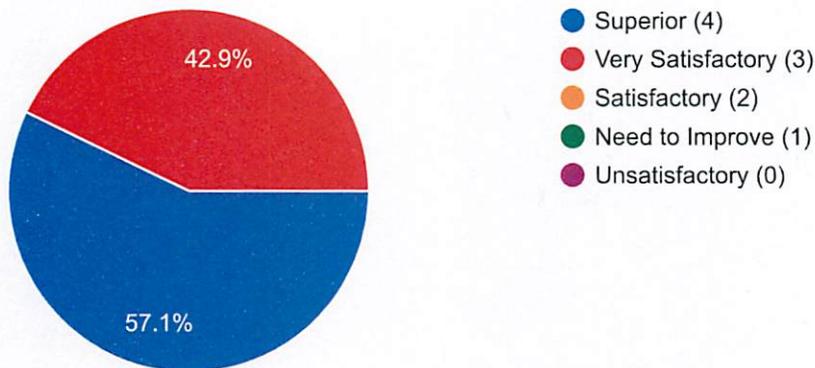


Professional Practice



1.3 District goals are systemically aligned throughout the District with a focused plan for student achievement and school improvement supported by resources

7 responses

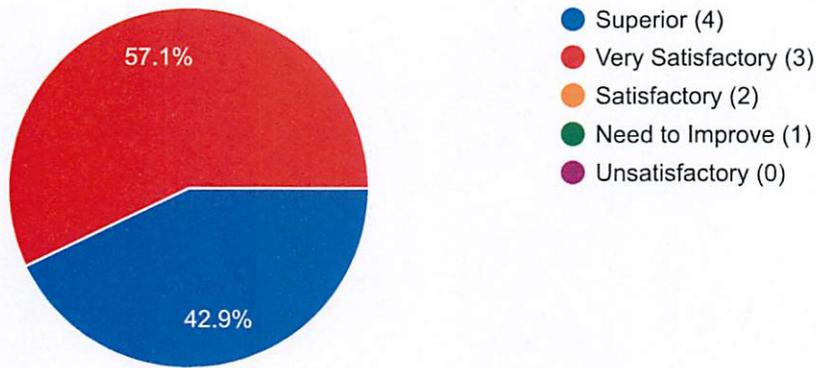


Professional Practice



1.4 Leads and supports the use of data informed instruction for administrators and teachers

7 responses

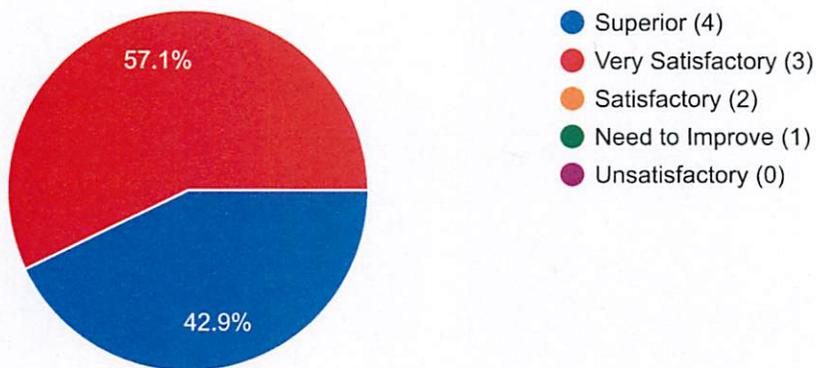


Professional Practice



1.5 Monitors and reviews the effectiveness of curriculum and instruction and their alignment with state standards

7 responses

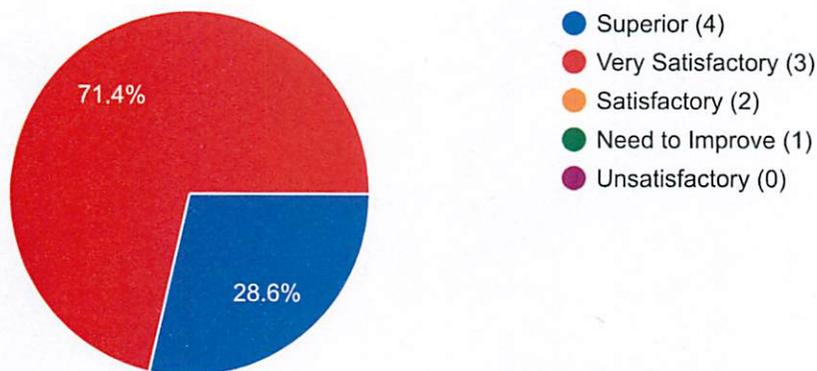


Professional Practice

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1.6 Ensures that all staff have District specific professional development that directly enhances their performance, improves student learning, and ensures safety

7 responses

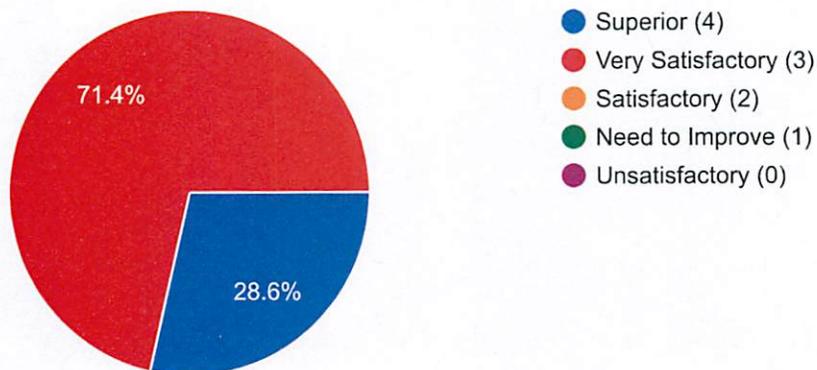


Professional Practice

 Copy

1.7 Sets self-improvement goals and applies learning from professional development

7 responses



Professional Practice

Comments: (Identify strengths or recommendations for improvement):

7 responses

Under Superintendent Feuling's leadership, the Carson City School District has made significant progress increasing its overall star rating from 23 stars to 29 stars. This improvement is a clear reflection of his strong leadership. He also supported the adoption of a new elementary mathematics curriculum and instructional materials that have already demonstrated substantial effectiveness. The notable gains in growth and proficiency on the MAP and SBAC assessments confirm that the allocated funds were utilized appropriately. Additionally, he invested in the implementation of new ELA materials aligned with the science of reading. I commend him for proactively executing this initiative, which aligns with recent legislative mandates.

I want to acknowledge that Mr. Fueling is doing a great job leading our district. His work in promoting student success, articulating a strong vision for learning, fostering a positive school climate, and supporting best practices in instructional programs and staff professional development is truly appreciated. I am not sure if he currently travels to different schools on professional development days, but if not, I believe it would be a great opportunity to visit with staff during those times. It could further strengthen communication, reinforce district goals, and allow staff to share their experiences and needs directly. Thank you for your continued leadership.

AJ,

Thank you for your hard work and dedication in this area. I know you put a lot of emphasis into making sure employees are set up for a successful teaching experience and to give the students the education they deserve.

I would request that we continue working with the MTSS program and making sure that not only the kids falling behind get the services, but also the ones that do pretty well, fly below the radar but may have struggles that go missed because the focus is on the higher need students.

I know this is always a work in progress, it takes time and you have people working diligently on this.

Superintendent Feuling is rated as very satisfactory in the above areas. He collaborates with district staff to ensure best practices for instruction, curriculum development, and management are being used. He has worked to improve the climate and culture of the district.

He set four achievable goals for this year. He met or exceeded these goals. I base this on my observations and the reflection on the goals he prepared for this evaluation.

Mr. Feuling demonstrates understanding and appropriate use of data collected to support



specific goals and initiatives. He also uses district performance data to identify professional development opportunities for staff.

CCSD has set goals to improve student achievement and provides professional learning opportunities to staff members based on best practices and curriculum implementation. Mr. Feuling and his team have procedures in place to provide mentoring and support to all educators.

You are not just here 'doing a job' you are invested and passionate about the success of the district, and I don't think anyone could dispute that. You work hard to ensure quality individuals are in place, and you allow some autonomy as they fulfill the expectations of their positions. A great leader doesn't micromanage, with his fingers in every dish - you allow your team to excel in their strengths while you support & guide them to achieve a shared vision. You are a great leader of a great team and I appreciate the confidence I feel knowing you are there at the top. I don't have any constructive/corrective feedback, just encouragement to keep investing in yourself and your team. I believe we're in good hands.

So far from what I've heard from the few teachers I've talked to about the new curriculum is that they are enjoying it. Getting it right at the start of school has been challenging, but they are excited to be able to implement it more smoothly next year.

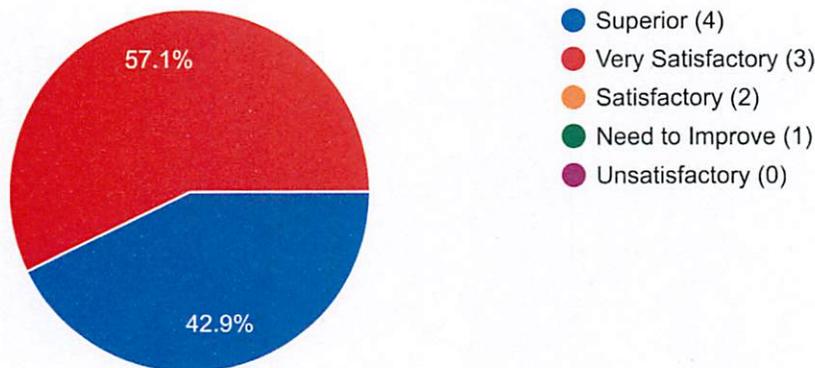
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Professional Practice

2.1 Offers professional advice to the Board with appropriate recommendations based on thorough study and analysis

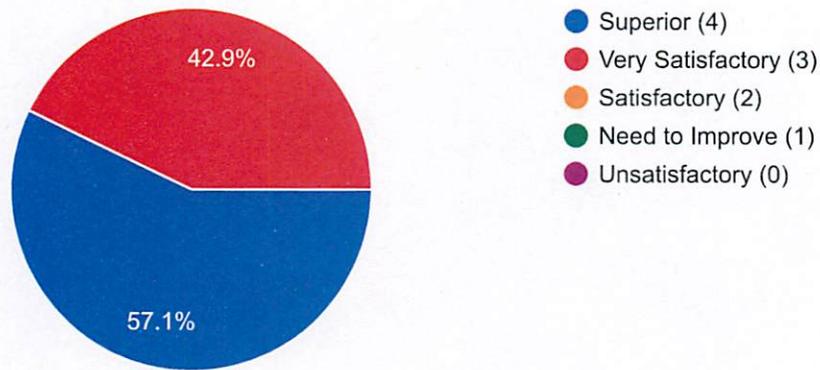
7 responses



Professional Practice

2.2 Keeps the Board regularly informed with data, reports, and information which enables them to make effective timely decisions

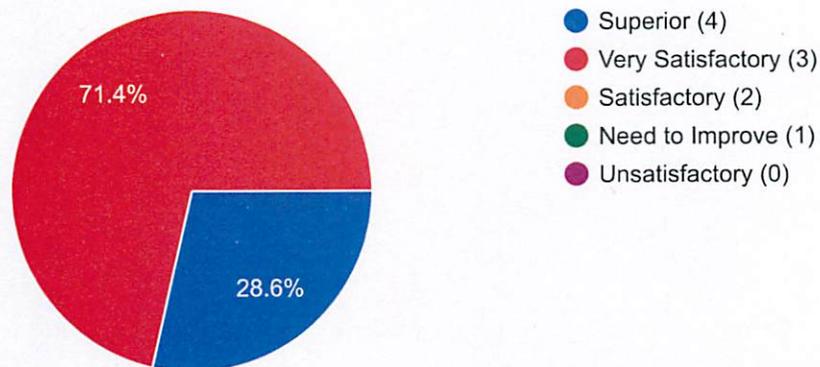
7 responses



Professional Practice

2.3 Interprets and executes the intent of all Board policies and regulations, and advises the Board on the need for new and/or revised policies and regulations

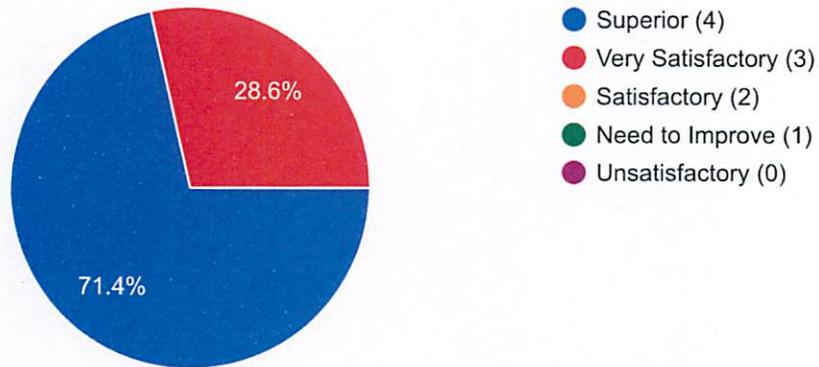
7 responses



Professional Practice

2.4 Makes considerable effort to have a positive working relationship with the Board, treating all Board members fairly and respectfully, and attempts to resolve any serious conflicts with Board members

7 responses



Professional Practice

Comments: (Identify strengths or recommendations for improvement):

7 responses

Superintendent Feuling demonstrates exemplary communication skills. He responds promptly and thoughtfully to any questions or concerns raised by members of the Board. Additionally, his weekly emails provide clear and comprehensive updates. This year, he instituted a new practice aimed at strengthening relationships with each trustee by inviting us to meet with him on a quarterly basis. It is evident that he values the perspectives of all stakeholders and remains highly receptive to recommendations regarding areas in which the district may enhance its practices.

The superintendent consistently offers well-considered recommendations that reflect thorough study and thoughtful analysis. He regularly keeps the board informed with relevant data, reports, and updates, and he effectively interprets and carries out the intent of all board policies and regulations. He also provides valuable guidance on the need for new or revised policies and regulations. Although it would be helpful at times to receive certain information or materials more than three business days in advance, so the board has adequate time to review and conduct our own research, I appreciate the overall effort to keep us well informed. He makes a considerable and genuine effort to maintain a positive and productive working relationship with the board, and that commitment is recognized and appreciated.

AJ,

You do great in this area. I never feel out of the loop or uninformed.

I would ask you to continue updating us on student success and how that is occurring during your superintendent update. This is very important. I know you are doing so in multiple ways. Please continue.

Superintendent Feuling enjoys an excellent working relationship with the Board of Trustees. He is always available to answer questions and will meet with any trustee who may have questions or concerns. To strengthen his working relationship with the trustees, he has recently begun meeting individually with them on a quarterly basis.

Mr. Feuling keeps the board informed with appropriate information, which enables the board to perform their responsibilities. He also notifies the board about issues that may either positively or negatively affect the district as they occur. He also sends out a weekly update detailing his activities.

During board meetings, Mr. Feuling provides the board with updates on the performance of our schools and on student achievement issues.



Mr. Feuling is a great superintendent and partner for this board. He keeps the board informed of important information and diligently works to implement the boards policies.

When people ask me how it's going on the school board, I always feel like they ask it with a bit of trepidation expecting me to unleash my grievances. Instead, I tell them that it's going great and that I feel Carson has the strongest school board in the entire state. I know I have heard you echo these sentiments as well - that the relationship we have between our board & superintendent is one of mutual respect, collaboration, and understanding, with grace in disagreements, and a dedication to the betterment of our kids & their educational experience. It sounds like that is not the case in all districts and I am proud to be a part of that here. You are a big part of maintaining that rapport. You communicate clearly and effectively, and you include us enough to feel like our input is valued without overwhelming us with the minutiae of your daily tasks.

Being new to the the board I feel like I have been able to jump right in and get a pretty good hang of things, and that is partly due to the Superintendent's level of involvement with the board. He has always been available via, phone, email, and even in person to discuss questions and and concerns. The new quarterly meetings is another way he has shown his efforts in making a positive relationship with each board member. He is always welcoming, understanding, and genuine. He is personable while still keeping things professional. Also, being new to the board I will say something that can be improved upon is a little more training before a new member starts. We did have a brief overview where we met many district employees and learned their roles as well as a few other items. It would have been nice to learn the in's and out's and expectations of a board member as well. Such as, how to go about collecting a board report, events we are invited to be representatives at (graduation), maybe even go over a previous agenda to get a feel for what a meeting might look like.

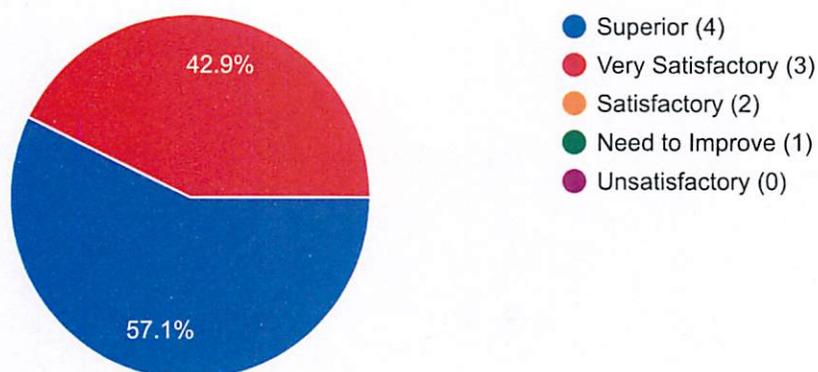
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Professional Practice

3.1 Develops and ensures the implementation of procedures and structures to support compliance with local, state, and federal laws and regulations

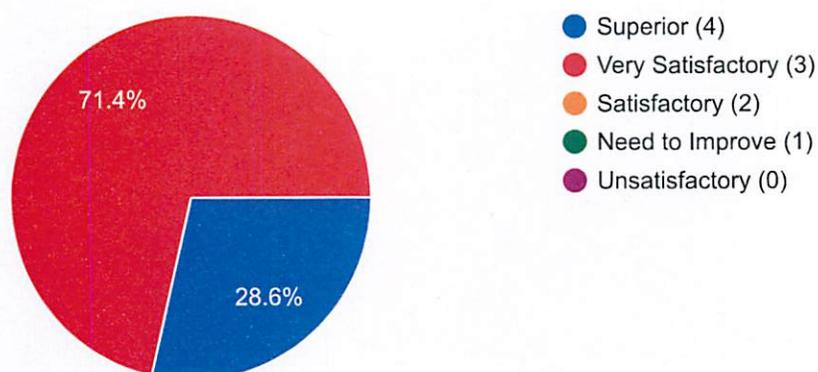
7 responses



Professional Practice

3.2 Implements personnel procedures, recruitment, and employee performance programs to hire and retain the best qualified teachers, administrators, and personnel

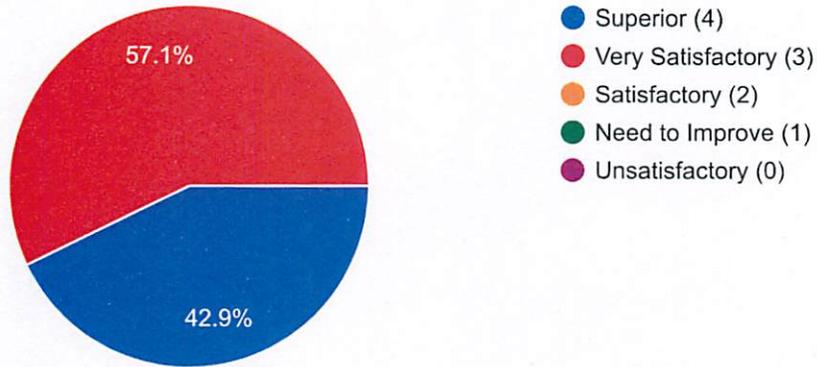
7 responses



Professional Practice

3.3 Aligns and adjusts resources accordingly to meet District priorities and annual goals operating within budget and fiscal guidelines

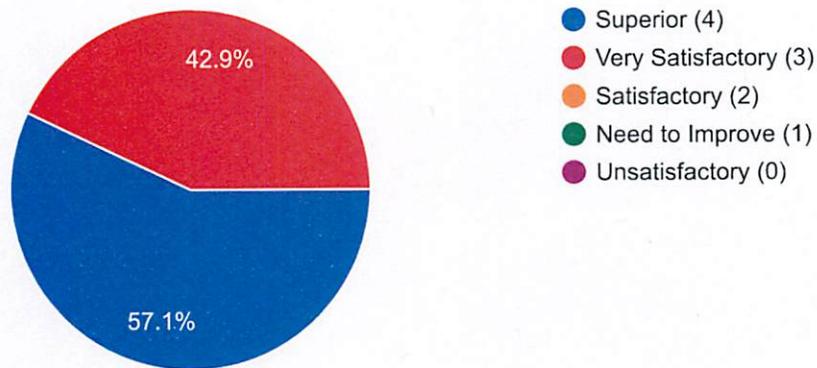
7 responses



Professional Practice

3.4 Guides the process of planning and budget development and makes recommendations based upon the District's current fiscal position and future needs

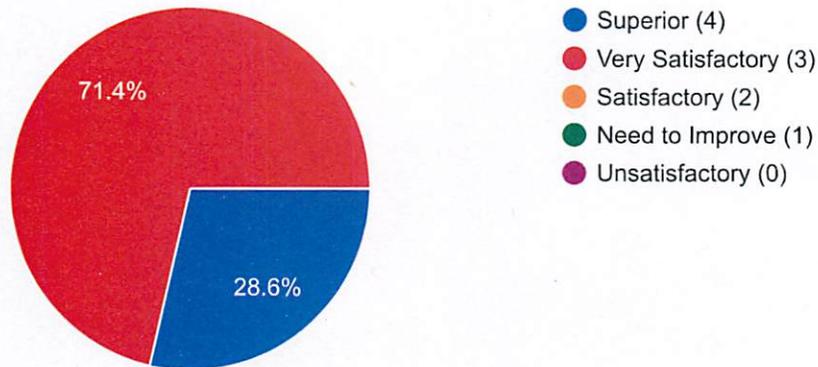
7 responses



Professional Practice

3.5 Stays informed of facilities use and needs and makes facilities recommendations, as needed to the Board, promotes safety across the District, and ensures a facilities management plan is in place for future needs

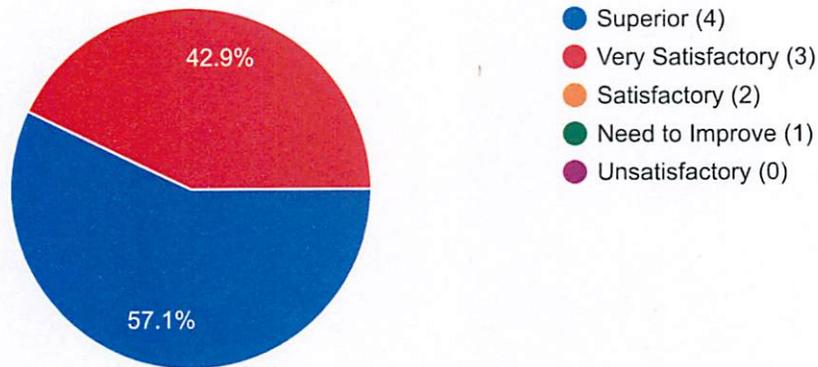
7 responses



Professional Practice

3.6 Effectively works with District bargaining units and actively seeks to improve bargaining outcomes that best serve students and the District

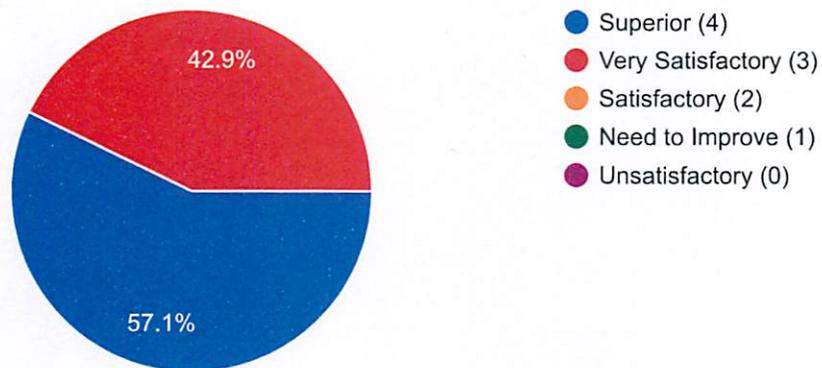
7 responses



Professional Practice

3.7 Promotes safety across the District

7 responses



Professional Practice

Comments: (Identify strengths or recommendations for improvement):

7 responses

Superintendent Feuling's strengths include budgeting and the strategic allocation of resources. He works closely with the Chief Financial & Operations Officer to ensure that all budgets remain aligned with the goals of the strategic plan. This year, he also responded to a request from the Board by providing monthly budget workshops, enabling a critical review of the district's financial operations to ensure transparency and to strategically identify areas where reductions may be necessary.

The superintendent performs at a superior level in keeping the board informed about compliance with local, state, and federal laws and regulations. He provides strong leadership in the recruitment of qualified teachers, administrators, and personnel, although I see some opportunity for improvement in the area of personnel retention as we continue working to strengthen stability across the district. He also keeps the board well informed on necessary budget adjustments, and I appreciate the time that staff dedicate to presenting clear explanations of the various budget accounts during our budget workshops. His success in working collaboratively with the bargaining units is also appreciated, as it contributes to maintaining positive relationships and productive negotiations across the district.

You obviously place a lot of emphasis into safety.

You also have done an excellent job with employee retention. Whether it is Mr. Sadler, his team, etc., you are allowing him to do what needs to be done to find, hire and retain employees for our district. Based on information we have discussed, our employees seem happy to work here, want to stay and enjoy working for you.

Mr. Feuling is rated very satisfactory in this area. I base this on the following:

- * Under his leadership, the district has continued to make improvements in the recruitment and retention of staff. The vacancy rate for October 2025 was 1.51%.
- * He hosts quarterly meetings with the bond oversight committee to update the members on improvements made to the schools. He also shares ideas and suggestions about future improvements being planned. Several improvements involved safety issues. These are then shared with the board for their input.
- * Under his leadership, the district recently secured four-year bargaining agreements with the district's bargaining units.
- * He ensures the budget director regularly reports to the board concerning the budget and financial issues. At the board's request, ongoing meetings will be held in light of a looming budget shortfall. These meetings will enable the board and administration to strike a balance between the needs of the students and being fiscally responsible to the community.



Mr. Feuling maintains positive relationships with our bargaining units and is a leader in this state in terms of school funding and budgeting. We are very fortunate to have his expertise as we begin to look at funding deficits.

I realize our budget is not 'in the green' and as healthy as we'd ALL like it to be, and I'm confident you'll hear about that in feedback from others. I don't have the answers, and I'm not even a little qualified to tell you how to fix it. I also fully understand that you wish we were 'healthier' as well, and I trust Spencer and you to work together to continually look for opportunities to make adjustments - micro or macro - to bring us closer to balance. Hard decisions are on the horizon, and I worry it's time to start looking at not just what to cut, but who to cut, which is never a comfortable position to sit in. But, to quote Mr Steve Jobs, "If you want to make every happy, don't be a leader. Sell ice cream."

I appreciate seeing the survey results about employees view on working for the district. It seems to be highly positive. I would love for those who felt less that satisfied to have the opportunity to express why and see if we can't address their concerns and make it a better experience for them.

I hear negotiations can be quite stressful at times. This is my first time with that back and forth experience and it seemed to go pretty smoothly. I think that shows that a great relationship and trust have been built.

I greatly appreciate all the safety updates that go into the schools and encourage that improvements and updates remain a top priority for the students.

Though the budget seems scary, I appreciate the transparency and keeping the board informed on this matter.

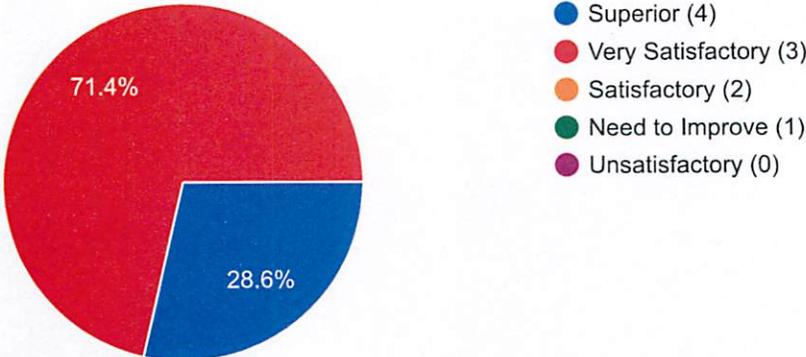
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Professional Practice

4.1 Communicates key information to all stakeholders in an appropriate and timely manner

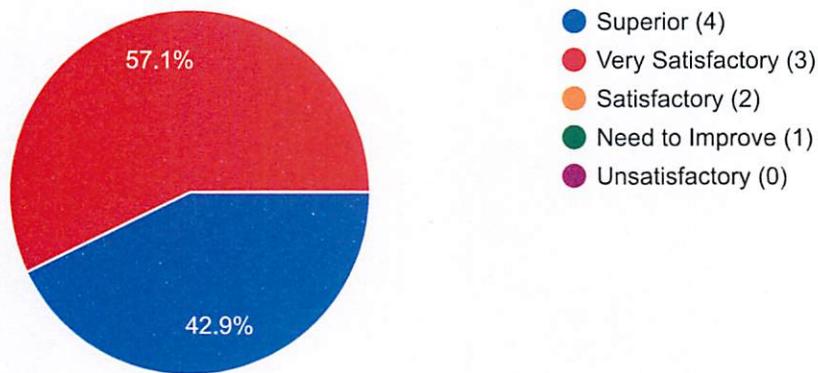
7 responses



Professional Practice

4.2 Works collaboratively with staff and community members to secure resources and effective partnerships to support District goals and student success

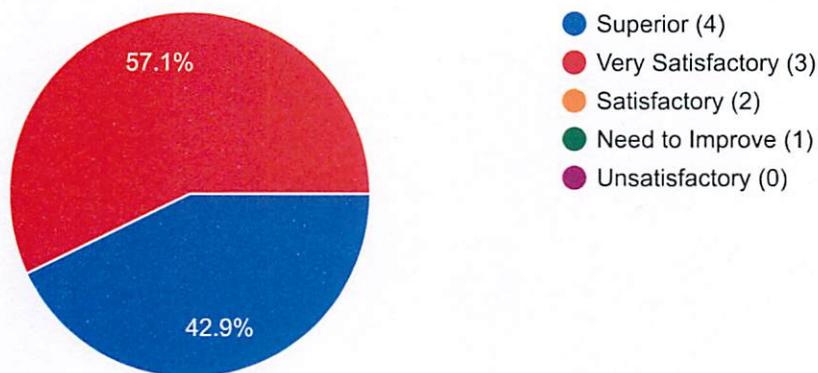
7 responses



Professional Practice

4.3 Uses effective public information strategies to communicate and promote a positive image of the District with families, community, the media, state and local officials

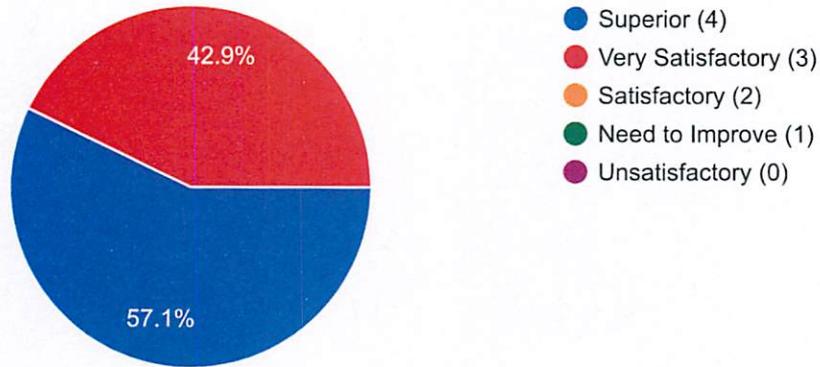
7 responses



Professional Practice

4.4 Establishes effective communication within the District and promotes positive interpersonal relations among staff

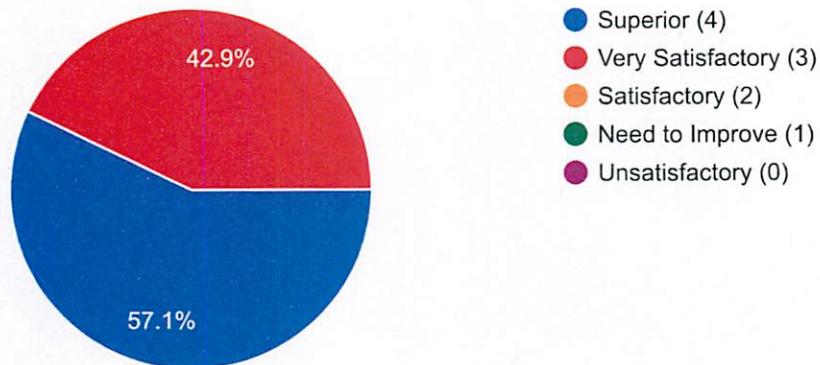
7 responses



Professional Practice

4.5 Creates an atmosphere of trust and respect with staff, families, and community members

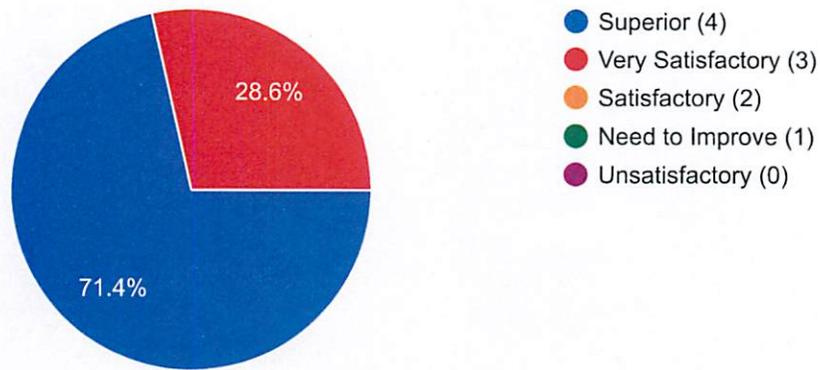
7 responses



Professional Practice

4.6 Regularly attends events and visibly engages the school community and the community at large

7 responses



Professional Practice

Comments: (Identify strengths or recommendations for improvement):

7 responses

Superintendent Feuling is a well-respected leader who continues to strengthen relationships with families, local businesses, and community leaders. I commend him for developing the "Community Partner of the Month" system to express his appreciation to community stakeholders for their loyalty and for their contributions to enhancing the educational experience of students in the K-12 system. He also made progress in connecting with the Spanish-speaking families by partnering with other local agencies, attending parenting sessions, and other family events.

The superintendent communicates key information to stakeholders in an appropriate and timely manner, which supports clarity and consistency throughout the district. I would still like to see the development of a calendar specifically for school board members so that we can more easily access information about school and community events and attend when possible. He works effectively with staff and community members to build partnerships that support district goals and student success, although there is room for expanded outreach to our Latino populations to ensure all families feel connected and represented. The district is doing a strong job informing families about district initiatives and creating an atmosphere of trust and respect. The information is available and accessible, and it is ultimately up to the community to read it and participate.

I appreciate seeing you at so many events. I know you are stretched thin.

I also appreciate receiving messages from people in the district that are appreciative of you, your guidance and your support for them. Keep it up.

Based on my observations, Mr. Feuling enjoys a good working relationship with his peers, staff, and community members. He holds ongoing meetings with the school principals to discuss ideas on how to improve school performance and student achievement. The principals, staff members, and community members I have personally spoken to speak highly of Mr. Feuling.

Mr. Feuling regularly attends school events. He also hosts quarterly Community Connections meetings where different school-related topics are presented to community members who attend. The Science of Reading and the importance of reading to a child were presented at this month's meeting.

Under his leadership, information is regularly shared with the community by way of newspaper press releases or when appropriate via a television spot.

Mr. Feuling knows the majority of our employees personally. He collaborates with community leaders and provides forums to keep families engaged and to provide resources and



information.

You are a very visible presence in the community. You're approachable and accessible to our parents & teachers. I think of the Wizard of Oz and the way nobody ever saw the wizard or knew what he really did or felt worthy or approaching him - whatever adjectives are the complete opposite of that - that's you! I'm not sure that the 'boots on the ground' portion of planning, promoting and executing all these community outreach/involvement programs and events falls on your efforts, but again - a good leader lets his people feel competent to create, knowing their boss has confidence in them, so kudos to you for your part in that. And once it's time for these events to play out, you are there front & center supporting your people and bringing a face & ear to the community.

So much support from the community which is great!

I am not able to make it out to many events, but I have seen you at the ones I've made it to and I've seen you on social media present at various events and I appreciate those efforts.

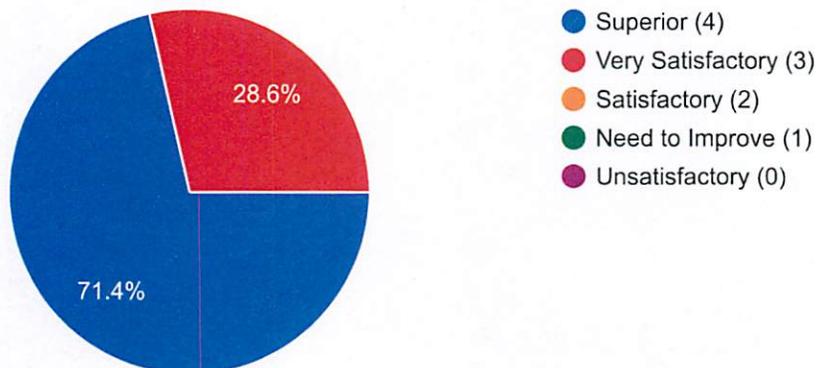
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Professional Practice

5.1 Demonstrates ethical and professional behavior, inspiring others to higher levels of performance

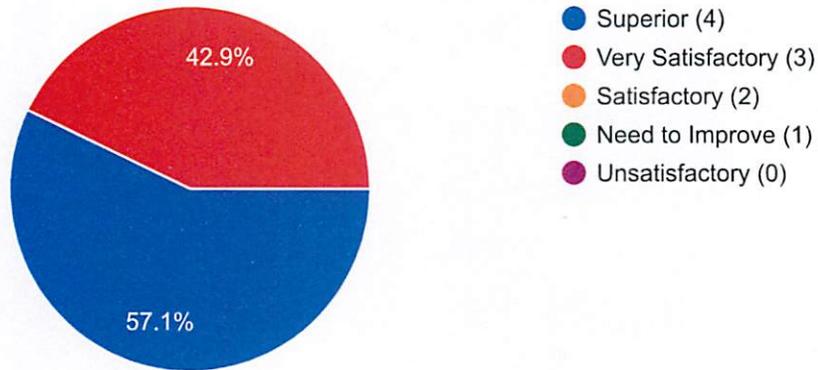
7 responses



Professional Practice

5.2 Maintains a caring and professional relationship with staff, grounded in shared District values

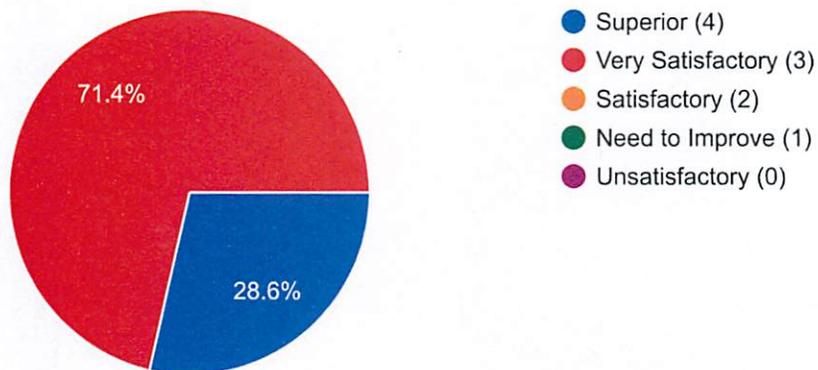
7 responses



Professional Practice

5.3 Demonstrates appreciation for, and sensitivity to, the diversity of the school community, and respects divergent opinions

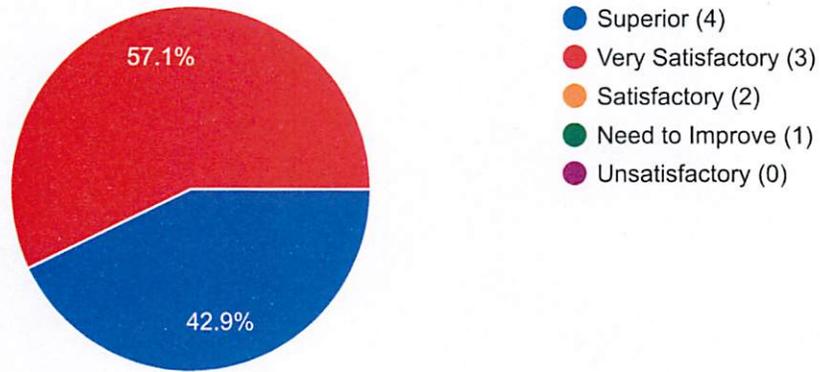
7 responses



Professional Practice

5.4 Demonstrates efforts to close the achievement gap across all demographics

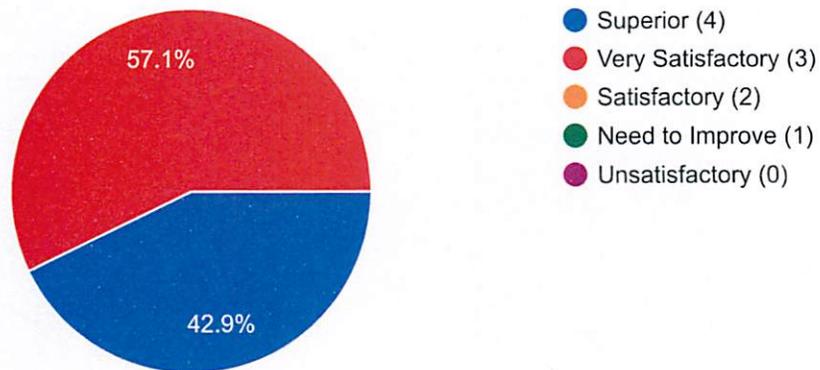
7 responses



Professional Practice

5.5 Demonstrates a high level of self-awareness and improves upon professional practice

7 responses



Professional Practice

Comments: (Identify strengths or recommendations for improvement):

7 responses

Superintendent Feuling conducts himself with integrity, fairness, and the highest ethical standards. He is a caring individual who treats everyone with respect. He continually seeks opportunities to expand his knowledge and refine processes that support the needs of all student sub-populations and their families. I commend him for his ongoing efforts to diversify his staff. I also appreciate his professionalism to collaborate and find common ground with the Board when addressing complex and challenging issues.

The superintendent demonstrates superior ethical leadership, consistently modeling professional behavior and inspiring others to perform at a higher level. He maintains a caring and respectful working relationship with staff, demonstrates strong self-awareness, and continually works to enhance his professional practice. There is room to strengthen efforts aimed at closing achievement gaps across all student demographics.

This is a very important section to me. You nail this one every time. I have no concerns whatsoever of your ethical values, professional behavior or desire to serve the diversity of this community.

I have always seen Mr. Feuling act ethically and professionally. He remains calm in stressful situations, and I have never heard him say or do anything inappropriate.

Mr. Feuling has demonstrated efforts to close the achievement gap for all students. This is evidenced by this year's improvement in our schools' earning 29 NSPF stars compared to 23 last year. There was an increase in Average Growth Percentage in most categories. This is due to the hard work of all staff members who work under Mr. Feuling's guidance.

Mr. Feuling is a hardworking ethical leader. Thank you for being such a positive leader.

You have a good awareness to our minority populations, whether that be racial, economical, academic ability or achievement. I feel like there is a solid advocacy effort to ensure we are serving our diverse populations. Based on employee surveys, I believe that the staff throughout our district feels seen, supported & valued by administration.

While I was impressed with the school performance scores (and recognize what a collaborative effort goes into those), I greatly appreciate your comment on success is not measured only by test scores and that you will continue to find ways for success in other ways. I fully believe in hands on learning opportunities and would love to see more of that being implemented in our schools, as well as more support for our special needs demographic.



PART 2: SUPERINTENDENT ANNUAL OBJECTIVES

Instructions for Rating the Superintendent on Annual Goals

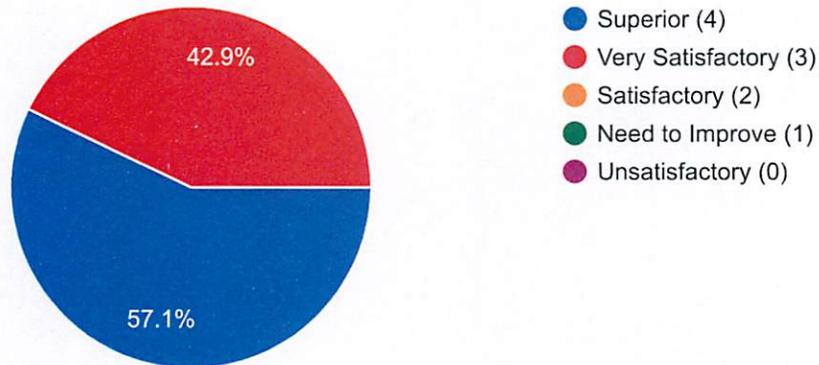


Actual Superintendent Goals

Goal 1 - Continue return to pre-pandemic academic achievement

a. District-wide adoption, implementation, and expansion of Multi-Tiered Systems of Support (MTSS) to align instructional, mental health, and behavior resources and expectations for all schools

7 responses



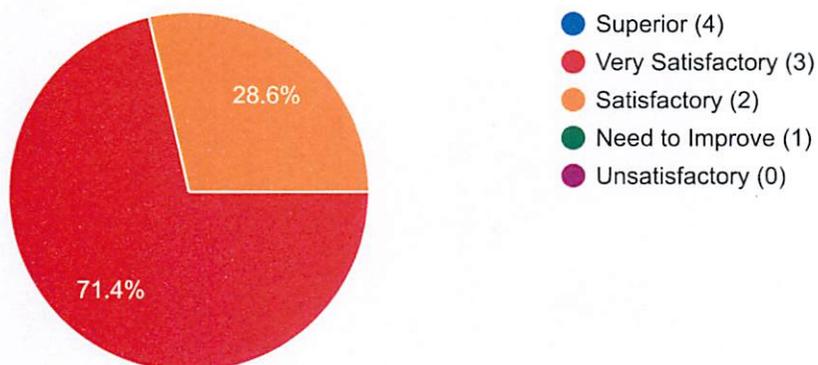
Actual Superintendent Goals

Goal 2 - Evaluate levels of student engagement and opportunities to improve

a. Support improving the understanding of the level of student engagement in schools through analysis of current participation in curricular, co-curricular, and extra-curricular activities/options and research of current student interests.

b. Expand work and resources to reduce chronic absenteeism

7 responses

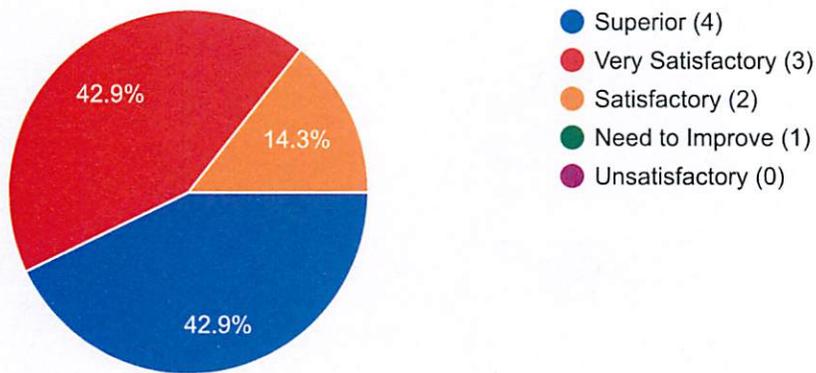


Actual Superintendent Goals

Goal 3 - Continue to improve the supports and opportunities for our students

- a. 99% staffing of all positions, district-wide.
- b. Increase the number of volunteers and community partners.

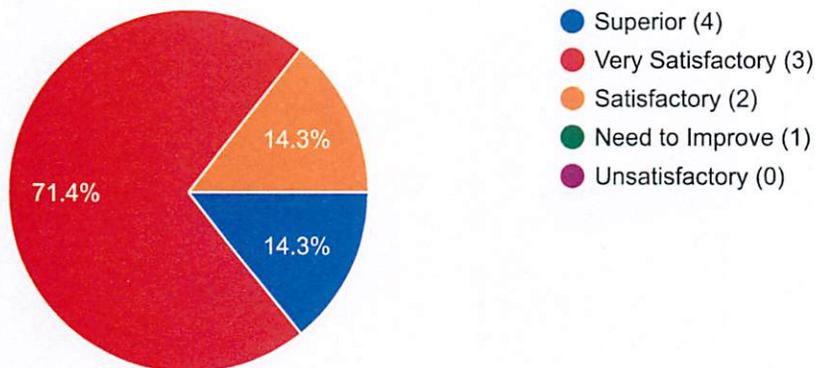
7 responses



Actual Superintendent Goals

Goal 4 - Compile a central reference of current parent engagement activities and work to enhance offerings/opportunities.

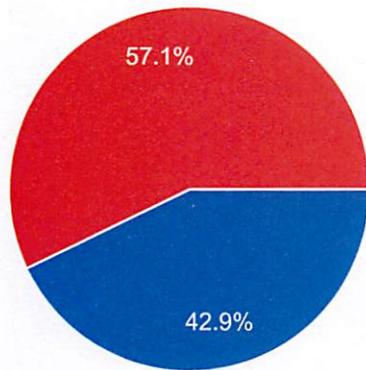
7 responses



Professional Practice

Standard 1: Vision, Culture & Instructional Leadership

7 responses

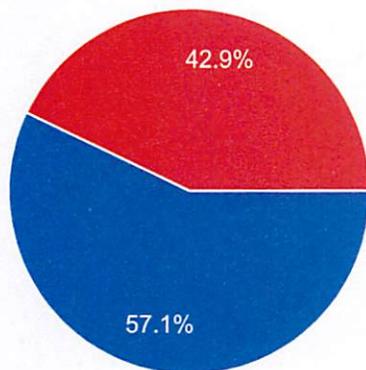


- Superior (4)
- Very Satisfactory (3)
- Satisfactory (2)
- Need to Improve (1)
- Unsatisfactory (0)

Professional Practice

Standard 2: Board Governance & Policy

7 responses



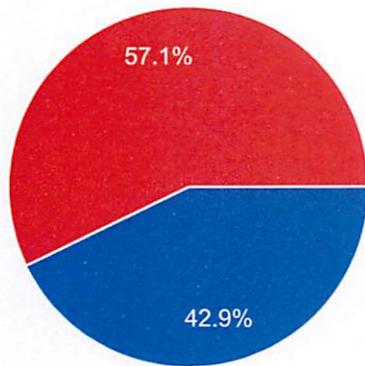
- Superior (4)
- Very Satisfactory (3)
- Satisfactory (2)
- Need to Improve (1)
- Unsatisfactory (0)



Professional Practice

Standard 3: Operations, Resources & Personnel Management

7 responses

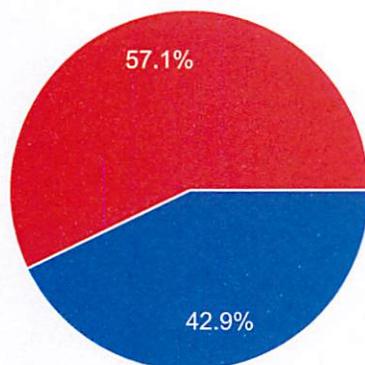


- Superior (4)
- Very Satisfactory (3)
- Satisfactory (2)
- Need to Improve (1)
- Unsatisfactory (0)

Professional Practice

Standard 4: Communication & Community Relations

7 responses



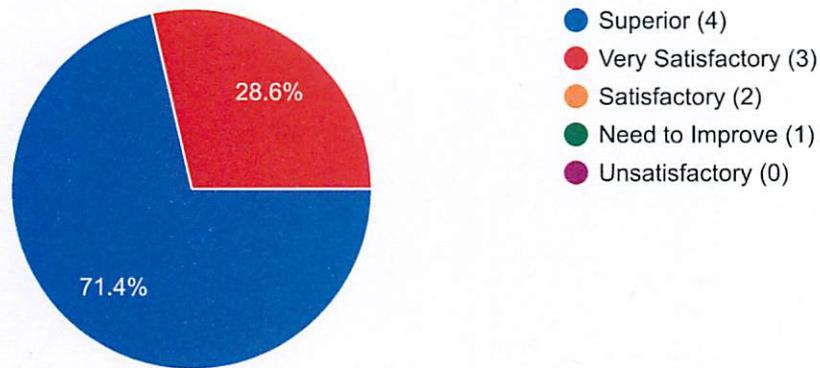
- Superior (4)
- Very Satisfactory (3)
- Satisfactory (2)
- Need to Improve (1)
- Unsatisfactory (0)



Professional Practice

Standard 5: Ethical Leadership

7 responses



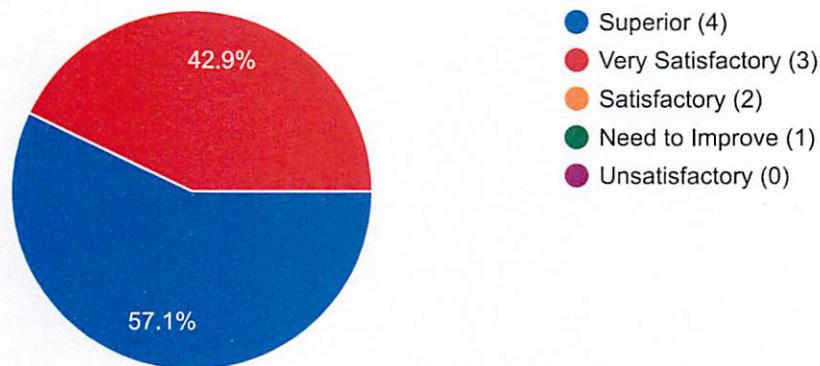
PART 3: SUMMARY SHEETS

Professional Practice

Objective for Goal 1: Continue return to pre-pandemic academic achievement.

a. District-wide adoption, implementation, and expansion of Multi-Tiered Systems of Support (MTSS) to align instructional, mental health, and behavior resources and expectations for all schools.

7 responses

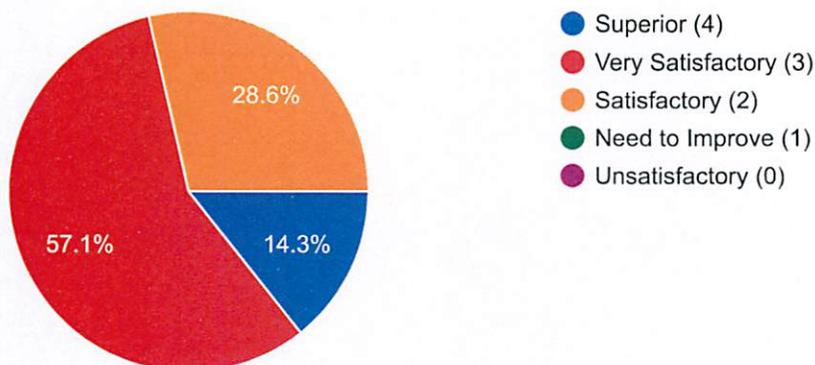


Professional Practice

Objective of Goal 2: Evaluate levels of student engagement and opportunities to improve

- a. Support improving the understanding of the level of student engagement in schools through analysis of current participation in curricular, co-curricular, and extra-curricular activities/options and research of current student interests.
- b. Expand work and resources to reduce chronic absenteeism.

7 responses

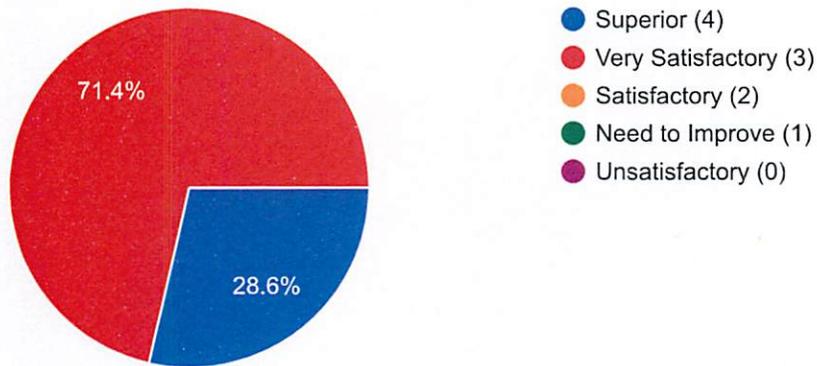


Professional Practice

Objective of Goal 3: Continue to improve the supports and opportunities for our students

- a. 99% staffing of all positions, district-wide.
- b. Increase the number of volunteers and community partners.

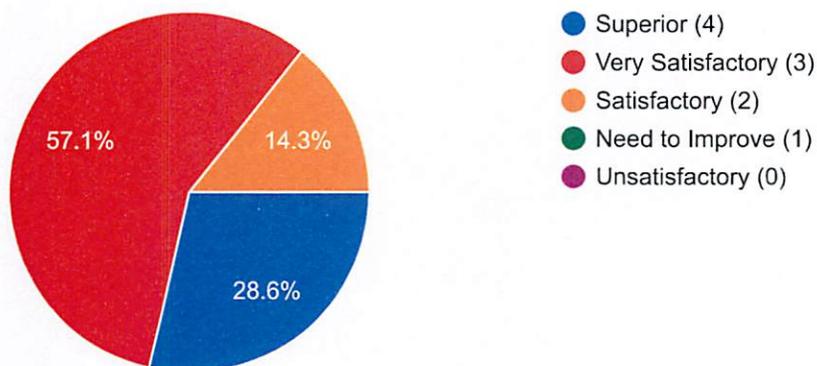
7 responses



Professional Practice

Objective of Goal 4: Compile a central reference of current parent engagement activities and work to enhance offerings/opportunities.

7 responses



Untitled Section



Board of Trustees Feedback Summary:

7 responses

I would like to commend Superintendent Feuling for the significant progress made in enhancing student achievement. The overall NSPF star rating has improved from 23 to 29, reflecting his effective leadership. The implementation of the new math curriculum is yielding substantial results, and the monthly budget workshops are promoting transparency among all stakeholders. The "Community Partner of the Month" program is fostering gratitude and collaboration. He also hosted the AASA Redefining Ready Cohort Conference and showcased the district's CTE programs to administrators visiting from nearly 15 states. Furthermore, Superintendent Feuling has developed metrics to assess district goals and student success outcomes, ensuring alignment with the district's strategic plan. Another notable achievement includes the promotion of a professional bilingual position to serve as dean, representing the largest percentage of the student population in the district. This move underscores his commitment to diversity and inclusion. Overall, Superintendent Feuling's initiatives are making a profound impact on our district, and I look forward to seeing continued progress. As Board President, It has been my pleasure to work with Superintendent Feuling.

The superintendent continues to demonstrate strong and ethical leadership, maintaining professional and positive relationships with staff and the community. He communicates effectively, responds promptly, and works collaboratively to support district goals. His commitment to continuous improvement is evident, and he models high standards of professionalism, integrity, and accountability.

Keep up the great work. Thank you for the efforts you put in this year, even with the difficulties of life. You have all the support from me and the rest of the board. Continue making this district a place people want to come and stay for a career.

Mr. Feuling has continued to perform his job duties in a very satisfactory manner.

I believe Mr. Feuling is a superior superintendent. The school district is well managed and he has high expectations of himself and his staff and leads with kindness.

Thanks for your unquestionable dedication to your staff, your students & your community. Your hands are very full but you are managing it all in a way that inspires confidence in those around you.

This has been a great first year on the board. I have felt very informed and understand the items that have come to the boards attention due to the superintendents availability, timely responses, and willingness to answer questions and thoroughly explain the issues. I appreciate your efforts in creating a positive working relationship with the board members, staff, students and families. Data has shown improvements in your goals. There is either a plan in place to work on areas that need improvement or a way for collecting data to be able to know how to address those needs. This shows the superintendent dedication, involvement, and awareness to the districts needs, from the top leaders down to the little learners. From academics to extra



curriculars it seems you are thinking of it all and how to make improvements to each area for everyone.

Board of Trustees Recommendations:

7 responses

Superintendent Feuling should engage his bilingual administrators to accompany him at parent engagement events. Additionally, I continue to advocate for a bilingual staff member in each school within our district to ensure that every front office is a welcoming environment. I also recommend that he continues to present policies to the Board for review to ensure they are updated comprehensively.

Areas for continued growth include strengthening outreach across the full diversity of the school community, encouraging broader inclusion of differing viewpoints, and further supporting efforts to reduce achievement gaps among all student groups. Additional areas for improvement include supporting all students in their participation in extra-curricular activities and continuing to address chronic absenteeism. Overall, the superintendent's performance reflects dedication, effectiveness, and a strong commitment to serving students, staff, and families.

Continue to make your goals a priority. They will come to fruition. Please keep a strong eye on MTSS and as I mentioned earlier, please make sure the kids that fly below the radar don't get missed. They deserve the same services and time that every other student deserves. I know this is an ongoing process.

As I tell you every year, make sure you take time for yourself and your family. You are needed here for the long term, so please don't burn out.

I am looking forward to having regular budget briefings with your recommendations on how to effectively reduce the looming budget deficit in a way that meets the needs of our students, and to be fiscally responsible to the community.

Continue the work of refining our budget priorities and keep that strong focus on student achievement.

Please continue a way to encourage and incorporate more hands on learning opportunities. This can be done all while sticking to the curriculum, laws, and guidelines. Help admin and teachers think outside the box.

I would love to see more supports for our special needs population. They need more staff support and training on IEP implementation. Reach out to parents about their experience and needs and how we can support them better.

Keep up the great work!



CARSON CITY SCHOOL DISTRICT BOARD OF TRUSTEES :

___ **2025**

Name of Trustee Completing Evaluation *

Lupe Ramirez

Superintendent's Evaluation Form

EVALUATION OVERVIEW

This evaluation model offers a three-part guide for evaluating the Superintendent:

Part I is based on standards and professional practices derived partly from the American Association of School Administrators and other sample evaluations. Each standard will be reviewed and rated.

Part II is based on local priorities of the District aligned with the Strategic Plan. Collectively, the Superintendent and Board define three to five priority SMART goals that focus the Superintendent's efforts for the year. An assessment will be made with regard to the successful completion of these annual goals.

Part III is the final performance summary sheet. It provides a final rating on the Superintendent's performance standards, annual goals, feedback, recommendations and signatures. The final summary sheet is placed in the Superintendent's personnel file.

THE EVALUATION MODEL AND TIMELINE

MODEL:

The Board of Trustees should participate in the process from start to finish, and the Board President is responsible for expediting the evaluation process.

1. Begin with a pre-assessment meeting between the Superintendent and Board to review the instrument and process. The Board and Superintendent should agree on the evaluation timeline and process. Collectively, the Board and Superintendent review the standards of performance, as well as identify the annual Superintendent goals based on local priorities of the District.
2. Determine if the evaluation process will occur only once, at the end of the year, as a summative (final) evaluation, or will also include a mid-year formative evaluation. If no mid-year formative evaluation is done, a scheduled progress report(s) may be warranted.
3. It is recommended that the Superintendent provide his/her own self-assessment with evidence to the Board. Board members should consider the Superintendent's self-assessment and supportive evidence when completing their own evaluations.
4. A designee collects all the individual Board member evaluations and compiles the results and comments.
5. A regular public meeting is convened for the Board to discuss the evaluation results and provide feedback regarding performance ratings, and a comprehensive comment summary and recommendations.
6. Shortly thereafter, the Superintendent, in a regular public meeting, has the opportunity to respond to the Board's evaluation results and feedback.

Timeline: The Superintendent evaluation is an ongoing process with a repeating cycle. The suggested action timeline for the evaluation is:

1. The Governance Team (Board and Superintendent) develops or confirms the vision, mission, annual goals, and beliefs of the District. (February)

2. The Governance Team defines the Superintendent's annual priority goals in measurable targets to be completed in an agreed upon timeline, based on District goals/long-range plans.
3. The Superintendent's professional development plan is reviewed with the Board to support his/her goals for the upcoming year.
4. The Board and Superintendent agree upon the evaluation process (including a mid-year formative performance assessment), instrument, rating method, and possible supporting documents/information/data to be used to measure performance.
5. The Superintendent makes quarterly progress reports to the Board on District goals.
6. If Governance Team conducts a formal mid-year formative performance assessment, this process includes:
 - a. Goal progress
 - b. Performance standards evaluation
 - c. Submission of preliminary evidence supporting work on goals and standards
 - d. Board members discuss their evaluation of the Superintendent, review of preliminary evidence submission and determine the Board's official preliminary evaluation rating and produce appropriate feedback.
7. Individual Board members complete the evaluation instrument considering the Superintendent's evidence and submit their completed evaluation to the designee to be compiled, according to the District's procedures.
8. Shortly thereafter, Board members meet in a public meeting to discuss their evaluation of the Superintendent, review the evidence submission, and determine the Board's evaluation rating and feedback.
9. The Board's evaluation document(s) is/are shared, clarified and discussed with the Superintendent. Changes to the evaluation may be made as a result of the discussions. Professional development goals will be included as a part of the final evaluation comment(s).

PART I: RATING SUPERINTENDENT ON PERFORMANCE STANDARDS

Performance

Standards and Rating Scale:

1. Vision, Culture & Instructional Leadership
2. Board Governance & Policy
3. Operations, Resource & Personnel Management
4. Communication and Community Relations
5. Ethical Leadership

Rating

Scale:

Superior (4)

Consistently demonstrates exceptional performance and effectiveness; goes above and beyond in meeting strategic objectives and core goals; exceeds job requirements and reasonable expectations to a noticeable degree. **(Provide Comment)**

Very Satisfactory (3)

Elements of excellence in performance; predominately demonstrates effectiveness in meeting objectives and goals; adds new dimensions to position through capability and desire.

Satisfactory (2)

Level of performance fulfills essential requirements and meets reasonable expectations; performance is what is expected.

Need to Improve (1)

Shows need for improvement; not completely effective; performance falls short of what is expected and requires improvement to continue employment.

Unsatisfactory (0)

Fails to demonstrate consistent or effective behavior; insufficient strength in performance to receive a "Need to Improve" rating. **(Provide Comment)**

Consider these norms and values when conducting the Superintendent's evaluation:

- Give the review the time it deserves
- Maintain a respectful, professional process
- Focus on standards and outcomes (not personality)
- Ask the Superintendent to conduct a self-assessment
- Use multiple evidence-based documents when assessing performance
- Identify strengths in performance to build upon
- Address poor results with tact and constructive criticism
- Give recommendations for corrective action where needed
- Go beyond conclusion reporting, consider a problem-solving focus
- Encourage a professional development plan
- Conclude the evaluation by outlining priority goals for the coming year

EVALUATION FORMS & STANDARDS

Individual Board members will rate the Superintendent's professional practice by selecting from the drop down that best describes the Superintendent's performance in that professional practice area and then determine the overall rating for the standard area based on the Superior, Very Satisfactory, Satisfactory, Need to Improve and Unsatisfactory rating scale.

STANDARD 1: Vision, Culture & Instructional Leadership

The Superintendent leads the District by promoting the success of all students, articulating a vision of learning, developing a positive school climate, and demonstrating best practices in instructional programs and staff professional development.

Professional Practice *

1.1 Leadership actions, staffing and resources are clearly aligned to student achievement focused vision, and that vision is evident in the school culture

 Dropdown

Very Satisfactory (3) ▼

Professional Practice *

1.2 Demonstrates a deep understanding of quality instruction and consistently promotes effective instructional programs and high expectations for student learning outcomes

 Dropdown

Very Satisfactory (3) ▼

Professional Practice

*

1.3 District goals are systemically aligned throughout the District with a focused plan for student achievement and school improvement supported by resources

 Dropdown

Superior (4) 

Professional Practice

*

1.4 Leads and supports the use of data informed instruction for administrators and teachers

 Dropdown

Very Satisfactory (3) 

Professional Practice

*

1.5 Monitors and reviews the effectiveness of curriculum and instruction and their alignment with state standards

 Dropdown

Superior (4) 

Professional Practice

*

1.6 Ensures that all staff have District specific professional development that directly enhances their performance, improves student learning, and ensures safety

 Dropdown

Very Satisfactory (3) 

Professional Practice

*

1.7 Sets self-improvement goals and applies learning from professional development

⌵ Dropdown

Very Satisfactory (3) ▼

Professional Practice

*

Comments: (Identify strengths or recommendations for improvement):

Under Superintendent Feuling's leadership, the Carson City School District has made significant progress increasing its overall star rating from 23 stars to 29 stars. This improvement is a clear reflection of his strong leadership. He also supported the adoption of a new elementary mathematics curriculum and instructional materials that have already demonstrated substantial effectiveness. The notable gains in growth and proficiency on the MAP and SBAC assessments confirm that the allocated funds were utilized appropriately. Additionally, he invested in the implementation of new ELA materials aligned with the science of reading. I commend him for proactively executing this initiative, which aligns with recent legislative mandates.

Untitled Section

STANDARD 2: Board Governance & Policy

The Superintendent works effectively with the Board of Trustees, exhibits a shared understanding of Board and Superintendent roles, leads and manages the District consistent with Board policies, and demonstrates the skills to work effectively with the Board.

Professional Practice

*

2.1 Offers professional advice to the Board with appropriate recommendations based on thorough study and analysis

⌵ Dropdown

Superior (4) ▼

Professional Practice

*

2.2 Keeps the Board regularly informed with data, reports, and information which enables them to make effective timely decisions

⌵ Dropdown

Superior (4) ▼

Professional Practice

*

2.3 Interprets and executes the intent of all Board policies and regulations, and advises the Board on the need for new and/or revised policies and regulations

⌵ Dropdown

Very Satisfactory (3) ▼

Professional Practice

*

2.4 Makes considerable effort to have a positive working relationship with the Board, treating all Board members fairly and respectfully, and attempts to resolve any serious conflicts with Board members

⌵ Dropdown

Superior (4) ▼

Professional Practice

*

Comments: (Identify strengths or recommendations for improvement):

Superintendent Feuling demonstrates exemplary communication skills. He responds promptly and thoughtfully to any questions or concerns raised by members of the Board. Additionally, his weekly emails provide clear and comprehensive updates. This year, he instituted a new practice aimed at strengthening relationships with each trustee by inviting us to meet with him on a quarterly basis. It is evident that he values the perspectives of all stakeholders and remains highly receptive to recommendations regarding areas in which the district may enhance its practices.

STANDARD 3: Operations, Resource & Personnel Management

The Superintendent demonstrates the knowledge, skills, and ability to effectively manage operations that promote a safe and effective environment for students and staff, ensure the fiscal health of the District, and implement sound personnel practices.

Professional Practice

*

3.1 Develops and ensures the implementation of procedures and structures to support compliance with local, state, and federal laws and regulations

⌵ Dropdown

Superior (4) ▼

Professional Practice

*

3.2 Implements personnel procedures, recruitment, and employee performance programs to hire and retain the best qualified teachers, administrators, and personnel

⌵ Dropdown

Very Satisfactory (3) ▼

Professional Practice

*

3.3 Aligns and adjusts resources accordingly to meet District priorities and annual goals operating within budget and fiscal guidelines

⌵ Dropdown

Superior (4) ▼

Professional Practice

*

3.4 Guides the process of planning and budget development and makes recommendations based upon the District's current fiscal position and future needs

⌵ Dropdown

Superior (4) ▼

Professional Practice

*

3.5 Stays informed of facilities use and needs and makes facilities recommendations, as needed to the Board, promotes safety across the District, and ensures a facilities management plan is in place for future needs

⌵ Dropdown

Very Satisfactory (3) ▼

Professional Practice

*

3.6 Effectively works with District bargaining units and actively seeks to improve bargaining outcomes that best serve students and the District

⌵ Dropdown

Superior (4) ▼

Professional Practice

*

3.7 Promotes safety across the District

⌵ Dropdown

Very Satisfactory (3) ▼

Professional Practice

*

Comments: (Identify strengths or recommendations for improvement):

Superintendent Feuling's strengths include budgeting and the strategic allocation of resources. He works closely with the Chief Financial & Operations Officer to ensure that all budgets remain aligned with the goals of the strategic plan. This year, he also responded to a request from the Board by providing monthly budget workshops, enabling a critical review of the district's financial operations to ensure transparency and to strategically identify areas where reductions may be necessary.

Untitled Section

STANDARD 4: Communication & Community Relations

The Superintendent establishes effective communication with students, parents, staff and community, and has the knowledge and awareness of different cultures among all community members to effectively engage and respond to diverse interests and needs that support the success of all students.

Professional Practice

*

4.1 Communicates key information to all stakeholders in an appropriate and timely manner

Dropdown

Very Satisfactory (3) ▼

Professional Practice

*

4.2 Works collaboratively with staff and community members to secure resources and effective partnerships to support District goals and student success

Dropdown

Superior (4) ▼

Professional Practice

*

4.3 Uses effective public information strategies to communicate and promote a positive image of the District with families, community, the media, state and local officials

⌵ Dropdown

Very Satisfactory (3) ▼

Professional Practice

*

4.4 Establishes effective communication within the District and promotes positive interpersonal relations among staff

⌵ Dropdown

Superior (4) ▼

Professional Practice

*

4.5 Creates an atmosphere of trust and respect with staff, families, and community members

⌵ Dropdown

Superior (4) ▼

Professional Practice

*

4.6 Regularly attends events and visibly engages the school community and the community at large

⌵ Dropdown

Superior (4) ▼

Professional Practice

*

Comments: (Identify strengths or recommendations for improvement):

Superintendent Feuling is a well-respected leader who continues to strengthen relationships with families, local businesses, and community leaders. I commend him for developing the "Community Partner of the Month" system to express his appreciation to community stakeholders for their loyalty and for their contributions to enhancing the educational experience of students in the K-12 system. He also made progress in connecting with the Spanish-speaking families by partnering with other local agencies, attending parenting sessions, and other family events.

Untitled Section

STANDARD 5: Ethical Leadership

The Superintendent promotes the success of every student and every staff member by acting ethically and with integrity and fairness.

Professional Practice

*

5.1 Demonstrates ethical and professional behavior, inspiring others to higher levels of performance

Dropdown

Superior (4) ▼

Professional Practice

*

5.2 Maintains a caring and professional relationship with staff, grounded in shared District values

Dropdown

Superior (4) ▼

Professional Practice

*

5.3 Demonstrates appreciation for, and sensitivity to, the diversity of the school community, and respects divergent opinions

⌵ Dropdown

Very Satisfactory (3) ▼

Professional Practice

*

5.4 Demonstrates efforts to close the achievement gap across all demographics

⌵ Dropdown

Superior (4) ▼

Professional Practice

*

5.5 Demonstrates a high level of self-awareness and improves upon professional practice

⌵ Dropdown

Very Satisfactory (3) ▼

Professional Practice

*

Comments: (Identify strengths or recommendations for improvement):

Superintendent Feuling conducts himself with integrity, fairness, and the highest ethical standards. He is a caring individual who treats everyone with respect. He continually seeks opportunities to expand his knowledge and refine processes that support the needs of all student sub-populations and their families. I commend him for his ongoing efforts to diversify his staff. I also appreciate his professionalism to collaborate and find common ground with the Board when addressing complex and challenging issues.

PART 2: SUPERINTENDENT ANNUAL OBJECTIVES

Instructions for Rating the Superintendent on Annual Goals

Indicate progress made related to each stated goal. Include multiple sources of data as supporting evidence for the progress and/or attainment of each goal. If data sources are unknown prior to the evaluation with the Superintendent, wait until supporting evidence is available to complete this section. For the Board members' convenience, the Clerk can prepopulate the chart on the following page with the Superintendent's annual goals.

THE SMART MODEL

Identifying annual goals with the Superintendent should define student achievement goals, priorities, and issues unique to the District. Three to five key goals that follow the SMART model (specific, measurable, achievable, relevant, and time bound). Optimally, the goals should be aligned with the District's goals and within the scope of the Superintendent's control. Benchmarks showing progress at certain intervals throughout the year should be reported and applied to each goal.

- **SPECIFIC**
- **MEASURABLE**
- **ACHIEVABLE**
- **RELEVANT**
- **TIME-BOUND**

Actual Superintendent Goals

*

Goal 1 - Continue return to pre-pandemic academic achievement

a. District-wide adoption, implementation, and expansion of Multi-Tiered Systems of Support (MTSS) to align instructional, mental health, and behavior resources and expectations for all schools

⌵ Dropdown

Superior (4)



Actual Superintendent Goals *

Goal 2 - Evaluate levels of student engagement and opportunities to improve

a. Support improving the understanding of the level of student engagement in schools through analysis of current participation in curricular, co-curricular, and extra-curricular activities/options and research of current student interests.

⌵ Dropdown

b. Expand work and resources to reduce chronic absenteeism

Very Satisfactory (3) ▼

Actual Superintendent Goals *

Goal 3 - Continue to improve the supports and opportunities for our students

a. 99% staffing of all positions, district-wide.

⌵ Dropdown

b. Increase the number of volunteers and community partners.

Superior (4) ▼

Actual Superintendent Goals *

Goal 4 - Compile a central reference of current parent engagement activities and work to enhance offerings/opportunities.

⌵ Dropdown

Very Satisfactory (3) ▼

Part I - PERFORMANCE STANDARDS

Professional Practice *

⌵ Dropdown

Standard 1: Vision, Culture & Instructional Leadership

Very Satisfactory (3) ▼

Professional Practice *

⌵ Dropdown

Standard 2: Board Governance & Policy

Superior (4) ▼

Professional Practice *

⌵ Dropdown

Standard 3: Operations, Resources & Personnel Management

Very Satisfactory (3) ▼

Professional Practice *

⌵ Dropdown

Standard 4: Communication & Community Relations

Superior (4) ▼

Professional Practice *

Dropdown

Standard 5: Ethical Leadership

Superior (4) ▼

PART 3: SUMMARY SHEETS

Part II - GOALS

Professional Practice *

Dropdown

Objective for Goal 1: Continue return to pre-pandemic academic achievement.

a. District-wide adoption, implementation, and expansion of Multi-Tiered Systems of Support (MTSS) to align instructional, mental health, and behavior resources and expectations for all schools.

Superior (4) ▼

Professional Practice *

Dropdown

Objective of Goal 2: Evaluate levels of student engagement and opportunities to improve

a. Support improving the understanding of the level of student engagement in schools through analysis of current participation in curricular, co-curricular, and extra-curricular activities/options and research of current student interests.

b. Expand work and resources to reduce chronic absenteeism.

Very Satisfactory (3) ▼

Professional Practice

*

Objective of Goal 3: Continue to improve the supports and opportunities for our students

⌵ Dropdown

a. 99% staffing of all positions, district-wide.

b. Increase the number of volunteers and community partners.

Very Satisfactory (3) ▼

Professional Practice

*

Objective of Goal 4: Compile a central reference of current parent engagement activities and work to enhance offerings/opportunities.

⌵ Dropdown

Very Satisfactory (3) ▼

Untitled Section

COMPILATION OF SCORES WILL BE COMPLETED AT DISTRICT OFFICE, FOLLOWING RECEIPT OF ALL INDIVIDUAL TRUSTEE EVALUATION FORMS.

SUPERIOR: 1120-896

VERY SATISFACTORY: 895-672

SATISFACTORY: 671-448

NEED TO IMPROVE: 447-224

UNSATISFACTORY: 223-0

Board of Trustees Feedback Summary: *

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Board of Trustees Recommendations: *

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This form was created inside of Carson City School District.

Google Forms

CARSON CITY SCHOOL DISTRICT BOARD OF TRUSTEES :

___ 2025

Name of Trustee Completing Evaluation *

Matt Clapham

Superintendent's Evaluation Form

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THE EVALUATION MODEL AND TIMELINE

MODEL:

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1. Begin with a pre-assessment meeting between the Superintendent and Board to review the instrument and process. The Board and Superintendent should agree on the evaluation timeline and process. Collectively, the Board and Superintendent review the standards of performance, as well as identify the annual Superintendent goals based on local priorities of the District.
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4. The Board and Superintendent agree upon the evaluation process (including a mid-year formative performance assessment), instrument, rating method, and possible supporting documents/information/data to be used to measure performance.
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9. The Board's evaluation document(s) is/are shared, clarified and discussed with the Superintendent. Changes to the evaluation may be made as a result of the discussions. Professional development goals will be included as a part of the final evaluation comment(s).

PART I: RATING SUPERINTENDENT ON PERFORMANCE STANDARDS

Performance

Standards and Rating Scale:

1. Vision, Culture & Instructional Leadership
2. Board Governance & Policy
3. Operations, Resource & Personnel Management
4. Communication and Community Relations
5. Ethical Leadership

Rating

Scale:

Superior (4)

Consistently demonstrates exceptional performance and effectiveness; goes above and beyond in meeting strategic objectives and core goals; exceeds job requirements and reasonable expectations to a noticeable degree. **(Provide Comment)**

Very Satisfactory (3)

Elements of excellence in performance; predominately demonstrates effectiveness in meeting objectives and goals; adds new dimensions to position through capability and desire.

Satisfactory (2)

Level of performance fulfills essential requirements and meets reasonable expectations; performance is what is expected.

Need to Improve (1)

Shows need for improvement; not completely effective; performance falls short of what is expected and requires improvement to continue employment.

Unsatisfactory (0)

Fails to demonstrate consistent or effective behavior; insufficient strength in performance to receive a "Need to Improve" rating. **(Provide Comment)**

Consider these norms and values when conducting the Superintendent's evaluation:

- Give the review the time it deserves
- Maintain a respectful, professional process
- Focus on standards and outcomes (not personality)
- Ask the Superintendent to conduct a self-assessment
- Use multiple evidence-based documents when assessing performance
- Identify strengths in performance to build upon
- Address poor results with tact and constructive criticism
- Give recommendations for corrective action where needed
- Go beyond conclusion reporting, consider a problem-solving focus
- Encourage a professional development plan
- Conclude the evaluation by outlining priority goals for the coming year

EVALUATION FORMS & STANDARDS

Individual Board members will rate the Superintendent's professional practice by selecting from the drop down that best describes the Superintendent's performance in that professional practice area and then determine the overall rating for the standard area based on the Superior, Very Satisfactory, Satisfactory, Need to Improve and Unsatisfactory rating scale.

STANDARD 1: Vision, Culture & Instructional Leadership

The Superintendent leads the District by promoting the success of all students, articulating a vision of learning, developing a positive school climate, and demonstrating best practices in instructional programs and staff professional development.

Professional Practice

*

1.1 Leadership actions, staffing and resources are clearly aligned to student achievement focused vision, and that vision is evident in the school culture

⌵ Dropdown

Very Satisfactory (3) ▼

Professional Practice

*

1.2 Demonstrates a deep understanding of quality instruction and consistently promotes effective instructional programs and high expectations for student learning outcomes

⌵ Dropdown

Very Satisfactory (3) ▼

Professional Practice

*

1.3 District goals are systemically aligned throughout the District with a focused plan for student achievement and school improvement supported by resources

⌵ Dropdown

Very Satisfactory (3) ▼

Professional Practice

*

1.4 Leads and supports the use of data informed instruction for administrators and teachers

⌵ Dropdown

Very Satisfactory (3) ▼

Professional Practice

*

1.5 Monitors and reviews the effectiveness of curriculum and instruction and their alignment with state standards

⌵ Dropdown

Very Satisfactory (3) ▼

Professional Practice

*

1.6 Ensures that all staff have District specific professional development that directly enhances their performance, improves student learning, and ensures safety

⌵ Dropdown

Very Satisfactory (3) ▼

Professional Practice

*

1.7 Sets self-improvement goals and applies learning from professional development

Dropdown

Very Satisfactory (3) ▼

Professional Practice

*

Comments: (Identify strengths or recommendations for improvement):

AJ,

Thank you for your hard work and dedication in this area. I know you put a lot of emphasis into making sure employees are set up for a successful teaching experience and to give the students the education they deserve.

I would request that we continue working with the MTSS program and making sure that not only the kids falling behind get the services, but also the ones that do pretty well, fly below the radar but may have struggles that go missed because the focus is on the higher need students.

I know this is always a work in progress, it takes time and you have people working diligently on this.

Untitled Section

STANDARD 2: Board Governance & Policy

The Superintendent works effectively with the Board of Trustees, exhibits a shared understanding of Board and Superintendent roles, leads and manages the District consistent with Board policies, and demonstrates the skills to work effectively with the Board.

Professional Practice

*

2.1 Offers professional advice to the Board with appropriate recommendations based on thorough study and analysis

⌵ Dropdown

Very Satisfactory (3) ▼

Professional Practice

*

2.2 Keeps the Board regularly informed with data, reports, and information which enables them to make effective timely decisions

⌵ Dropdown

Superior (4) ▼

Professional Practice

*

2.3 Interprets and executes the intent of all Board policies and regulations, and advises the Board on the need for new and/or revised policies and regulations

⌵ Dropdown

Very Satisfactory (3) ▼

Professional Practice

*

2.4 Makes considerable effort to have a positive working relationship with the Board, treating all Board members fairly and respectfully, and attempts to resolve any serious conflicts with Board members

⌵ Dropdown

Superior (4) ▼

Professional Practice

*

Comments: (Identify strengths or recommendations for improvement):

AJ,

You do great in this area. I never feel out of the loop or uninformed.

I would ask you to continue updating us on student success and how that is occurring during your superintendent update. This is very important. I know you are doing so in multiple ways. Please continue.

Untitled Section

STANDARD 3: Operations, Resource & Personnel Management

The Superintendent demonstrates the knowledge, skills, and ability to effectively manage operations that promote a safe and effective environment for students and staff, ensure the fiscal health of the District, and implement sound personnel practices.

Professional Practice

*

3.1 Develops and ensures the implementation of procedures and structures to support compliance with local, state, and federal laws and regulations

⌵ Dropdown

Very Satisfactory (3) ▼

Professional Practice

*

3.2 Implements personnel procedures, recruitment, and employee performance programs to hire and retain the best qualified teachers, administrators, and personnel

⌵ Dropdown

Very Satisfactory (3) ▼

Professional Practice

*

3.3 Aligns and adjusts resources accordingly to meet District priorities and annual goals operating within budget and fiscal guidelines

 Dropdown

Very Satisfactory (3) ▼

Professional Practice

*

3.4 Guides the process of planning and budget development and makes recommendations based upon the District's current fiscal position and future needs

 Dropdown

Very Satisfactory (3) ▼

Professional Practice

*

3.5 Stays informed of facilities use and needs and makes facilities recommendations, as needed to the Board, promotes safety across the District, and ensures a facilities management plan is in place for future needs

 Dropdown

Very Satisfactory (3) ▼

Professional Practice

*

3.6 Effectively works with District bargaining units and actively seeks to improve bargaining outcomes that best serve students and the District

 Dropdown

Very Satisfactory (3) ▼

Professional Practice

*

Dropdown

3.7 Promotes safety across the District

Superior (4)



Professional Practice

*

Comments: (Identify strengths or recommendations for improvement):

You obviously place a lot of emphasis into safety.

You also have done an excellent job with employee retention. Whether it is Mr. Sadler, his team, etc., you are allowing him to do what needs to be done to find, hire and retain employees for our district. Based on information we have discussed, our employees seem happy to work here, want to stay and enjoy working for you.

Untitled Section

STANDARD 4: Communication & Community Relations

The Superintendent establishes effective communication with students, parents, staff and community, and has the knowledge and awareness of different cultures among all community members to effectively engage and respond to diverse interests and needs that support the success of all students.

Professional Practice

*

Dropdown

4.1 Communicates key information to all stakeholders in an appropriate and timely manner

Very Satisfactory (3)



Professional Practice

*

4.2 Works collaboratively with staff and community members to secure resources and effective partnerships to support District goals and student success

⌵ Dropdown

Very Satisfactory (3) ▼

Professional Practice

*

4.3 Uses effective public information strategies to communicate and promote a positive image of the District with families, community, the media, state and local officials

⌵ Dropdown

Very Satisfactory (3) ▼

Professional Practice

*

4.4 Establishes effective communication within the District and promotes positive interpersonal relations among staff

⌵ Dropdown

Very Satisfactory (3) ▼

Professional Practice

*

4.5 Creates an atmosphere of trust and respect with staff, families, and community members

⌵ Dropdown

Very Satisfactory (3) ▼

Professional Practice

*

4.6 Regularly attends events and visibly engages the school community and the community at large

 Dropdown

Superior (4)



Professional Practice

*

Comments: (Identify strengths or recommendations for improvement):

I appreciate seeing you at so many events. I know you are stretched thin.

I also appreciate receiving messages from people in the district that are appreciative of you, your guidance and your support for them. Keep it up.

Untitled Section

STANDARD 5: Ethical Leadership

The Superintendent promotes the success of every student and every staff member by acting ethically and with integrity and fairness.

Professional Practice

*

5.1 Demonstrates ethical and professional behavior, inspiring others to higher levels of performance

 Dropdown

Superior (4)



Professional Practice

*

5.2 Maintains a caring and professional relationship with staff, grounded in shared District values

 Dropdown

Very Satisfactory (3) ▼

Professional Practice

*

5.3 Demonstrates appreciation for, and sensitivity to, the diversity of the school community, and respects divergent opinions

 Dropdown

Very Satisfactory (3) ▼

Professional Practice

*

5.4 Demonstrates efforts to close the achievement gap across all demographics

 Dropdown

Very Satisfactory (3) ▼

Professional Practice

*

5.5 Demonstrates a high level of self-awareness and improves upon professional practice

 Dropdown

Very Satisfactory (3) ▼

Comments: (Identify strengths or recommendations for improvement):

This is a very important section to me. You nail this one every time. I have no concerns whatsoever of your ethical values, professional behavior or desire to serve the diversity of this community.

Untitled Section

PART 2: SUPERINTENDENT ANNUAL OBJECTIVES

Instructions for Rating the Superintendent on Annual Goals

Indicate progress made related to each stated goal. Include multiple sources of data as supporting evidence for the progress and/or attainment of each goal. If data sources are unknown prior to the evaluation with the Superintendent, wait until supporting evidence is available to complete this section. For the Board members' convenience, the Clerk can prepopulate the chart on the following page with the Superintendent's annual goals.

THE SMART MODEL

Identifying annual goals with the Superintendent should define student achievement goals, priorities, and issues unique to the District. Three to five key goals that follow the SMART model (specific, measurable, achievable, relevant, and time bound). Optimally, the goals should be aligned with the District's goals and within the scope of the Superintendent's control. Benchmarks showing progress at certain intervals throughout the year should be reported and applied to each goal.

- **SPECIFIC**
- **MEASURABLE**
- **ACHIEVABLE**
- **RELEVANT**
- **TIME-BOUND**

Actual Superintendent Goals

*

Goal 1 - Continue return to pre-pandemic academic achievement

⌵ Dropdown

a. District-wide adoption, implementation, and expansion of Multi-Tiered Systems of Support (MTSS) to align instructional, mental health, and behavior resources and expectations for all schools

Very Satisfactory (3) ▼

Actual Superintendent Goals

*

Goal 2 - Evaluate levels of student engagement and opportunities to improve

⌵ Dropdown

a. Support improving the understanding of the level of student engagement in schools through analysis of current participation in curricular, co-curricular, and extra-curricular activities/options and research of current student interests.

b. Expand work and resources to reduce chronic absenteeism

Satisfactory (2) ▼

Actual Superintendent Goals

*

Goal 3 - Continue to improve the supports and opportunities for our students

⌵ Dropdown

a. 99% staffing of all positions, district-wide.

b. Increase the number of volunteers and community partners.

Satisfactory (2) ▼

Actual Superintendent Goals *

Goal 4 - Compile a central reference of current parent engagement activities and work to enhance offerings/opportunities.

⌵ Dropdown

Satisfactory (2) ▼

PART 3: SUMMARY SHEETS

Part I - PERFORMANCE STANDARDS

Professional Practice *

Standard 1: Vision, Culture & Instructional Leadership

⌵ Dropdown

Very Satisfactory (3) ▼

Professional Practice *

Standard 2: Board Governance & Policy

⌵ Dropdown

Very Satisfactory (3) ▼

Professional Practice *

Standard 3: Operations, Resources & Personnel Management

⌵ Dropdown

Very Satisfactory (3) ▼

Professional Practice *

Dropdown

Standard 4: Communication & Community Relations

Very Satisfactory (3) ▼

Professional Practice *

Dropdown

Standard 5: Ethical Leadership

Superior (4) ▼

PART 3: SUMMARY SHEETS

Part II - GOALS

Professional Practice *

Dropdown

Objective for Goal 1: Continue return to pre-pandemic academic achievement.

a. District-wide adoption, implementation, and expansion of Multi-Tiered Systems of Support (MTSS) to align instructional, mental health, and behavior resources and expectations for all schools.

Very Satisfactory (3) ▼

Professional Practice

*

Objective of Goal 2: Evaluate levels of student engagement and opportunities to improve

a. Support improving the understanding of the level of student engagement in schools through analysis of current participation in curricular, co-curricular, and extra-curricular activities/options and research of current student interests.

b. Expand work and resources to reduce chronic absenteeism.

 Dropdown

Satisfactory (2) 

Professional Practice

*

Objective of Goal 3: Continue to improve the supports and opportunities for our students

a. 99% staffing of all positions, district-wide.

b. Increase the number of volunteers and community partners.

 Dropdown

Very Satisfactory (3) 

Professional Practice

*

Objective of Goal 4: Compile a central reference of current parent engagement activities and work to enhance offerings/opportunities.

 Dropdown

Satisfactory (2) 

Untitled Section

COMPILATION OF SCORES WILL BE COMPLETED AT DISTRICT OFFICE, FOLLOWING RECEIPT OF ALL INDIVIDUAL TRUSTEE EVALUATION FORMS.

SUPERIOR: 1120-896

VERY SATISFACTORY: 895-672

SATISFACTORY: 671-448

NEED TO IMPROVE: 447-224

UNSATISFACTORY: 223-0

Board of Trustees Feedback Summary: *

Keep up the great work. Thank you for the efforts you put in this year, even with the difficulties of life. You have all the support from me and the rest of the board. Continue making this district a place people want to come and stay for a career.

Board of Trustees Recommendations: *

Continue to make your goals a priority. They will come to fruition. Please keep a strong eye on MTSS and as I mentioned earlier, please make sure the kids that fly below the radar don't get missed. They deserve the same services and time that every other student deserves. I know this is an ongoing process.

As I tell you every year, make sure you take time for yourself and your family. You are needed here for the long term, so please don't burn out.

This form was created inside of Carson City School District.

Google Forms

CARSON CITY SCHOOL DISTRICT BOARD OF TRUSTEES :

___ **2025**

Name of Trustee Completing Evaluation *

Michelle Pedersen

Superintendent's Evaluation Form

EVALUATION OVERVIEW

This evaluation model offers a three-part guide for evaluating the Superintendent:

Part I is based on standards and professional practices derived partly from the American Association of School Administrators and other sample evaluations. Each standard will be reviewed and rated.

Part II is based on local priorities of the District aligned with the Strategic Plan. Collectively, the Superintendent and Board define three to five priority SMART goals that focus the Superintendent's efforts for the year. An assessment will be made with regard to the successful completion of these annual goals.

Part III is the final performance summary sheet. It provides a final rating on the Superintendent's performance standards, annual goals, feedback, recommendations and signatures. The final summary sheet is placed in the Superintendent's personnel file.

THE EVALUATION MODEL AND TIMELINE

MODEL:

The Board of Trustees should participate in the process from start to finish, and the Board President is responsible for expediting the evaluation process.

1. Begin with a pre-assessment meeting between the Superintendent and Board to review the instrument and process. The Board and Superintendent should agree on the evaluation timeline and process. Collectively, the Board and Superintendent review the standards of performance, as well as identify the annual Superintendent goals based on local priorities of the District.
2. Determine if the evaluation process will occur only once, at the end of the year, as a summative (final) evaluation, or will also include a mid-year formative evaluation. If no mid-year formative evaluation is done, a scheduled progress report(s) may be warranted.
3. It is recommended that the Superintendent provide his/her own self-assessment with evidence to the Board. Board members should consider the Superintendent's self-assessment and supportive evidence when completing their own evaluations.
4. A designee collects all the individual Board member evaluations and compiles the results and comments.
5. A regular public meeting is convened for the Board to discuss the evaluation results and provide feedback regarding performance ratings, and a comprehensive comment summary and recommendations.
6. Shortly thereafter, the Superintendent, in a regular public meeting, has the opportunity to respond to the Board's evaluation results and feedback.

Timeline: The Superintendent evaluation is an ongoing process with a repeating cycle. The suggested action timeline for the evaluation is:

1. The Governance Team (Board and Superintendent) develops or confirms the vision, mission, annual goals, and beliefs of the District. (February)

2. The Governance Team defines the Superintendent's annual priority goals in measurable targets to be completed in an agreed upon timeline, based on District goals/long-range plans.
3. The Superintendent's professional development plan is reviewed with the Board to support his/her goals for the upcoming year.
4. The Board and Superintendent agree upon the evaluation process (including a mid-year formative performance assessment), instrument, rating method, and possible supporting documents/information/data to be used to measure performance.
5. The Superintendent makes quarterly progress reports to the Board on District goals.
6. If Governance Team conducts a formal mid-year formative performance assessment, this process includes:
 - a. Goal progress
 - b. Performance standards evaluation
 - c. Submission of preliminary evidence supporting work on goals and standards
 - d. Board members discuss their evaluation of the Superintendent, review of preliminary evidence submission and determine the Board's official preliminary evaluation rating and produce appropriate feedback.
7. Individual Board members complete the evaluation instrument considering the Superintendent's evidence and submit their completed evaluation to the designee to be compiled, according to the District's procedures.
8. Shortly thereafter, Board members meet in a public meeting to discuss their evaluation of the Superintendent, review the evidence submission, and determine the Board's evaluation rating and feedback.
9. The Board's evaluation document(s) is/are shared, clarified and discussed with the Superintendent. Changes to the evaluation may be made as a result of the discussions. Professional development goals will be included as a part of the final evaluation comment(s).

PART I: RATING SUPERINTENDENT ON PERFORMANCE STANDARDS

Performance

Standards and Rating Scale:

1. Vision, Culture & Instructional Leadership
2. Board Governance & Policy
3. Operations, Resource & Personnel Management
4. Communication and Community Relations
5. Ethical Leadership

**Rating
Scale:**

Superior (4)

Consistently demonstrates exceptional performance and effectiveness; goes above and beyond in meeting strategic objectives and core goals; exceeds job requirements and reasonable expectations to a noticeable degree. **(Provide Comment)**

Very Satisfactory (3)

Elements of excellence in performance; predominately demonstrates effectiveness in meeting objectives and goals; adds new dimensions to position through capability and desire.

Satisfactory (2)

Level of performance fulfills essential requirements and meets reasonable expectations; performance is what is expected.

Need to Improve (1)

Shows need for improvement; not completely effective; performance falls short of what is expected and requires improvement to continue employment.

Unsatisfactory (0)

Fails to demonstrate consistent or effective behavior; insufficient strength in performance to receive a "Need to Improve" rating. **(Provide Comment)**

Consider these norms and values when conducting the Superintendent's evaluation:

- Give the review the time it deserves
- Maintain a respectful, professional process
- Focus on standards and outcomes (not personality)
- Ask the Superintendent to conduct a self-assessment
- Use multiple evidence-based documents when assessing performance
- Identify strengths in performance to build upon
- Address poor results with tact and constructive criticism
- Give recommendations for corrective action where needed
- Go beyond conclusion reporting, consider a problem-solving focus
- Encourage a professional development plan
- Conclude the evaluation by outlining priority goals for the coming year

EVALUATION FORMS & STANDARDS

Individual Board members will rate the Superintendent's professional practice by selecting from the drop down that best describes the Superintendent's performance in that professional practice area and then determine the overall rating for the standard area based on the Superior, Very Satisfactory, Satisfactory, Need to Improve and Unsatisfactory rating scale.

STANDARD 1: Vision, Culture & Instructional Leadership

The Superintendent leads the District by promoting the success of all students, articulating a vision of learning, developing a positive school climate, and demonstrating best practices in instructional programs and staff professional development.

Professional Practice

*

1.1 Leadership actions, staffing and resources are clearly aligned to student achievement focused vision, and that vision is evident in the school culture

⌵ Dropdown

Superior (4)



Professional Practice

*

1.2 Demonstrates a deep understanding of quality instruction and consistently promotes effective instructional programs and high expectations for student learning outcomes

⌵ Dropdown

Superior (4)



Professional Practice

*

1.3 District goals are systemically aligned throughout the District with a focused plan for student achievement and school improvement supported by resources

⌵ Dropdown

Superior (4) ▼

Professional Practice

*

1.4 Leads and supports the use of data informed instruction for administrators and teachers

⌵ Dropdown

Superior (4) ▼

Professional Practice

*

1.5 Monitors and reviews the effectiveness of curriculum and instruction and their alignment with state standards

⌵ Dropdown

Superior (4) ▼

Professional Practice

*

1.6 Ensures that all staff have District specific professional development that directly enhances their performance, improves student learning, and ensures safety

⌵ Dropdown

Very Satisfactory (3) ▼

Professional Practice

*

1.7 Sets self-improvement goals and applies learning from professional development

Dropdown

Superior (4)



Professional Practice

*

Comments: (Identify strengths or recommendations for improvement):

You are not just here 'doing a job' you are invested and passionate about the success of the district, and I don't think anyone could dispute that. You work hard to ensure quality individuals are in place, and you allow some autonomy as they fulfill the expectations of their positions. A great leader doesn't micromanage, with his fingers in every dish - you allow your team to excel in their strengths while you support & guide them to achieve a shared vision. You are a great leader of a great team and I appreciate the confidence I feel knowing you are there at the top. I don't have any constructive/corrective feedback, just encouragement to keep investing in yourself and your team. I believe we're in good hands.

Untitled Section

STANDARD 2: Board Governance & Policy

The Superintendent works effectively with the Board of Trustees, exhibits a shared understanding of Board and Superintendent roles, leads and manages the District consistent with Board policies, and demonstrates the skills to work effectively with the Board.

Professional Practice

*

2.1 Offers professional advice to the Board with appropriate recommendations based on thorough study and analysis

Dropdown

Very Satisfactory (3)



Professional Practice

*

2.2 Keeps the Board regularly informed with data, reports, and information which enables them to make effective timely decisions

⌵ Dropdown

Superior (4) ▼

Professional Practice

*

2.3 Interprets and executes the intent of all Board policies and regulations, and advises the Board on the need for new and/or revised policies and regulations

⌵ Dropdown

Superior (4) ▼

Professional Practice

*

2.4 Makes considerable effort to have a positive working relationship with the Board, treating all Board members fairly and respectfully, and attempts to resolve any serious conflicts with Board members

⌵ Dropdown

Superior (4) ▼

Professional Practice

*

Comments: (Identify strengths or recommendations for improvement):

When people ask me how it's going on the school board, I always feel like they ask it with a bit of trepidation expecting me to unleash my grievances. Instead, I tell them that it's going great and that I feel Carson has the strongest school board in the entire state. I know I have heard you echo these sentiments as well - that the relationship we have between our board & superintendent is one of mutual respect, collaboration, and understanding, with grace in disagreements, and a dedication to the betterment of our kids & their educational experience. It sounds like that is not the case in all districts and I am proud to be a part of that here. You are a big part of maintaining that rapport. You communicate clearly and effectively, and you include us enough to feel like our input is valued without overwhelming us with the minutiae of your daily tasks.

Untitled Section

STANDARD 3: Operations, Resource & Personnel Management

The Superintendent demonstrates the knowledge, skills, and ability to effectively manage operations that promote a safe and effective environment for students and staff, ensure the fiscal health of the District, and implement sound personnel practices.

Professional Practice

*

3.1 Develops and ensures the implementation of procedures and structures to support compliance with local, state, and federal laws and regulations

⊙ Dropdown

Superior (4) ▼

Professional Practice

*

3.2 Implements personnel procedures, recruitment, and employee performance programs to hire and retain the best qualified teachers, administrators, and personnel

⌵ Dropdown

Superior (4) ▼

Professional Practice

*

3.3 Aligns and adjusts resources accordingly to meet District priorities and annual goals operating within budget and fiscal guidelines

⌵ Dropdown

Superior (4) ▼

Professional Practice

*

3.4 Guides the process of planning and budget development and makes recommendations based upon the District's current fiscal position and future needs

⌵ Dropdown

Superior (4) ▼

Professional Practice

*

3.5 Stays informed of facilities use and needs and makes facilities recommendations, as needed to the Board, promotes safety across the District, and ensures a facilities management plan is in place for future needs

⌵ Dropdown

Superior (4) ▼

Professional Practice

*

3.6 Effectively works with District bargaining units and actively seeks to improve bargaining outcomes that best serve students and the District

Dropdown

Superior (4) ▼

Professional Practice

*

3.7 Promotes safety across the District

Dropdown

Superior (4) ▼

Professional Practice

*

Comments: (Identify strengths or recommendations for improvement):

I realize our budget is not 'in the green' and as healthy as we'd ALL like it to be, and I'm confident you'll hear about that in feedback from others. I don't have the answers, and I'm not even a little qualified to tell you how to fix it. I also fully understand that you wish we were 'healthier' as well, and I trust Spencer and you to work together to continually look for opportunities to make adjustments - micro or macro - to bring us closer to balance. Hard decisions are on the horizon, and I worry it's time to start looking at not just what to cut, but who to cut, which is never a comfortable position to sit in. But, to quote Mr Steve Jobs, "If you want to make every happy, don't be a leader. Sell ice cream."

Untitled Section

STANDARD 4: Communication & Community Relations

The Superintendent establishes effective communication with students, parents, staff and community, and has the knowledge and awareness of different cultures among all community members to effectively engage and respond to diverse interests and needs that support the success of all students.

Professional Practice

*

4.1 Communicates key information to all stakeholders in an appropriate and timely manner

⌵ Dropdown

Superior (4)



Professional Practice

*

4.2 Works collaboratively with staff and community members to secure resources and effective partnerships to support District goals and student success

⌵ Dropdown

Superior (4)



Professional Practice

*

4.3 Uses effective public information strategies to communicate and promote a positive image of the District with families, community, the media, state and local officials

⌵ Dropdown

Superior (4)



Professional Practice

*

4.4 Establishes effective communication within the District and promotes positive interpersonal relations among staff

⌵ Dropdown

Superior (4)



Professional Practice

*

4.5 Creates an atmosphere of trust and respect with staff, families, and community members  Dropdown

Superior (4) ▼

Professional Practice

*

4.6 Regularly attends events and visibly engages the school community and the community at large  Dropdown

Superior (4) ▼

Professional Practice

*

Comments: (Identify strengths or recommendations for improvement):

You are a very visible presence in the community. You're approachable and accessible to our parents & teachers. I think of the Wizard of Oz and the way nobody ever saw the wizard or knew what he really did or felt worthy or approaching him - whatever adjectives are the complete opposite of that - that's you! I'm not sure that the 'boots on the ground' portion of planning, promoting and executing all these community outreach/involvement programs and events falls on your efforts, but again - a good leader lets his people feel competent to create, knowing their boss has confidence in them, so kudos to you for your part in that. And once it's time for these events to play out, you are there front & center supporting your people and bringing a face & ear to the community.

Untitled Section

STANDARD 5: Ethical Leadership

The Superintendent promotes the success of every student and every staff member by acting ethically and with integrity and fairness.

Professional Practice

*

5.1 Demonstrates ethical and professional behavior, inspiring others to higher levels of performance

⌵ Dropdown

Superior (4) ▼

Professional Practice

*

5.2 Maintains a caring and professional relationship with staff, grounded in shared District values

⌵ Dropdown

Superior (4) ▼

Professional Practice

*

5.3 Demonstrates appreciation for, and sensitivity to, the diversity of the school community, and respects divergent opinions

⌵ Dropdown

Superior (4) ▼

Professional Practice

*

5.4 Demonstrates efforts to close the achievement gap across all demographics

⌵ Dropdown

Superior (4) ▼

Professional Practice

*

5.5 Demonstrates a high level of self-awareness and improves upon professional practice

Dropdown

Superior (4)



Professional Practice

*

Comments: (Identify strengths or recommendations for improvement):

You have a good awareness to our minority populations, whether that be racial, economical, academic ability or achievement. I feel like there is a solid advocacy effort to ensure we are serving our diverse populations. Based on employee surveys, I believe that the staff throughout our district feels seen, supported & valued by administration.

Untitled Section

PART 2: SUPERINTENDENT ANNUAL OBJECTIVES

Instructions for Rating the Superintendent on Annual Goals

Indicate progress made related to each stated goal. Include multiple sources of data as supporting evidence for the progress and/or attainment of each goal. If data sources are unknown prior to the evaluation with the Superintendent, wait until supporting evidence is available to complete this section. For the Board members' convenience, the Clerk can prepopulate the chart on the following page with the Superintendent's annual goals.

THE SMART MODEL

Identifying annual goals with the Superintendent should define student achievement goals, priorities, and issues unique to the District. Three to five key goals that follow the SMART model (specific, measurable, achievable, relevant, and time bound). Optimally, the goals should be aligned with the District's goals and within the scope of the Superintendent's control. Benchmarks showing progress at certain intervals throughout the year should be reported and applied to each goal.

- **SPECIFIC**
- **MEASURABLE**
- **ACHIEVABLE**
- **RELEVANT**
- **TIME-BOUND**

Actual Superintendent Goals

*

Goal 1 - Continue return to pre-pandemic academic achievement

a. District-wide adoption, implementation, and expansion of Multi-Tiered Systems of Support (MTSS) to align instructional, mental health, and behavior resources and expectations for all schools

⌵ Dropdown

Superior (4)



Actual Superintendent Goals

*

Goal 2 - Evaluate levels of student engagement and opportunities to improve

a. Support improving the understanding of the level of student engagement in schools through analysis of current participation in curricular, co-curricular, and extra-curricular activities/options and research of current student interests.

Dropdown

b. Expand work and resources to reduce chronic absenteeism

Very Satisfactory (3) ▼

Actual Superintendent Goals

*

Goal 3 - Continue to improve the supports and opportunities for our students

a. 99% staffing of all positions, district-wide.

Dropdown

b. Increase the number of volunteers and community partners.

Superior (4) ▼

Actual Superintendent Goals

*

Goal 4 - Compile a central reference of current parent engagement activities and work to enhance offerings/opportunities.

Dropdown

Very Satisfactory (3) ▼

Part I - PERFORMANCE STANDARDS

Professional Practice *

 Dropdown

Standard 1: Vision, Culture & Instructional Leadership

Superior (4) ▼

Professional Practice *

 Dropdown

Standard 2: Board Governance & Policy

Superior (4) ▼

Professional Practice *

 Dropdown

Standard 3: Operations, Resources & Personnel Management

Superior (4) ▼

Professional Practice *

 Dropdown

Standard 4: Communication & Community Relations

Superior (4) ▼

Professional Practice *

Dropdown

Standard 5: Ethical Leadership

Superior (4) ▼

PART 3: SUMMARY SHEETS

Part II - GOALS

Professional Practice *

*

Objective for Goal 1: Continue return to pre-pandemic academic achievement.

Dropdown

a. District-wide adoption, implementation, and expansion of Multi-Tiered Systems of Support (MTSS) to align instructional, mental health, and behavior resources and expectations for all schools.

Superior (4) ▼

Professional Practice *

*

Objective of Goal 2: Evaluate levels of student engagement and opportunities to improve

Dropdown

a. Support improving the understanding of the level of student engagement in schools through analysis of current participation in curricular, co-curricular, and extra-curricular activities/options and research of current student interests.

b. Expand work and resources to reduce chronic absenteeism.

Superior (4) ▼

Professional Practice

*

Objective of Goal 3: Continue to improve the supports and opportunities for our students

⌵ Dropdown

a. 99% staffing of all positions, district-wide.

b. Increase the number of volunteers and community partners.

Superior (4) ▼

Professional Practice

*

Objective of Goal 4: Compile a central reference of current parent engagement activities and work to enhance offerings/opportunities.

⌵ Dropdown

Superior (4) ▼

Untitled Section

COMPILATION OF SCORES WILL BE COMPLETED AT DISTRICT OFFICE, FOLLOWING RECEIPT OF ALL INDIVIDUAL TRUSTEE EVALUATION FORMS.

SUPERIOR: 1120-896

VERY SATISFACTORY: 895-672

SATISFACTORY: 671-448

NEED TO IMPROVE: 447-224

UNSATISFACTORY: 223-0

Board of Trustees Feedback Summary: *

Thanks for your unquestionable dedication to your staff, your students & your community. Your hands are very full but you are managing it all in a way that inspires confidence in those around you.

Board of Trustees Recommendations: *

This form was created inside of Carson City School District.

Google Forms

CARSON CITY SCHOOL DISTRICT BOARD OF TRUSTEES :

 2025

Name of Trustee Completing Evaluation *

Michael Walker

Superintendent's Evaluation Form

EVALUATION OVERVIEW

This evaluation model offers a three-part guide for evaluating the Superintendent:

Part I is based on standards and professional practices derived partly from the American Association of School Administrators and other sample evaluations. Each standard will be reviewed and rated.

Part II is based on local priorities of the District aligned with the Strategic Plan. Collectively, the Superintendent and Board define three to five priority SMART goals that focus the Superintendent's efforts for the year. An assessment will be made with regard to the successful completion of these annual goals.

Part III is the final performance summary sheet. It provides a final rating on the Superintendent's performance standards, annual goals, feedback, recommendations and signatures. The final summary sheet is placed in the Superintendent's personnel file.

THE EVALUATION MODEL AND TIMELINE

MODEL:

The Board of Trustees should participate in the process from start to finish, and the Board President is responsible for expediting the evaluation process.

1. Begin with a pre-assessment meeting between the Superintendent and Board to review the instrument and process. The Board and Superintendent should agree on the evaluation timeline and process. Collectively, the Board and Superintendent review the standards of performance, as well as identify the annual Superintendent goals based on local priorities of the District.
2. Determine if the evaluation process will occur only once, at the end of the year, as a summative (final) evaluation, or will also include a mid-year formative evaluation. If no mid-year formative evaluation is done, a scheduled progress report(s) may be warranted.
3. It is recommended that the Superintendent provide his/her own self-assessment with evidence to the Board. Board members should consider the Superintendent's self-assessment and supportive evidence when completing their own evaluations.
4. A designee collects all the individual Board member evaluations and compiles the results and comments.
5. A regular public meeting is convened for the Board to discuss the evaluation results and provide feedback regarding performance ratings, and a comprehensive comment summary and recommendations.
6. Shortly thereafter, the Superintendent, in a regular public meeting, has the opportunity to respond to the Board's evaluation results and feedback.

Timeline: *The Superintendent evaluation is an ongoing process with a repeating cycle. The suggested action timeline for the evaluation is:*

1. The Governance Team (Board and Superintendent) develops or confirms the vision, mission, annual goals, and beliefs of the District. (February)

2. The Governance Team defines the Superintendent's annual priority goals in measurable targets to be completed in an agreed upon timeline, based on District goals/long-range plans.
3. The Superintendent's professional development plan is reviewed with the Board to support his/her goals for the upcoming year.
4. The Board and Superintendent agree upon the evaluation process (including a mid-year formative performance assessment), instrument, rating method, and possible supporting documents/information/data to be used to measure performance.
5. The Superintendent makes quarterly progress reports to the Board on District goals.
6. If Governance Team conducts a formal mid-year formative performance assessment, this process includes:
 - a. Goal progress
 - b. Performance standards evaluation
 - c. Submission of preliminary evidence supporting work on goals and standards
 - d. Board members discuss their evaluation of the Superintendent, review of preliminary evidence submission and determine the Board's official preliminary evaluation rating and produce appropriate feedback.
7. Individual Board members complete the evaluation instrument considering the Superintendent's evidence and submit their completed evaluation to the designee to be compiled, according to the District's procedures.
8. Shortly thereafter, Board members meet in a public meeting to discuss their evaluation of the Superintendent, review the evidence submission, and determine the Board's evaluation rating and feedback.
9. The Board's evaluation document(s) is/are shared, clarified and discussed with the Superintendent. Changes to the evaluation may be made as a result of the discussions. Professional development goals will be included as a part of the final evaluation comment(s).

PART I: RATING SUPERINTENDENT ON PERFORMANCE STANDARDS

Performance

Standards and Rating Scale:

1. Vision, Culture & Instructional Leadership
2. Board Governance & Policy
3. Operations, Resource & Personnel Management
4. Communication and Community Relations
5. Ethical Leadership

Rating

Scale:

Superior (4)

Consistently demonstrates exceptional performance and effectiveness; goes above and beyond in meeting strategic objectives and core goals; exceeds job requirements and reasonable expectations to a noticeable degree. **(Provide Comment)**

Very Satisfactory (3)

Elements of excellence in performance; predominately demonstrates effectiveness in meeting objectives and goals; adds new dimensions to position through capability and desire.

Satisfactory (2)

Level of performance fulfills essential requirements and meets reasonable expectations; performance is what is expected.

Need to Improve (1)

Shows need for improvement; not completely effective; performance falls short of what is expected and requires improvement to continue employment.

Unsatisfactory (0)

Fails to demonstrate consistent or effective behavior; insufficient strength in performance to receive a "Need to Improve" rating. **(Provide Comment)**

Consider these norms and values when conducting the Superintendent's evaluation:

- Give the review the time it deserves
- Maintain a respectful, professional process
- Focus on standards and outcomes (not personality)
- Ask the Superintendent to conduct a self-assessment
- Use multiple evidence-based documents when assessing performance
- Identify strengths in performance to build upon
- Address poor results with tact and constructive criticism
- Give recommendations for corrective action where needed
- Go beyond conclusion reporting, consider a problem-solving focus
- Encourage a professional development plan
- Conclude the evaluation by outlining priority goals for the coming year

EVALUATION FORMS & STANDARDS

Individual Board members will rate the Superintendent's professional practice by selecting from the drop down that best describes the Superintendent's performance in that professional practice area and then determine the overall rating for the standard area based on the Superior, Very Satisfactory, Satisfactory, Need to Improve and Unsatisfactory rating scale.

STANDARD 1: Vision, Culture & Instructional Leadership

The Superintendent leads the District by promoting the success of all students, articulating a vision of learning, developing a positive school climate, and demonstrating best practices in instructional programs and staff professional development.

Professional Practice

*

1.1 Leadership actions, staffing and resources are clearly aligned to student achievement focused vision, and that vision is evident in the school culture

⌵ Dropdown

Very Satisfactory (3) ▼

Professional Practice

*

1.2 Demonstrates a deep understanding of quality instruction and consistently promotes effective instructional programs and high expectations for student learning outcomes

⌵ Dropdown

Very Satisfactory (3) ▼

Professional Practice

*

1.3 District goals are systemically aligned throughout the District with a focused plan for student achievement and school improvement supported by resources

⌵ Dropdown

Superior (4) ▼

Professional Practice

*

1.4 Leads and supports the use of data informed instruction for administrators and teachers

⌵ Dropdown

Superior (4) ▼

Professional Practice

*

1.5 Monitors and reviews the effectiveness of curriculum and instruction and their alignment with state standards

⌵ Dropdown

Very Satisfactory (3) ▼

Professional Practice

*

1.6 Ensures that all staff have District specific professional development that directly enhances their performance, improves student learning, and ensures safety

⌵ Dropdown

Superior (4) ▼

Professional Practice

*

1.7 Sets self-improvement goals and applies learning from professional development

⌵ Dropdown

Very Satisfactory (3) ▼

Professional Practice

*

Comments: (Identify strengths or recommendations for improvement):

CCSD has set goals to improve student achievement and provides professional learning opportunities to staff members based on best practices and curriculum implementation. Mr. Feuling and his team have procedures in place to provide mentoring and support to all educators.

Untitled Section

STANDARD 2: Board Governance & Policy

The Superintendent works effectively with the Board of Trustees, exhibits a shared understanding of Board and Superintendent roles, leads and manages the District consistent with Board policies, and demonstrates the skills to work effectively with the Board.

Professional Practice

*

2.1 Offers professional advice to the Board with appropriate recommendations based on thorough study and analysis

⌵ Dropdown

Superior (4) ▼

Professional Practice

*

2.2 Keeps the Board regularly informed with data, reports, and information which enables them to make effective timely decisions

⌵ Dropdown

Very Satisfactory (3) ▼

Professional Practice

*

2.3 Interprets and executes the intent of all Board policies and regulations, and advises the Board on the need for new and/or revised policies and regulations

⌵ Dropdown

Superior (4) ▼

Professional Practice

*

2.4 Makes considerable effort to have a positive working relationship with the Board, treating all Board members fairly and respectfully, and attempts to resolve any serious conflicts with Board members

⌵ Dropdown

Superior (4) ▼

Professional Practice

*

Comments: (Identify strengths or recommendations for improvement):

Mr. Feuling is a great superintendent and partner for this board. He keeps the board informed of important information and diligently works to implement the boards policies.

Untitled Section

The Superintendent demonstrates the knowledge, skills, and ability to effectively manage operations that promote a safe and effective environment for students and staff, ensure the fiscal health of the District, and implement sound personnel practices.

Professional Practice

*

3.1 Develops and ensures the implementation of procedures and structures to support compliance with local, state, and federal laws and regulations

⌵ Dropdown

Superior (4) ▼

Professional Practice

*

3.2 Implements personnel procedures, recruitment, and employee performance programs to hire and retain the best qualified teachers, administrators, and personnel

⌵ Dropdown

Superior (4) ▼

Professional Practice

*

3.3 Aligns and adjusts resources accordingly to meet District priorities and annual goals operating within budget and fiscal guidelines

⌵ Dropdown

Very Satisfactory (3) ▼

Professional Practice

*

3.4 Guides the process of planning and budget development and makes recommendations based upon the District's current fiscal position and future needs

⌵ Dropdown

Superior (4) ▼

Professional Practice

*

3.5 Stays informed of facilities use and needs and makes facilities recommendations, as needed to the Board, promotes safety across the District, and ensures a facilities management plan is in place for future needs

⌵ Dropdown

Very Satisfactory (3) ▼

Professional Practice

*

3.6 Effectively works with District bargaining units and actively seeks to improve bargaining outcomes that best serve students and the District

⌵ Dropdown

Superior (4) ▼

Professional Practice

*

3.7 Promotes safety across the District

⌵ Dropdown

Superior (4) ▼

Professional Practice

*

Comments: (Identify strengths or recommendations for improvement):

Mr. Feuling maintains positive relationships with our bargaining units and is a leader in this state in terms of school funding and budgeting. We are very fortunate to have his expertise as we begin to look at funding deficits.

Untitled Section

STANDARD 4: Communication & Community Relations

The Superintendent establishes effective communication with students, parents, staff and community, and has the knowledge and awareness of different cultures among all community members to effectively engage and respond to diverse interests and needs that support the success of all students.

Professional Practice

*

4.1 Communicates key information to all stakeholders in an appropriate and timely manner

Dropdown

Superior (4)



Professional Practice

*

4.2 Works collaboratively with staff and community members to secure resources and effective partnerships to support District goals and student success

Dropdown

Superior (4)



Professional Practice

*

4.3 Uses effective public information strategies to communicate and promote a positive image of the District with families, community, the media, state and local officials

 Dropdown

Superior (4) 

Professional Practice

*

4.4 Establishes effective communication within the District and promotes positive interpersonal relations among staff

 Dropdown

Superior (4) 

Professional Practice

*

4.5 Creates an atmosphere of trust and respect with staff, families, and community members

 Dropdown

Superior (4) 

Professional Practice

*

4.6 Regularly attends events and visibly engages the school community and the community at large

 Dropdown

Superior (4) 

Professional Practice

*

Comments: (Identify strengths or recommendations for improvement):

Mr. Feuling knows the majority of our employees personally. He collaborates with community leaders and provides forums to keeps families engaged and to provide resources and information.

Untitled Section

STANDARD 5: Ethical Leadership

The Superintendent promotes the success of every student and every staff member by acting ethically and with integrity and fairness.

Professional Practice

*

5.1 Demonstrates ethical and professional behavior, inspiring others to higher levels of performance

Dropdown

Superior (4)

Professional Practice

*

5.2 Maintains a caring and professional relationship with staff, grounded in shared District values

Dropdown

Superior (4)

Professional Practice

*

5.3 Demonstrates appreciation for, and sensitivity to, the diversity of the school community, and respects divergent opinions

⌵ Dropdown

Superior (4)



Professional Practice

*

5.4 Demonstrates efforts to close the achievement gap across all demographics

⌵ Dropdown

Superior (4)



Professional Practice

*

5.5 Demonstrates a high level of self-awareness and improves upon professional practice

⌵ Dropdown

Superior (4)



Professional Practice

*

Comments: (Identify strengths or recommendations for improvement):

Mr. Feuling is a hardworking ethical leader. Thank you for being such a positive leader.

Untitled Section

PART 2: SUPERINTENDENT ANNUAL OBJECTIVES

Instructions for Rating the Superintendent on Annual Goals

Indicate progress made related to each stated goal. Include multiple sources of data as supporting evidence for the progress and/or attainment of each goal. If data sources are unknown prior to the evaluation with the Superintendent, wait until supporting evidence is available to complete this section. For the Board members' convenience, the Clerk can prepopulate the chart on the following page with the Superintendent's annual goals.

THE SMART MODEL

Identifying annual goals with the Superintendent should define student achievement goals, priorities, and issues unique to the District. Three to five key goals that follow the SMART model (specific, measurable, achievable, relevant, and time bound). Optimally, the goals should be aligned with the District's goals and within the scope of the Superintendent's control. Benchmarks showing progress at certain intervals throughout the year should be reported and applied to each goal.

- **SPECIFIC**
- **MEASURABLE**
- **ACHIEVABLE**
- **RELEVANT**
- **TIME-BOUND**

Actual Superintendent Goals

*

Goal 1 - Continue return to pre-pandemic academic achievement

a. District-wide adoption, implementation, and expansion of Multi-Tiered Systems of Support (MTSS) to align instructional, mental health, and behavior resources and expectations for all schools

⊙ Dropdown

Superior (4)



Actual Superintendent Goals

*

Goal 2 - Evaluate levels of student engagement and opportunities to improve

a. Support improving the understanding of the level of student engagement in schools through analysis of current participation in curricular, co-curricular, and extra-curricular activities/options and research of current student interests.

Dropdown

b. Expand work and resources to reduce chronic absenteeism

Very Satisfactory (3) ▼

Actual Superintendent Goals

*

Goal 3 - Continue to improve the supports and opportunities for our students

a. 99% staffing of all positions, district-wide.

Dropdown

b. Increase the number of volunteers and community partners.

Superior (4) ▼

Actual Superintendent Goals

*

Goal 4 - Compile a central reference of current parent engagement activities and work to enhance offerings/opportunities.

Dropdown

Very Satisfactory (3) ▼

Part I - PERFORMANCE STANDARDS

Professional Practice *

⌵ Dropdown

Standard 1: Vision, Culture & Instructional Leadership

Superior (4) ▼

Professional Practice *

⌵ Dropdown

Standard 2: Board Governance & Policy

Superior (4) ▼

Professional Practice *

⌵ Dropdown

Standard 3: Operations, Resources & Personnel Management

Superior (4) ▼

Professional Practice *

⌵ Dropdown

Standard 4: Communication & Community Relations

Superior (4) ▼

Professional Practice *

Dropdown

Standard 5: Ethical Leadership

Superior (4) ▼

PART 3: SUMMARY SHEETS

Part II - GOALS

Professional Practice *

*

Objective for Goal 1: Continue return to pre-pandemic academic achievement.

Dropdown

a. District-wide adoption, implementation, and expansion of Multi-Tiered Systems of Support (MTSS) to align instructional, mental health, and behavior resources and expectations for all schools.

Superior (4) ▼

Professional Practice *

*

Objective of Goal 2: Evaluate levels of student engagement and opportunities to improve

Dropdown

a. Support improving the understanding of the level of student engagement in schools through analysis of current participation in curricular, co-curricular, and extra-curricular activities/options and research of current student interests.

b. Expand work and resources to reduce chronic absenteeism.

Very Satisfactory (3) ▼

Professional Practice *

Objective of Goal 3: Continue to improve the supports and opportunities for our students

 Dropdown

- a. 99% staffing of all positions, district-wide.
- b. Increase the number of volunteers and community partners.

Superior (4) 

Professional Practice *

Objective of Goal 4: Compile a central reference of current parent engagement activities and work to enhance offerings/opportunities.

 Dropdown

Very Satisfactory (3) 

Untitled Section

COMPILATION OF SCORES WILL BE COMPLETED AT DISTRICT OFFICE, FOLLOWING RECEIPT OF ALL INDIVIDUAL TRUSTEE EVALUATION FORMS.

SUPERIOR: 1120-896

VERY SATISFACTORY: 895-672

SATISFACTORY: 671-448

NEED TO IMPROVE: 447-224

UNSATISFACTORY: 223-0

Board of Trustees Feedback Summary: *

I believe Mr. Feuling is a superior superintendent. The school district is well managed and he has high expectations of himself and his staff and leads with kindness.

Board of Trustees Recommendations: *

Continue the work of refining our budget priorities and keep that strong focus on student achievement.

This form was created inside of Carson City School District.

Google Forms

CARSON CITY SCHOOL DISTRICT BOARD OF TRUSTEES :

___ 2025

Name of Trustee Completing Evaluation *

Molly Walt

Superintendent's Evaluation Form

EVALUATION OVERVIEW

This evaluation model offers a three-part guide for evaluating the Superintendent:

Part I is based on standards and professional practices derived partly from the American Association of School Administrators and other sample evaluations. Each standard will be reviewed and rated.

Part II is based on local priorities of the District aligned with the Strategic Plan. Collectively, the Superintendent and Board define three to five priority SMART goals that focus the Superintendent's efforts for the year. An assessment will be made with regard to the successful completion of these annual goals.

Part III is the final performance summary sheet. It provides a final rating on the Superintendent's performance standards, annual goals, feedback, recommendations and signatures. The final summary sheet is placed in the Superintendent's personnel file.

THE EVALUATION MODEL AND TIMELINE

MODEL:

The Board of Trustees should participate in the process from start to finish, and the Board President is responsible for expediting the evaluation process.

1. Begin with a pre-assessment meeting between the Superintendent and Board to review the instrument and process. The Board and Superintendent should agree on the evaluation timeline and process. Collectively, the Board and Superintendent review the standards of performance, as well as identify the annual Superintendent goals based on local priorities of the District.
2. Determine if the evaluation process will occur only once, at the end of the year, as a summative (final) evaluation, or will also include a mid-year formative evaluation. If no mid-year formative evaluation is done, a scheduled progress report(s) may be warranted.
3. It is recommended that the Superintendent provide his/her own self-assessment with evidence to the Board. Board members should consider the Superintendent's self-assessment and supportive evidence when completing their own evaluations.
4. A designee collects all the individual Board member evaluations and compiles the results and comments.
5. A regular public meeting is convened for the Board to discuss the evaluation results and provide feedback regarding performance ratings, and a comprehensive comment summary and recommendations.
6. Shortly thereafter, the Superintendent, in a regular public meeting, has the opportunity to respond to the Board's evaluation results and feedback.

Timeline: *The Superintendent evaluation is an ongoing process with a repeating cycle. The suggested action timeline for the evaluation is:*

1. The Governance Team (Board and Superintendent) develops or confirms the vision, mission, annual goals, and beliefs of the District. (February)

2. The Governance Team defines the Superintendent's annual priority goals in measurable targets to be completed in an agreed upon timeline, based on District goals/long-range plans.
3. The Superintendent's professional development plan is reviewed with the Board to support his/her goals for the upcoming year.
4. The Board and Superintendent agree upon the evaluation process (including a mid-year formative performance assessment), instrument, rating method, and possible supporting documents/information/data to be used to measure performance.
5. The Superintendent makes quarterly progress reports to the Board on District goals.
6. If Governance Team conducts a formal mid-year formative performance assessment, this process includes:
 - a. Goal progress
 - b. Performance standards evaluation
 - c. Submission of preliminary evidence supporting work on goals and standards
 - d. Board members discuss their evaluation of the Superintendent, review of preliminary evidence submission and determine the Board's official preliminary evaluation rating and produce appropriate feedback.
7. Individual Board members complete the evaluation instrument considering the Superintendent's evidence and submit their completed evaluation to the designee to be compiled, according to the District's procedures.
8. Shortly thereafter, Board members meet in a public meeting to discuss their evaluation of the Superintendent, review the evidence submission, and determine the Board's evaluation rating and feedback.
9. The Board's evaluation document(s) is/are shared, clarified and discussed with the Superintendent. Changes to the evaluation may be made as a result of the discussions. Professional development goals will be included as a part of the final evaluation comment(s).

PART I: RATING SUPERINTENDENT ON PERFORMANCE STANDARDS

Performance Standards and Rating Scale:

1. Vision, Culture & Instructional Leadership
2. Board Governance & Policy
3. Operations, Resource & Personnel Management
4. Communication and Community Relations
5. Ethical Leadership

Rating

Scale:

Superior (4)

Consistently demonstrates exceptional performance and effectiveness; goes above and beyond in meeting strategic objectives and core goals; exceeds job requirements and reasonable expectations to a noticeable degree. **(Provide Comment)**

Very Satisfactory (3)

Elements of excellence in performance; predominately demonstrates effectiveness in meeting objectives and goals; adds new dimensions to position through capability and desire.

Satisfactory (2)

Level of performance fulfills essential requirements and meets reasonable expectations; performance is what is expected.

Need to Improve (1)

Shows need for improvement; not completely effective; performance falls short of what is expected and requires improvement to continue employment.

Unsatisfactory (0)

Fails to demonstrate consistent or effective behavior; insufficient strength in performance to receive a "Need to Improve" rating. **(Provide Comment)**

Consider these norms and values when conducting the Superintendent's evaluation:

- Give the review the time it deserves
- Maintain a respectful, professional process
- Focus on standards and outcomes (not personality)
- Ask the Superintendent to conduct a self-assessment
- Use multiple evidence-based documents when assessing performance
- Identify strengths in performance to build upon
- Address poor results with tact and constructive criticism
- Give recommendations for corrective action where needed
- Go beyond conclusion reporting, consider a problem-solving focus
- Encourage a professional development plan
- Conclude the evaluation by outlining priority goals for the coming year

EVALUATION FORMS & STANDARDS

Individual Board members will rate the Superintendent's professional practice by selecting from the drop down that best describes the Superintendent's performance in that professional practice area and then determine the overall rating for the standard area based on the Superior, Very Satisfactory, Satisfactory, Need to Improve and Unsatisfactory rating scale.

STANDARD 1: Vision, Culture & Instructional Leadership

The Superintendent leads the District by promoting the success of all students, articulating a vision of learning, developing a positive school climate, and demonstrating best practices in instructional programs and staff professional development.

Professional Practice *

1.1 Leadership actions, staffing and resources are clearly aligned to student achievement focused vision, and that vision is evident in the school culture

 Dropdown

Superior (4) 

Professional Practice *

1.2 Demonstrates a deep understanding of quality instruction and consistently promotes effective instructional programs and high expectations for student learning outcomes

 Dropdown

Superior (4) 

Professional Practice

*

1.3 District goals are systemically aligned throughout the District with a focused plan for student achievement and school improvement supported by resources

⌵ Dropdown

Superior (4) ▼

Professional Practice

*

1.4 Leads and supports the use of data informed instruction for administrators and teachers

⌵ Dropdown

Superior (4) ▼

Professional Practice

*

1.5 Monitors and reviews the effectiveness of curriculum and instruction and their alignment with state standards

⌵ Dropdown

Superior (4) ▼

Professional Practice

*

1.6 Ensures that all staff have District specific professional development that directly enhances their performance, improves student learning, and ensures safety

⌵ Dropdown

Superior (4) ▼

Professional Practice

*

1.7 Sets self-improvement goals and applies learning from professional development

⌵ Dropdown

Superior (4) ▼

Professional Practice

*

Comments: (Identify strengths or recommendations for improvement):

I want to acknowledge that Mr. Fueling is doing a great job leading our district. His work in promoting student success, articulating a strong vision for learning, fostering a positive school climate, and supporting best practices in instructional programs and staff professional development is truly appreciated. I am not sure if he currently travels to different schools on professional development days, but if not, I believe it would be a great opportunity to visit with staff during those times. It could further strengthen communication, reinforce district goals, and allow staff to share their experiences and needs directly. Thank you for your continued leadership.

Untitled Section

STANDARD 2: Board Governance & Policy

The Superintendent works effectively with the Board of Trustees, exhibits a shared understanding of Board and Superintendent roles, leads and manages the District consistent with Board policies, and demonstrates the skills to work effectively with the Board.

Professional Practice

*

2.1 Offers professional advice to the Board with appropriate recommendations based on thorough study and analysis

⌵ Dropdown

Superior (4) ▼

Professional Practice

*

2.2 Keeps the Board regularly informed with data, reports, and information which enables them to make effective timely decisions

⌵ Dropdown

Superior (4) ▼

Professional Practice

*

2.3 Interprets and executes the intent of all Board policies and regulations, and advises the Board on the need for new and/or revised policies and regulations

⌵ Dropdown

Very Satisfactory (3) ▼

Professional Practice

*

2.4 Makes considerable effort to have a positive working relationship with the Board, treating all Board members fairly and respectfully, and attempts to resolve any serious conflicts with Board members

⌵ Dropdown

Superior (4) ▼

Professional Practice

*

Comments: (Identify strengths or recommendations for improvement):

The superintendent consistently offers well-considered recommendations that reflect thorough study and thoughtful analysis. He regularly keeps the board informed with relevant data, reports, and updates, and he effectively interprets and carries out the intent of all board policies and regulations. He also provides valuable guidance on the need for new or revised policies and regulations. Although it would be helpful at times to receive certain information or materials more than three business days in advance, so the board has adequate time to review and conduct our own research, I appreciate the overall effort to keep us well informed. He makes a considerable and genuine effort to maintain a positive and productive working relationship with the board, and that commitment is recognized and appreciated.

Untitled Section

STANDARD 3: Operations, Resource & Personnel Management

The Superintendent demonstrates the knowledge, skills, and ability to effectively manage operations that promote a safe and effective environment for students and staff, ensure the fiscal health of the District, and implement sound personnel practices.

Professional Practice

*

3.1 Develops and ensures the implementation of procedures and structures to support compliance with local, state, and federal laws and regulations

⌵ Dropdown

Superior (4) ▼

Professional Practice

*

3.2 Implements personnel procedures, recruitment, and employee performance programs to hire and retain the best qualified teachers, administrators, and personnel

⌵ Dropdown

Very Satisfactory (3) ▼

Professional Practice

*

3.3 Aligns and adjusts resources accordingly to meet District priorities and annual goals operating within budget and fiscal guidelines

⌵ Dropdown

Superior (4)



Professional Practice

*

3.4 Guides the process of planning and budget development and makes recommendations based upon the District's current fiscal position and future needs

⌵ Dropdown

Superior (4)



Professional Practice

*

3.5 Stays informed of facilities use and needs and makes facilities recommendations, as needed to the Board, promotes safety across the District, and ensures a facilities management plan is in place for future needs

⌵ Dropdown

Superior (4)



Professional Practice

*

3.6 Effectively works with District bargaining units and actively seeks to improve bargaining outcomes that best serve students and the District

⌵ Dropdown

Superior (4)



Professional Practice

*

Dropdown

3.7 Promotes safety across the District

Superior (4)



Professional Practice

*

Comments: (Identify strengths or recommendations for improvement):

The superintendent performs at a superior level in keeping the board informed about compliance with local, state, and federal laws and regulations. He provides strong leadership in the recruitment of qualified teachers, administrators, and personnel, although I see some opportunity for improvement in the area of personnel retention as we continue working to strengthen stability across the district. He also keeps the board well informed on necessary budget adjustments, and I appreciate the time that staff dedicate to presenting clear explanations of the various budget accounts during our budget workshops. His success in working collaboratively with the bargaining units is also appreciated, as it contributes to maintaining positive relationships and productive negotiations across the district.

Untitled Section

STANDARD 4: Communication & Community Relations

The Superintendent establishes effective communication with students, parents, staff and community, and has the knowledge and awareness of different cultures among all community members to effectively engage and respond to diverse interests and needs that support the success of all students.

Professional Practice

*

4.1 Communicates key information to all stakeholders in an appropriate and timely manner

Dropdown

Very Satisfactory (3)



Professional Practice

*

4.2 Works collaboratively with staff and community members to secure resources and effective partnerships to support District goals and student success

⌵ Dropdown

Very Satisfactory (3) ▼

Professional Practice

*

4.3 Uses effective public information strategies to communicate and promote a positive image of the District with families, community, the media, state and local officials

⌵ Dropdown

Superior (4) ▼

Professional Practice

*

4.4 Establishes effective communication within the District and promotes positive interpersonal relations among staff

⌵ Dropdown

Superior (4) ▼

Professional Practice

*

4.5 Creates an atmosphere of trust and respect with staff, families, and community members

⌵ Dropdown

Superior (4) ▼

Professional Practice

*

4.6 Regularly attends events and visibly engages the school community and the community at large

⌵ Dropdown

Superior (4)



Professional Practice

*

Comments: (Identify strengths or recommendations for improvement):

The superintendent communicates key information to stakeholders in an appropriate and timely manner, which supports clarity and consistency throughout the district. I would still like to see the development of a calendar specifically for school board members so that we can more easily access information about school and community events and attend when possible. He works effectively with staff and community members to build partnerships that support district goals and student success, although there is room for expanded outreach to our Latino populations to ensure all families feel connected and represented. The district is doing a strong job informing families about district initiatives and creating an atmosphere of trust and respect. The information is available and accessible, and it is ultimately up to the community to read it and participate.

Untitled Section

STANDARD 5: Ethical Leadership

The Superintendent promotes the success of every student and every staff member by acting ethically and with integrity and fairness.

Professional Practice

*

5.1 Demonstrates ethical and professional behavior, inspiring others to higher levels of performance

⌵ Dropdown

Superior (4)



Professional Practice

*

5.2 Maintains a caring and professional relationship with staff, grounded in shared District values

⌵ Dropdown

Superior (4)



Professional Practice

*

5.3 Demonstrates appreciation for, and sensitivity to, the diversity of the school community, and respects divergent opinions

⌵ Dropdown

Very Satisfactory (3)



Professional Practice

*

5.4 Demonstrates efforts to close the achievement gap across all demographics

⌵ Dropdown

Very Satisfactory (3)



Professional Practice

*

5.5 Demonstrates a high level of self-awareness and improves upon professional practice

⌵ Dropdown

Superior (4)



Comments: (Identify strengths or recommendations for improvement):

The superintendent demonstrates superior ethical leadership, consistently modeling professional behavior and inspiring others to perform at a higher level. He maintains a caring and respectful working relationship with staff, demonstrates strong self-awareness, and continually works to enhance his professional practice. There is room to strengthen efforts aimed at closing achievement gaps across all student demographics.

Untitled Section

PART 2: SUPERINTENDENT ANNUAL OBJECTIVES

Instructions for Rating the Superintendent on Annual Goals

Indicate progress made related to each stated goal. Include multiple sources of data as supporting evidence for the progress and/or attainment of each goal. If data sources are unknown prior to the evaluation with the Superintendent, wait until supporting evidence is available to complete this section. For the Board members' convenience, the Clerk can prepopulate the chart on the following page with the Superintendent's annual goals.

THE SMART MODEL

Identifying annual goals with the Superintendent should define student achievement goals, priorities, and issues unique to the District. Three to five key goals that follow the SMART model (specific, measurable, achievable, relevant, and time bound). Optimally, the goals should be aligned with the District's goals and within the scope of the Superintendent's control. Benchmarks showing progress at certain intervals throughout the year should be reported and applied to each goal.

- **SPECIFIC**
- **MEASURABLE**
- **ACHIEVABLE**
- **RELEVANT**
- **TIME-BOUND**

Actual Superintendent Goals *

Goal 1 - Continue return to pre-pandemic academic achievement

a. District-wide adoption, implementation, and expansion of Multi-Tiered Systems of Support (MTSS) to align instructional, mental health, and behavior resources and expectations for all schools

⌵ Dropdown

Superior (4) ▼

Actual Superintendent Goals *

Goal 2 - Evaluate levels of student engagement and opportunities to improve

a. Support improving the understanding of the level of student engagement in schools through analysis of current participation in curricular, co-curricular, and extra-curricular activities/options and research of current student interests.

b. Expand work and resources to reduce chronic absenteeism

⌵ Dropdown

Satisfactory (2) ▼

Actual Superintendent Goals *

Goal 3 - Continue to improve the supports and opportunities for our students

a. 99% staffing of all positions, district-wide.

b. Increase the number of volunteers and community partners.

⌵ Dropdown

Very Satisfactory (3) ▼

Actual Superintendent Goals *

Goal 4 - Compile a central reference of current parent engagement activities and work to enhance offerings/opportunities.

⌵ Dropdown

Superior (4) ▼

PART 3: SUMMARY SHEETS

Part I - PERFORMANCE STANDARDS

Professional Practice *

Standard 1: Vision, Culture & Instructional Leadership

⌵ Dropdown

Superior (4) ▼

Professional Practice *

Standard 2: Board Governance & Policy

⌵ Dropdown

Superior (4) ▼

Professional Practice *

Standard 3: Operations, Resources & Personnel Management

⌵ Dropdown

Superior (4) ▼

Professional Practice *

Dropdown

Standard 4: Communication & Community Relations

Very Satisfactory (3) ▼

Professional Practice *

Dropdown

Standard 5: Ethical Leadership

Superior (4) ▼

PART 3: SUMMARY SHEETS

Part II - GOALS

Professional Practice *

Dropdown

Objective for Goal 1: Continue return to pre-pandemic academic achievement.

a. District-wide adoption, implementation, and expansion of Multi-Tiered Systems of Support (MTSS) to align instructional, mental health, and behavior resources and expectations for all schools.

Superior (4) ▼

Professional Practice

*

Objective of Goal 2: Evaluate levels of student engagement and opportunities to improve

- a. Support improving the understanding of the level of student engagement in schools through analysis of current participation in curricular, co-curricular, and extra-curricular activities/options and research of current student interests.
- b. Expand work and resources to reduce chronic absenteeism.

⌵ Dropdown

Satisfactory (2) ▼

Professional Practice

*

Objective of Goal 3: Continue to improve the supports and opportunities for our students

- a. 99% staffing of all positions, district-wide.
- b. Increase the number of volunteers and community partners.

⌵ Dropdown

Very Satisfactory (3) ▼

Professional Practice

*

Objective of Goal 4: Compile a central reference of current parent engagement activities and work to enhance offerings/opportunities.

⌵ Dropdown

Superior (4) ▼

COMPILATION OF SCORES WILL BE COMPLETED AT DISTRICT OFFICE, FOLLOWING RECEIPT OF ALL INDIVIDUAL TRUSTEE EVALUATION FORMS.

SUPERIOR: 1120-896

VERY SATISFACTORY: 895-672

SATISFACTORY: 671-448

NEED TO IMPROVE: 447-224

UNSATISFACTORY: 223-0

Board of Trustees Feedback Summary: *

The superintendent continues to demonstrate strong and ethical leadership, maintaining professional and positive relationships with staff and the community. He communicates effectively, responds promptly, and works collaboratively to support district goals. His commitment to continuous improvement is evident, and he models high standards of professionalism, integrity, and accountability.

Board of Trustees Recommendations: *

Areas for continued growth include strengthening outreach across the full diversity of the school community, encouraging broader inclusion of differing viewpoints, and further supporting efforts to reduce achievement gaps among all student groups. Additional areas for improvement include supporting all students in their participation in extra-curricular activities and continuing to address chronic absenteeism. Overall, the superintendent's performance reflects dedication, effectiveness, and a strong commitment to serving students, staff, and families.

This form was created inside of Carson City School District.

Google Forms

CARSON CITY SCHOOL DISTRICT BOARD OF TRUSTEES :

— 2025

Name of Trustee Completing Evaluation *

Rebecca Roberts

Superintendent's Evaluation Form

EVALUATION OVERVIEW

This evaluation model offers a three-part guide for evaluating the Superintendent:

Part I is based on standards and professional practices derived partly from the American Association of School Administrators and other sample evaluations. Each standard will be reviewed and rated.

Part II is based on local priorities of the District aligned with the Strategic Plan. Collectively, the Superintendent and Board define three to five priority SMART goals that focus the Superintendent's efforts for the year. An assessment will be made with regard to the successful completion of these annual goals.

Part III is the final performance summary sheet. It provides a final rating on the Superintendent's performance standards, annual goals, feedback, recommendations and signatures. The final summary sheet is placed in the Superintendent's personnel file.

THE EVALUATION MODEL AND TIMELINE

MODEL:

The Board of Trustees should participate in the process from start to finish, and the Board President is responsible for expediting the evaluation process.

1. Begin with a pre-assessment meeting between the Superintendent and Board to review the instrument and process. The Board and Superintendent should agree on the evaluation timeline and process. Collectively, the Board and Superintendent review the standards of performance, as well as identify the annual Superintendent goals based on local priorities of the District.
2. Determine if the evaluation process will occur only once, at the end of the year, as a summative (final) evaluation, or will also include a mid-year formative evaluation. If no mid-year formative evaluation is done, a scheduled progress report(s) may be warranted.
3. It is recommended that the Superintendent provide his/her own self-assessment with evidence to the Board. Board members should consider the Superintendent's self-assessment and supportive evidence when completing their own evaluations.
4. A designee collects all the individual Board member evaluations and compiles the results and comments.
5. A regular public meeting is convened for the Board to discuss the evaluation results and provide feedback regarding performance ratings, and a comprehensive comment summary and recommendations.
6. Shortly thereafter, the Superintendent, in a regular public meeting, has the opportunity to respond to the Board's evaluation results and feedback.

Timeline: The Superintendent evaluation is an ongoing process with a repeating cycle. The suggested action timeline for the evaluation is:

1. The Governance Team (Board and Superintendent) develops or confirms the vision, mission, annual goals, and beliefs of the District. (February)

2. The Governance Team defines the Superintendent's annual priority goals in measurable targets to be completed in an agreed upon timeline, based on District goals/long-range plans.
3. The Superintendent's professional development plan is reviewed with the Board to support his/her goals for the upcoming year.
4. The Board and Superintendent agree upon the evaluation process (including a mid-year formative performance assessment), instrument, rating method, and possible supporting documents/information/data to be used to measure performance.
5. The Superintendent makes quarterly progress reports to the Board on District goals.
6. If Governance Team conducts a formal mid-year formative performance assessment, this process includes:
 - a. Goal progress
 - b. Performance standards evaluation
 - c. Submission of preliminary evidence supporting work on goals and standards
 - d. Board members discuss their evaluation of the Superintendent, review of preliminary evidence submission and determine the Board's official preliminary evaluation rating and produce appropriate feedback.
7. Individual Board members complete the evaluation instrument considering the Superintendent's evidence and submit their completed evaluation to the designee to be compiled, according to the District's procedures.
8. Shortly thereafter, Board members meet in a public meeting to discuss their evaluation of the Superintendent, review the evidence submission, and determine the Board's evaluation rating and feedback.
9. The Board's evaluation document(s) is/are shared, clarified and discussed with the Superintendent. Changes to the evaluation may be made as a result of the discussions. Professional development goals will be included as a part of the final evaluation comment(s).

PART I: RATING SUPERINTENDENT ON PERFORMANCE STANDARDS

Performance Standards and Rating Scale:

1. Vision, Culture & Instructional Leadership
2. Board Governance & Policy
3. Operations, Resource & Personnel Management
4. Communication and Community Relations
5. Ethical Leadership

**Rating
Scale:**

Superior (4)

Consistently demonstrates exceptional performance and effectiveness; goes above and beyond in meeting strategic objectives and core goals; exceeds job requirements and reasonable expectations to a noticeable degree. **(Provide Comment)**

Very Satisfactory (3)

Elements of excellence in performance; predominately demonstrates effectiveness in meeting objectives and goals; adds new dimensions to position through capability and desire.

Satisfactory (2)

Level of performance fulfills essential requirements and meets reasonable expectations; performance is what is expected.

Need to Improve (1)

Shows need for improvement; not completely effective; performance falls short of what is expected and requires improvement to continue employment.

Unsatisfactory (0)

Fails to demonstrate consistent or effective behavior; insufficient strength in performance to receive a "Need to Improve" rating. **(Provide Comment)**

Consider these norms and values when conducting the Superintendent's evaluation:

- Give the review the time it deserves
- Maintain a respectful, professional process
- Focus on standards and outcomes (not personality)
- Ask the Superintendent to conduct a self-assessment
- Use multiple evidence-based documents when assessing performance
- Identify strengths in performance to build upon
- Address poor results with tact and constructive criticism
- Give recommendations for corrective action where needed
- Go beyond conclusion reporting, consider a problem-solving focus
- Encourage a professional development plan
- Conclude the evaluation by outlining priority goals for the coming year

EVALUATION FORMS & STANDARDS

Individual Board members will rate the Superintendent's professional practice by selecting from the drop down that best describes the Superintendent's performance in that professional practice area and then determine the overall rating for the standard area based on the Superior, Very Satisfactory, Satisfactory, Need to Improve and Unsatisfactory rating scale.

STANDARD 1: Vision, Culture & Instructional Leadership

The Superintendent leads the District by promoting the success of all students, articulating a vision of learning, developing a positive school climate, and demonstrating best practices in instructional programs and staff professional development.

Professional Practice *

1.1 Leadership actions, staffing and resources are clearly aligned to student achievement focused vision, and that vision is evident in the school culture

 Dropdown

Very Satisfactory (3) ▼

Professional Practice *

1.2 Demonstrates a deep understanding of quality instruction and consistently promotes effective instructional programs and high expectations for student learning outcomes

 Dropdown

Very Satisfactory (3) ▼

Professional Practice

*

1.3 District goals are systemically aligned throughout the District with a focused plan for student achievement and school improvement supported by resources

 Dropdown

Very Satisfactory (3) ▼

Professional Practice

*

1.4 Leads and supports the use of data informed instruction for administrators and teachers

 Dropdown

Very Satisfactory (3) ▼

Professional Practice

*

1.5 Monitors and reviews the effectiveness of curriculum and instruction and their alignment with state standards

 Dropdown

Very Satisfactory (3) ▼

Professional Practice

*

1.6 Ensures that all staff have District specific professional development that directly enhances their performance, improves student learning, and ensures safety

 Dropdown

Very Satisfactory (3) ▼

Professional Practice

*

1.7 Sets self-improvement goals and applies learning from professional development

⌵ Dropdown

Very Satisfactory (3) ▼

Professional Practice

*

Comments: (Identify strengths or recommendations for improvement):

So far from what I've heard from the few teachers I've talked to about the new curriculum is that they are enjoying it. Getting it right at the start of school has been challenging, but they are excited to be able to implement it more smoothly next year.

Untitled Section

STANDARD 2: Board Governance & Policy

The Superintendent works effectively with the Board of Trustees, exhibits a shared understanding of Board and Superintendent roles, leads and manages the District consistent with Board policies, and demonstrates the skills to work effectively with the Board.

Professional Practice

*

2.1 Offers professional advice to the Board with appropriate recommendations based on thorough study and analysis

⌵ Dropdown

Very Satisfactory (3) ▼

Professional Practice

*

2.2 Keeps the Board regularly informed with data, reports, and information which enables them to make effective timely decisions

⌵ Dropdown

Very Satisfactory (3) ▼

Professional Practice

*

2.3 Interprets and executes the intent of all Board policies and regulations, and advises the Board on the need for new and/or revised policies and regulations

⌵ Dropdown

Very Satisfactory (3) ▼

Professional Practice

*

2.4 Makes considerable effort to have a positive working relationship with the Board, treating all Board members fairly and respectfully, and attempts to resolve any serious conflicts with Board members

⌵ Dropdown

Very Satisfactory (3) ▼

Professional Practice

*

Comments: (Identify strengths or recommendations for improvement):

Being new to the the board I feel like I have been able to jump right in and get a pretty good hang of things, and that is partly due to the Superintendent's level of involvement with the board. He has always been available via, phone, email, and even in person to discuss questions and and concerns. The new quarterly meetings is another way he has shown his efforts in making a positive relationship with each board member. He is always welcoming, understanding, and genuine. He is personable while still keeping things professional.

Also, being new to the board I will say something that can be improved upon is a little more training before a new member starts. We did have a brief overview where we met many district employees and learned their roles as well as a few other items. It would have been nice to learn the in's and out's and expectations of a board member as well. Such as, how to go about collecting a board report, events we are invited to be representatives at (graduation), maybe even go over a previous agenda to get a feel for what a meeting might look like.

Untitled Section

STANDARD 3: Operations, Resource & Personnel Management

The Superintendent demonstrates the knowledge, skills, and ability to effectively manage operations that promote a safe and effective environment for students and staff, ensure the fiscal health of the District, and implement sound personnel practices.

Professional Practice

*

3.1 Develops and ensures the implementation of procedures and structures to support compliance with local, state, and federal laws and regulations

Dropdown

Very Satisfactory (3) ▼

Professional Practice

*

3.2 Implements personnel procedures, recruitment, and employee performance programs to hire and retain the best qualified teachers, administrators, and personnel

⌵ Dropdown

Very Satisfactory (3) ▼

Professional Practice

*

3.3 Aligns and adjusts resources accordingly to meet District priorities and annual goals operating within budget and fiscal guidelines

⌵ Dropdown

Very Satisfactory (3) ▼

Professional Practice

*

3.4 Guides the process of planning and budget development and makes recommendations based upon the District's current fiscal position and future needs

⌵ Dropdown

Very Satisfactory (3) ▼

Professional Practice

*

3.5 Stays informed of facilities use and needs and makes facilities recommendations, as needed to the Board, promotes safety across the District, and ensures a facilities management plan is in place for future needs

⌵ Dropdown

Very Satisfactory (3) ▼

Professional Practice

*

3.6 Effectively works with District bargaining units and actively seeks to improve bargaining outcomes that best serve students and the District

Dropdown

Very Satisfactory (3) ▼

Professional Practice

*

3.7 Promotes safety across the District

Dropdown

Very Satisfactory (3) ▼

Professional Practice

*

Comments: (Identify strengths or recommendations for improvement):

I appreciate seeing the survey results about employees view on working for the district. It seems to be highly positive. I would love for those who felt less that satisfied to have the opportunity to express why and see if we can't address their concerns and make it a better experience for them.

I hear negotiations can be quite stressful at times. This is my first time with that back and forth experience and it seemed to go pretty smoothly. I think that shows that a great relationship and trust have been built.

I greatly appreciate all the safety updates that go into the schools and encourage that improvements and updates remain a top priority for the students.

Though the budget seems scary, I appreciate the transparency and keeping the board informed on this matter.

Untitled Section

STANDARD 4: Communication & Community Relations

The Superintendent establishes effective communication with students, parents, staff and community, and has the knowledge and awareness of different cultures among all community members to effectively engage and respond to diverse interests and needs that support the success of all students.

Professional Practice

*

4.1 Communicates key information to all stakeholders in an appropriate and timely manner

⌵ Dropdown

Very Satisfactory (3) ▼

Professional Practice

*

4.2 Works collaboratively with staff and community members to secure resources and effective partnerships to support District goals and student success

⌵ Dropdown

Very Satisfactory (3) ▼

Professional Practice

*

4.3 Uses effective public information strategies to communicate and promote a positive image of the District with families, community, the media, state and local officials

⌵ Dropdown

Very Satisfactory (3) ▼

Professional Practice

*

4.4 Establishes effective communication within the District and promotes positive interpersonal relations among staff

⌵ Dropdown

Very Satisfactory (3) ▼

Professional Practice

*

4.5 Creates an atmosphere of trust and respect with staff, families, and community members  Dropdown

Very Satisfactory (3) ▼

Professional Practice

*

4.6 Regularly attends events and visibly engages the school community and the community at large  Dropdown

Very Satisfactory (3) ▼

Professional Practice

*

Comments: (Identify strengths or recommendations for improvement):

So much support from the community which is great!

I am not able to make it out to many events, but I have seen you at the ones I've made it to and I've seen you on social media present at various events and I appreciate those efforts.

Untitled Section

STANDARD 5: Ethical Leadership

The Superintendent promotes the success of every student and every staff member by acting ethically and with integrity and fairness.

Professional Practice

*

5.1 Demonstrates ethical and professional behavior, inspiring others to higher levels of performance

⌵ Dropdown

Very Satisfactory (3) ▼

Professional Practice

*

5.2 Maintains a caring and professional relationship with staff, grounded in shared District values

⌵ Dropdown

Very Satisfactory (3) ▼

Professional Practice

*

5.3 Demonstrates appreciation for, and sensitivity to, the diversity of the school community, and respects divergent opinions

⌵ Dropdown

Very Satisfactory (3) ▼

Professional Practice

*

5.4 Demonstrates efforts to close the achievement gap across all demographics

⌵ Dropdown

Very Satisfactory (3) ▼

Professional Practice

*

5.5 Demonstrates a high level of self-awareness and improves upon professional practice

Dropdown

Very Satisfactory (3) ▼

Professional Practice

*

Comments: (Identify strengths or recommendations for improvement):

While I was impressed with the school performance scores (and recognize what a collaborative effort goes into those), I greatly appreciate your comment on success is not measured only by test scores and that you will continue to find ways for success in other ways. I fully believe in hands on learning opportunities and would love to see more of that being implemented in our schools, as well as more support for our special needs demographic.

Untitled Section

PART 2: SUPERINTENDENT ANNUAL OBJECTIVES

Instructions for Rating the Superintendent on Annual Goals

Indicate progress made related to each stated goal. Include multiple sources of data as supporting evidence for the progress and/or attainment of each goal. If data sources are unknown prior to the evaluation with the Superintendent, wait until supporting evidence is available to complete this section. For the Board members' convenience, the Clerk can prepopulate the chart on the following page with the Superintendent's annual goals.

THE SMART MODEL

Identifying annual goals with the Superintendent should define student achievement goals, priorities, and issues unique to the District. Three to five key goals that follow the SMART model (specific, measurable, achievable, relevant, and time bound). Optimally, the goals should be aligned with the District's goals and within the scope of the Superintendent's control. Benchmarks showing progress at certain intervals throughout the year should be reported and applied to each goal.

- **SPECIFIC**
- **MEASURABLE**
- **ACHIEVABLE**
- **RELEVANT**
- **TIME-BOUND**

Actual Superintendent Goals

*

Goal 1 - Continue return to pre-pandemic academic achievement

a. District-wide adoption, implementation, and expansion of Multi-Tiered Systems of Support (MTSS) to align instructional, mental health, and behavior resources and expectations for all schools

⌵ Dropdown

Very Satisfactory (3) ▼

Actual Superintendent Goals *

Goal 2 - Evaluate levels of student engagement and opportunities to improve

a. Support improving the understanding of the level of student engagement in schools through analysis of current participation in curricular, co-curricular, and extra-curricular activities/options and research of current student interests.

⌵ Dropdown

b. Expand work and resources to reduce chronic absenteeism

Very Satisfactory (3) ▼

Actual Superintendent Goals *

Goal 3 - Continue to improve the supports and opportunities for our students

a. 99% staffing of all positions, district-wide.

⌵ Dropdown

b. Increase the number of volunteers and community partners.

Very Satisfactory (3) ▼

Actual Superintendent Goals *

Goal 4 - Compile a central reference of current parent engagement activities and work to enhance offerings/opportunities.

⌵ Dropdown

Very Satisfactory (3) ▼

Part I - PERFORMANCE STANDARDS

Professional Practice *

⌵ Dropdown

Standard 1: Vision, Culture & Instructional Leadership

Very Satisfactory (3) ▼

Professional Practice *

⌵ Dropdown

Standard 2: Board Governance & Policy

Very Satisfactory (3) ▼

Professional Practice *

⌵ Dropdown

Standard 3: Operations, Resources & Personnel Management

Very Satisfactory (3) ▼

Professional Practice *

⌵ Dropdown

Standard 4: Communication & Community Relations

Very Satisfactory (3) ▼

Professional Practice *

Dropdown

Standard 5: Ethical Leadership

Very Satisfactory (3) ▼

PART 3: SUMMARY SHEETS

Part II - GOALS

Professional Practice *

*

Objective for Goal 1: Continue return to pre-pandemic academic achievement.

Dropdown

a. District-wide adoption, implementation, and expansion of Multi-Tiered Systems of Support (MTSS) to align instructional, mental health, and behavior resources and expectations for all schools.

Very Satisfactory (3) ▼

Professional Practice *

*

Objective of Goal 2: Evaluate levels of student engagement and opportunities to improve

Dropdown

a. Support improving the understanding of the level of student engagement in schools through analysis of current participation in curricular, co-curricular, and extra-curricular activities/options and research of current student interests.

b. Expand work and resources to reduce chronic absenteeism.

Very Satisfactory (3) ▼

Professional Practice

*

Objective of Goal 3: Continue to improve the supports and opportunities for our students

⌵ Dropdown

- a. 99% staffing of all positions, district-wide.
- b. Increase the number of volunteers and community partners.

Very Satisfactory (3) ▼

Professional Practice

*

Objective of Goal 4: Compile a central reference of current parent engagement activities and work to enhance offerings/opportunities.

⌵ Dropdown

Very Satisfactory (3) ▼

Untitled Section

COMPILATION OF SCORES WILL BE COMPLETED AT DISTRICT OFFICE, FOLLOWING RECEIPT OF ALL INDIVIDUAL TRUSTEE EVALUATION FORMS.

SUPERIOR: 1120-896

VERY SATISFACTORY: 895-672

SATISFACTORY: 671-448

NEED TO IMPROVE: 447-224

UNSATISFACTORY: 223-0

Board of Trustees Feedback Summary: *

This has been a great first year on the board. I have felt very informed and understand the items that have come to the boards attention due to the superintendents availability, timely responses, and willingness to answer questions and thoroughly explain the issues. I appreciate your efforts in creating a positive working relationship with the board members, staff, students and families. Data has shown improvements in your goals. There is either a plan in place to work on areas that need improvement or a way for collecting data to be able to know how to address those needs. This shows the superintendent dedication, involvement, and awareness to the districts needs, from the top leaders down to the little learners. From academics to extra curriculars it seems you are thinking of it all and how to make improvements to each area for everyone.

Board of Trustees Recommendations: *

Please continue a way to encourage and incorporate more hands on learning opportunities. This can be done all while sticking to the curriculum, laws, and guidelines. Help admin and teachers think outside the box.

I would love to see more supports for our special needs population. They need more staff support and training on IEP implementation. Reach out to parents about their experience and needs and how we can support them better.

Keep up the great work!

This form was created inside of Carson City School District.

Google Forms

CARSON CITY SCHOOL DISTRICT BOARD OF TRUSTEES :

 2025

Name of Trustee Completing Evaluation *

Richard Varner

Superintendent's Evaluation Form

EVALUATION OVERVIEW

This evaluation model offers a three-part guide for evaluating the Superintendent:

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THE EVALUATION MODEL AND TIMELINE

MODEL:

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1. Begin with a pre-assessment meeting between the Superintendent and Board to review the instrument and process. The Board and Superintendent should agree on the evaluation timeline and process. Collectively, the Board and Superintendent review the standards of performance, as well as identify the annual Superintendent goals based on local priorities of the District.
2. Determine if the evaluation process will occur only once, at the end of the year, as a summative (final) evaluation, or will also include a mid-year formative evaluation. If no mid-year formative evaluation is done, a scheduled progress report(s) may be warranted.
3. It is recommended that the Superintendent provide his/her own self-assessment with evidence to the Board. Board members should consider the Superintendent's self-assessment and supportive evidence when completing their own evaluations.
4. A designee collects all the individual Board member evaluations and compiles the results and comments.
5. A regular public meeting is convened for the Board to discuss the evaluation results and provide feedback regarding performance ratings, and a comprehensive comment summary and recommendations.
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Timeline: The Superintendent evaluation is an ongoing process with a repeating cycle. The suggested action timeline for the evaluation is:

1. The Governance Team (Board and Superintendent) develops or confirms the vision, mission, annual goals, and beliefs of the District. (February)

2. The Governance Team defines the Superintendent's annual priority goals in measurable targets to be completed in an agreed upon timeline, based on District goals/long-range plans.
3. The Superintendent's professional development plan is reviewed with the Board to support his/her goals for the upcoming year.
4. The Board and Superintendent agree upon the evaluation process (including a mid-year formative performance assessment), instrument, rating method, and possible supporting documents/information/data to be used to measure performance.
5. The Superintendent makes quarterly progress reports to the Board on District goals.
6. If Governance Team conducts a formal mid-year formative performance assessment, this process includes:
 - a. Goal progress
 - b. Performance standards evaluation
 - c. Submission of preliminary evidence supporting work on goals and standards
 - d. Board members discuss their evaluation of the Superintendent, review of preliminary evidence submission and determine the Board's official preliminary evaluation rating and produce appropriate feedback.
7. Individual Board members complete the evaluation instrument considering the Superintendent's evidence and submit their completed evaluation to the designee to be compiled, according to the District's procedures.
8. Shortly thereafter, Board members meet in a public meeting to discuss their evaluation of the Superintendent, review the evidence submission, and determine the Board's evaluation rating and feedback.
9. The Board's evaluation document(s) is/are shared, clarified and discussed with the Superintendent. Changes to the evaluation may be made as a result of the discussions. Professional development goals will be included as a part of the final evaluation comment(s).

PART I: RATING SUPERINTENDENT ON PERFORMANCE STANDARDS

Performance Standards and Rating Scale:

1. Vision, Culture & Instructional Leadership
2. Board Governance & Policy
3. Operations, Resource & Personnel Management
4. Communication and Community Relations
5. Ethical Leadership

Rating

Scale:

Superior (4)

Consistently demonstrates exceptional performance and effectiveness; goes above and beyond in meeting strategic objectives and core goals; exceeds job requirements and reasonable expectations to a noticeable degree. **(Provide Comment)**

Very Satisfactory (3)

Elements of excellence in performance; predominately demonstrates effectiveness in meeting objectives and goals; adds new dimensions to position through capability and desire.

Satisfactory (2)

Level of performance fulfills essential requirements and meets reasonable expectations; performance is what is expected.

Need to Improve (1)

Shows need for improvement; not completely effective; performance falls short of what is expected and requires improvement to continue employment.

Unsatisfactory (0)

Fails to demonstrate consistent or effective behavior; insufficient strength in performance to receive a "Need to Improve" rating. **(Provide Comment)**

Consider these norms and values when conducting the Superintendent's evaluation:

- Give the review the time it deserves
- Maintain a respectful, professional process
- Focus on standards and outcomes (not personality)
- Ask the Superintendent to conduct a self-assessment
- Use multiple evidence-based documents when assessing performance
- Identify strengths in performance to build upon
- Address poor results with tact and constructive criticism
- Give recommendations for corrective action where needed
- Go beyond conclusion reporting, consider a problem-solving focus
- Encourage a professional development plan
- Conclude the evaluation by outlining priority goals for the coming year

EVALUATION FORMS & STANDARDS

Individual Board members will rate the Superintendent's professional practice by selecting from the drop down that best describes the Superintendent's performance in that professional practice area and then determine the overall rating for the standard area based on the Superior, Very Satisfactory, Satisfactory, Need to Improve and Unsatisfactory rating scale.

STANDARD 1: Vision, Culture & Instructional Leadership

The Superintendent leads the District by promoting the success of all students, articulating a vision of learning, developing a positive school climate, and demonstrating best practices in instructional programs and staff professional development.

Professional Practice *

1.1 Leadership actions, staffing and resources are clearly aligned to student achievement focused vision, and that vision is evident in the school culture

 Dropdown

Very Satisfactory (3) ▼

Professional Practice *

1.2 Demonstrates a deep understanding of quality instruction and consistently promotes effective instructional programs and high expectations for student learning outcomes

 Dropdown

Very Satisfactory (3) ▼

Professional Practice

*

1.3 District goals are systemically aligned throughout the District with a focused plan for student achievement and school improvement supported by resources

 Dropdown

Very Satisfactory (3) ▼

Professional Practice

*

1.4 Leads and supports the use of data informed instruction for administrators and teachers

 Dropdown

Very Satisfactory (3) ▼

Professional Practice

*

1.5 Monitors and reviews the effectiveness of curriculum and instruction and their alignment with state standards

 Dropdown

Very Satisfactory (3) ▼

Professional Practice

*

1.6 Ensures that all staff have District specific professional development that directly enhances their performance, improves student learning, and ensures safety

 Dropdown

Very Satisfactory (3) ▼

Professional Practice

*

1.7 Sets self-improvement goals and applies learning from professional development

⌵ Dropdown

Very Satisfactory (3) ▼

Professional Practice

*

Comments: (Identify strengths or recommendations for improvement):

Superintendent Feuling is rated as very satisfactory in the above areas. He collaborates with district staff to ensure best practices for instruction, curriculum development, and management are being used. He has worked to improve the climate and culture of the district.

He set four achievable goals for this year. He met or exceeded these goals. I base this on my observations and the reflection on the goals he prepared for this evaluation.

Mr. Feuling demonstrates understanding and appropriate use of data collected to support specific goals and initiatives. He also uses district performance data to identify professional development opportunities for staff.

Untitled Section

STANDARD 2: Board Governance & Policy

The Superintendent works effectively with the Board of Trustees, exhibits a shared understanding of Board and Superintendent roles, leads and manages the District consistent with Board policies, and demonstrates the skills to work effectively with the Board.

Professional Practice

*

2.1 Offers professional advice to the Board with appropriate recommendations based on thorough study and analysis

 Dropdown

Very Satisfactory (3) ▼

Professional Practice

*

2.2 Keeps the Board regularly informed with data, reports, and information which enables them to make effective timely decisions

 Dropdown

Very Satisfactory (3) ▼

Professional Practice

*

2.3 Interprets and executes the intent of all Board policies and regulations, and advises the Board on the need for new and/or revised policies and regulations

 Dropdown

Very Satisfactory (3) ▼

Professional Practice

*

2.4 Makes considerable effort to have a positive working relationship with the Board, treating all Board members fairly and respectfully, and attempts to resolve any serious conflicts with Board members

 Dropdown

Very Satisfactory (3) ▼

Professional Practice

*

Comments: (Identify strengths or recommendations for improvement):

Superintendent Feuling enjoys an excellent working relationship with the Board of Trustees. He is always available to answer questions and will meet with any trustee who may have questions or concerns. To strengthen his working relationship with the trustees, he has recently begun meeting individually with them on a quarterly basis.

Mr. Feuling keeps the board informed with appropriate information, which enables the board to perform their responsibilities. He also notifies the board about issues that may either positively or negatively affect the district as they occur. He also sends out a weekly update detailing his activities.

During board meetings, Mr. Feuling provides the board with updates on the performance of our schools and on student achievement issues.

Untitled Section

STANDARD 3: Operations, Resource & Personnel Management

The Superintendent demonstrates the knowledge, skills, and ability to effectively manage operations that promote a safe and effective environment for students and staff, ensure the fiscal health of the District, and implement sound personnel practices.

Professional Practice

*

3.1 Develops and ensures the implementation of procedures and structures to support compliance with local, state, and federal laws and regulations

⊙ Dropdown

Very Satisfactory (3) ▼

Professional Practice

*

3.2 Implements personnel procedures, recruitment, and employee performance programs to hire and retain the best qualified teachers, administrators, and personnel

⌵ Dropdown

Very Satisfactory (3) ▼

Professional Practice

*

3.3 Aligns and adjusts resources accordingly to meet District priorities and annual goals operating within budget and fiscal guidelines

⌵ Dropdown

Very Satisfactory (3) ▼

Professional Practice

*

3.4 Guides the process of planning and budget development and makes recommendations based upon the District's current fiscal position and future needs

⌵ Dropdown

Very Satisfactory (3) ▼

Professional Practice

*

3.5 Stays informed of facilities use and needs and makes facilities recommendations, as needed to the Board, promotes safety across the District, and ensures a facilities management plan is in place for future needs

⌵ Dropdown

Very Satisfactory (3) ▼

Professional Practice *

3.6 Effectively works with District bargaining units and actively seeks to improve bargaining outcomes that best serve students and the District

Dropdown

Very Satisfactory (3) ▼

Professional Practice *

3.7 Promotes safety across the District

Dropdown

Very Satisfactory (3) ▼

Professional Practice *

Comments: (Identify strengths or recommendations for improvement):

Mr. Feuling is rated very satisfactory in this area. I base this on the following:

- * Under his leadership, the district has continued to make improvements in the recruitment and retention of staff. The vacancy rate for October 2025 was 1.51%.
- * He hosts quarterly meetings with the bond oversight committee to update the members on improvements made to the schools. He also shares ideas and suggestions about future improvements being planned. Several improvements involved safety issues. These are then shared with the board for their input.
- * Under his leadership, the district recently secured four-year bargaining agreements with the district's bargaining units.
- * He ensures the budget director regularly reports to the board concerning the budget and financial issues. At the board's request, ongoing meetings will be held in light of a looming budget shortfall. These meetings will enable the board and administration to strike a balance between the needs of the students and being fiscally responsible to the community.

Untitled Section

STANDARD 4: Communication & Community Relations

The Superintendent establishes effective communication with students, parents, staff and community, and has the knowledge and awareness of different cultures among all community members to effectively engage and respond to diverse interests and needs that support the success of all students.

Professional Practice

*

4.1 Communicates key information to all stakeholders in an appropriate and timely manner

Dropdown

Very Satisfactory (3) ▼

Professional Practice

*

4.2 Works collaboratively with staff and community members to secure resources and effective partnerships to support District goals and student success

Dropdown

Very Satisfactory (3) ▼

Professional Practice

*

4.3 Uses effective public information strategies to communicate and promote a positive image of the District with families, community, the media, state and local officials

Dropdown

Very Satisfactory (3) ▼

Professional Practice

*

4.4 Establishes effective communication within the District and promotes positive interpersonal relations among staff

⌵ Dropdown

Very Satisfactory (3) ▼

Professional Practice

*

4.5 Creates an atmosphere of trust and respect with staff, families, and community members

⌵ Dropdown

Very Satisfactory (3) ▼

Professional Practice

*

4.6 Regularly attends events and visibly engages the school community and the community at large

⌵ Dropdown

Very Satisfactory (3) ▼

Professional Practice *

Comments: (Identify strengths or recommendations for improvement):

Based on my observations, Mr. Fueling enjoys a good working relationship with his peers, staff, and community members. He holds ongoing meetings with the school principals to discuss ideas on how to improve school performance and student achievement. The principals, staff members, and community members I have personally spoken to speak highly of Mr. Feuling.

Mr. Feuling regularly attends school events. He also hosts quarterly Community Connections meetings where different school-related topics are presented to community members who attend. The Science of Reading and the importance of reading to a child were presented at this month's meeting.

Under his leadership, information is regularly shared with the community by way of newspaper press releases or when appropriate via a television spot.

Untitled Section

STANDARD 5: Ethical Leadership

The Superintendent promotes the success of every student and every staff member by acting ethically and with integrity and fairness.

Professional Practice *

5.1 Demonstrates ethical and professional behavior, inspiring others to higher levels of performance

 Dropdown

Very Satisfactory (3) ▼

Professional Practice

*

5.2 Maintains a caring and professional relationship with staff, grounded in shared District values

⌵ Dropdown

Very Satisfactory (3) ▼

Professional Practice

*

5.3 Demonstrates appreciation for, and sensitivity to, the diversity of the school community, and respects divergent opinions

⌵ Dropdown

Very Satisfactory (3) ▼

Professional Practice

*

5.4 Demonstrates efforts to close the achievement gap across all demographics

⌵ Dropdown

Very Satisfactory (3) ▼

Professional Practice

*

5.5 Demonstrates a high level of self-awareness and improves upon professional practice

⌵ Dropdown

Very Satisfactory (3) ▼

Professional Practice

*

Comments: (Identify strengths or recommendations for improvement):

I have always seen Mr. Feuling act ethically and professionally. He remains calm in stressful situations, and I have never heard him say or do anything inappropriate.

Mr. Feuling has demonstrated efforts to close the achievement gap for all students. This is evidenced by this year's improvement in our schools' earning 29 NSPF stars compared to 23 last year. There was an increase in Average Growth Percentage in most categories. This is due to the hard work of all staff members who work under Mr. Feuling's guidance.

Untitled Section

PART 2: SUPERINTENDENT ANNUAL OBJECTIVES

Instructions for Rating the Superintendent on Annual Goals

Indicate progress made related to each stated goal. Include multiple sources of data as supporting evidence for the progress and/or attainment of each goal. If data sources are unknown prior to the evaluation with the Superintendent, wait until supporting evidence is available to complete this section. For the Board members' convenience, the Clerk can prepopulate the chart on the following page with the Superintendent's annual goals.

THE SMART MODEL

Identifying annual goals with the Superintendent should define student achievement goals, priorities, and issues unique to the District. Three to five key goals that follow the SMART model (specific, measurable, achievable, relevant, and time bound). Optimally, the goals should be aligned with the District's goals and within the scope of the Superintendent's control. Benchmarks showing progress at certain intervals throughout the year should be reported and applied to each goal.

- **SPECIFIC**
- **MEASURABLE**
- **ACHIEVABLE**
- **RELEVANT**
- **TIME-BOUND**

Actual Superintendent Goals

*

Goal 1 - Continue return to pre-pandemic academic achievement

a. District-wide adoption, implementation, and expansion of Multi-Tiered Systems of Support (MTSS) to align instructional, mental health, and behavior resources and expectations for all schools

Dropdown

Very Satisfactory (3) ▼

Actual Superintendent Goals

*

Goal 2 - Evaluate levels of student engagement and opportunities to improve

a. Support improving the understanding of the level of student engagement in schools through analysis of current participation in curricular, co-curricular, and extra-curricular activities/options and research of current student interests.

b. Expand work and resources to reduce chronic absenteeism

Dropdown

Very Satisfactory (3) ▼

Actual Superintendent Goals

*

Goal 3 - Continue to improve the supports and opportunities for our students

a. 99% staffing of all positions, district-wide.

b. Increase the number of volunteers and community partners.

Dropdown

Very Satisfactory (3) ▼

Actual Superintendent Goals *

Goal 4 - Compile a central reference of current parent engagement activities and work to enhance offerings/opportunities.

⌵ Dropdown

Very Satisfactory (3) ▼

PART 3: SUMMARY SHEETS

Part I - PERFORMANCE STANDARDS

Professional Practice *

Standard 1: Vision, Culture & Instructional Leadership

⌵ Dropdown

Very Satisfactory (3) ▼

Professional Practice *

Standard 2: Board Governance & Policy

⌵ Dropdown

Very Satisfactory (3) ▼

Professional Practice *

Standard 3: Operations, Resources & Personnel Management

⌵ Dropdown

Very Satisfactory (3) ▼

Professional Practice *

Dropdown

Standard 4: Communication & Community Relations

Very Satisfactory (3) ▼

Professional Practice *

Dropdown

Standard 5: Ethical Leadership

Very Satisfactory (3) ▼

PART 3: SUMMARY SHEETS

Part II - GOALS

Professional Practice *

*

Dropdown

Objective for Goal 1: Continue return to pre-pandemic academic achievement.

a. District-wide adoption, implementation, and expansion of Multi-Tiered Systems of Support (MTSS) to align instructional, mental health, and behavior resources and expectations for all schools.

Very Satisfactory (3) ▼

Professional Practice

*

Objective of Goal 2: Evaluate levels of student engagement and opportunities to improve

- a. Support improving the understanding of the level of student engagement in schools through analysis of current participation in curricular, co-curricular, and extra-curricular activities/options and research of current student interests.
- b. Expand work and resources to reduce chronic absenteeism.

⌵ Dropdown

Very Satisfactory (3) ▼

Professional Practice

*

Objective of Goal 3: Continue to improve the supports and opportunities for our students

- a. 99% staffing of all positions, district-wide.
- b. Increase the number of volunteers and community partners.

⌵ Dropdown

Very Satisfactory (3) ▼

Professional Practice

*

Objective of Goal 4: Compile a central reference of current parent engagement activities and work to enhance offerings/opportunities.

⌵ Dropdown

Very Satisfactory (3) ▼

COMPILATION OF SCORES WILL BE COMPLETED AT DISTRICT OFFICE, FOLLOWING RECEIPT OF ALL INDIVIDUAL TRUSTEE EVALUATION FORMS.

SUPERIOR: 1120-896

VERY SATISFACTORY: 895-672

SATISFACTORY: 671-448

NEED TO IMPROVE: 447-224

UNSATISFACTORY: 223-0

Board of Trustees Feedback Summary: *

Mr. Fueling has continued to perform his job duties in a very satisfactory manner.

Board of Trustees Recommendations: *

I am looking forward to having regular budget briefings with your recommendations on how to effectively reduce the looming budget deficit in a way that meets the needs of our students, and to be fiscally responsible to the community.

This form was created inside of Carson City School District.

Google Forms

CONSENT AGENDA

ITEMS

December 9, 2025

CARSON CITY SCHOOL DISTRICT - STAFF INFORMATION

December 9, 2025

CLASSIFIED STAFF

NEW HIRES						
Name	Position/Subject	Location		Hire Date	New/Replace	
Brandon Nieto	Warehouse Specialist	Operations		11/17/2025	Replace	
Katie McMaster	Cook/Baker	Seeliger		TBD	Replace	
Sara Jacquez	Sped Para II	CMS		TBD	New	
RESIGNATIONS/RETIREMENTS						
Name	Position/Subject	Location		Hire Date	Term Date	Resign/Retire
Matthew Sampson	HR Analyst	Human Resources		11/4/2024	12/12/2025	Resign

NURSING STAFF

NEW HIRES						
Name	Position/Subject	Location		Hire Date	New/Replace	
RESIGNATIONS/RETIREMENTS						
Name	Position/Subject	Location		Hire Date	Term Date	Resign/Retire

EXECUTIVE STAFF

NEW HIRES						
Name	Position/Subject	Location		Hire Date	New/Replace	
None						
RESIGNATIONS/RETIREMENTS						
Name	Position/Subject	Location		Hire Date	Term Date	Resign/Retire
None						

CARSON CITY SCHOOL DISTRICT - STAFF INFORMATION

December 9, 2025

CLASSIFIED STAFF

NEW HIRES						
Name	Position/Subject	Location		Hire Date	New/Replace	
Brandon Nieto	Warehouse Specialist	Operations		11/17/2025	Replace	
Katie McMaster	Cook/Baker	Seeliger		TBD	Replace	
Sara Jacquez	Sped Para II	CMS		TBD	New	
RESIGNATIONS/RETIREMENTS						
Name	Position/Subject	Location		Hire Date	Term Date	Resign/Retire
Matthew Sampson	HR Analyst	Human Resources		11/4/2024	12/12/2025	Resign
POSITION CHANGES						
Name	Position/Subject	Location		Effective Date	Via	New/Replace

NURSING STAFF

NEW HIRES					
Name	Position/Subject	Location		Hire Date	New/Replace

RESIGNATIONS/RETIREMENTS						
Name	Position/Subject	Location		Hire Date	Term Date	Resign/Retire

POSITION CHANGES						
Name	Position/Subject	Location		Effective Date	Via	New/Replace

EXECUTIVE STAFF

NEW HIRES					
Name	Position/Subject	Location		Hire Date	New/Replace
None					

RESIGNATIONS/RETIREMENTS						
Name	Position/Subject	Location		Hire Date	Term Date	Resign/Retire
None						

CARSON CITY SCHOOL DISTRICT VOUCHER

Voucher No: 1059

Voucher Date: 10/31/2025

Prepared By:

Stephen Jehle
Printed: 11/18/2025 11:57:58 AM

FY26 P/R Payables OCT PERS

CARSON CITY SCHOOL DISTRICT is hereby authorized to draw warrants against CARSON CITY SCHOOL DISTRICT funds for the sum of \$1,696,611.33 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2025 to June 30, 2026 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

[Signature]
Spencer B. Winward Chief Financial & Operations Officer

Lupe Ramirez President

Michael Walker Vice President

Molly Walt Clerk

Richard Varner Member

Rebecca Roberts Member

Michelle Pedersen Member

Matt Clapham Member

CARSON CITY SCHOOL DISTRICT

Fund		Amount
100	General Fund	\$1,150,041.05
206	PCFP English Learner Fund	\$59,509.07
207	PCFP Gifted and Talented Fund	\$8,598.00
208	At-Risk Fund	\$26,971.10
230	Adult Education	\$3,553.58
235	Adult Education-Correction	\$20,035.96
240	State Grants-2020	\$86,133.40
250	Special Education	\$215,173.55

Voucher No: 1059

Voucher Date: 10/31/2025

Fund		Amount
270	Local Grants	\$1,074.32
280	Federal Grant Funds-2020	\$81,370.31
282	Federal Grant Funds 2019	\$3,489.17
285	Medicaid Funds	\$1,974.01
290	Food Service Funds	\$34,715.33
300	Capital Projects Funds	\$904.00
360	Bond Issues	\$1,723.68
703	Workers Compensation	\$934.78
704	Unemployment Compensation	\$410.02
		<hr/> <hr/> \$1,696,611.33

Carson City School District

Check Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account: Wells Fargo Operating Account 9244264322

From Date: 10/31/2025

To Date: 10/31/2025

From Check: 202128

To Check: 202128

From Voucher: 1059

To Voucher: 1059

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
202128	10/31/2025	PUBLIC EMPLOYEES RETIREMENT SYSTEM OF NV	\$1,696,611.33	1059	Printed	Payroll Ded	<input type="checkbox"/>		

Total Amount: \$1,696,611.33

End of Report

CARSON CITY SCHOOL DISTRICT VOUCHER

Voucher No: 1068

Voucher Date: 11/20/2025

Prepared By:

Stephan Jhle
Printed: 11/20/2025 03:45:36 PM

FY 26 AIP Spec

CARSON CITY SCHOOL DISTRICT is hereby authorized to draw warrants against CARSON CITY SCHOOL DISTRICT funds for the sum of \$2,300.00 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2025 to June 30, 2026 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.



Spencer B. Winward Chief Financial & Operations Officer

Lupe Ramirez President

Michael Walker Vice President

Molly Walt Clerk

Richard Varner Member

Rebecca Roberts Member

Michelle Pedersen Member

Matt Clapham Member

CARSON CITY SCHOOL DISTRICT

Fund	Amount
100 General Fund	\$2,300.00
	\$2,300.00

Carson City School District

Check Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account: Wells Fargo Operating Account 9244264322

From Date: 11/20/2025

To Date: 11/20/2025

From Check: 202129

To Check: 202129

From Voucher: 1068

To Voucher: 1068

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
202129	11/20/2025	ABLE NEVADA	\$2,300.00	1068	Printed	Expense	<input type="checkbox"/>		

Total Amount: \$2,300.00

End of Report

CARSON CITY SCHOOL DISTRICT VOUCHER

Voucher No: 1069

Voucher Date: 11/20/2025

Prepared By:

Stephen Goble
Printed: 11/20/2025 03:49:57 PM

FY 26 *B/P Spec*

CARSON CITY SCHOOL DISTRICT is hereby authorized to draw warrants against CARSON CITY SCHOOL DISTRICT funds for the sum of \$205,803.77 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2025 to June 30, 2026 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.



Spencer B. Winward Chief Financial & Operations Officer

Lupe Ramirez President

Michael Walker Vice President

Molly Walt Clerk

Richard Varner Member

Rebecca Roberts Member

Michelle Pedersen Member

Matt Clapham Member

CARSON CITY SCHOOL DISTRICT

Fund		Amount
100	General Fund	\$14,560.34
230	Adult Education	\$26.79
290	Food Service Funds	\$191,216.64
		\$205,803.77

Carson City School District

Check Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account: Wells Fargo Operating Account 9244264322

From Date: 11/20/2025

To Date: 11/20/2025

From Check: 202130

To Check: 202133

From Voucher: 1069

To Voucher: 1069

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
202130	11/20/2025	ABLE NEVADA	\$5,000.00	1069	Printed	Expense	<input type="checkbox"/>		
202131	11/20/2025	COMPASS GROUP USA, INC	\$191,130.46	1069	Printed	Expense	<input type="checkbox"/>		
202132	11/20/2025	LOOS, DESIREE	\$3,000.00	1069	Printed	Expense	<input type="checkbox"/>		
202133	11/20/2025	SOUTHWEST GAS CO.	\$6,673.31	1069	Printed	Expense	<input type="checkbox"/>		

Total Amount: \$205,803.77

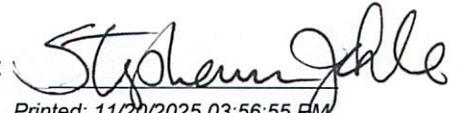
End of Report

CARSON CITY SCHOOL DISTRICT VOUCHER

Voucher No: 1070

Voucher Date: 11/25/2025

Prepared By:


Printed: 11/20/2025 03:56:55 PM

FY26 AIC

CARSON CITY SCHOOL DISTRICT is hereby authorized to draw warrants against CARSON CITY SCHOOL DISTRICT funds for the sum of \$378,621.91 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2025 to June 30, 2026 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.



Spencer B. Winward Chief Financial & Operations Officer

Lupe Ramirez President

Michael Walker Vice President

Molly Walt Clerk

Richard Varner Member

Rebecca Roberts Member

Michelle Pedersen Member

Matt Clapham Member

CARSON CITY SCHOOL DISTRICT

Fund		Amount
100	General Fund	\$152,057.89
207	PCFP Gifted and Talented Fund	\$550.00
235	Adult Education-Correction	\$825.25
240	State Grants-2020	\$1,230.26
250	Special Education	\$116,566.38
260	Gifts and Donations	\$1,659.50
270	Local Grants	\$4,030.17
280	Federal Grant Funds-2020	\$4,056.30

Voucher No: 1070

Voucher Date: 11/25/2025

Fund		Amount
282	Federal Grant Funds 2019	\$2,584.35
285	Medicaid Funds	\$7,500.00
290	Food Service Funds	\$3,785.44
360	Bond Issues	\$83,267.00
702	Health Insurance	\$509.37
		<hr/> <hr/> \$378,621.91

Carson City School District

Check Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account: Wells Fargo Operating Account 9244264322

From Date: 11/25/2025
From Check: 202134
From Voucher: 1070

To Date: 11/25/2025
To Check: 202242
To Voucher: 1070

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
202134	11/25/2025	ABARE DENITA PT	\$1,025.00	1070	Printed	Expense	<input type="checkbox"/>		
202135	11/25/2025	ADVANCED CHILD BEHAVIOR SOLUTIONS, LLC	\$55,465.50	1070	Printed	Expense	<input type="checkbox"/>		
202136	11/25/2025	ALBERT, JOHN PAUL	\$18.20	1070	Printed	Expense	<input type="checkbox"/>		
202137	11/25/2025	APPLE COMPUTER INC.	\$2,632.00	1070	Printed	Expense	<input type="checkbox"/>		
202138	11/25/2025	BACON, WENDY	\$28.49	1070	Printed	Expense	<input type="checkbox"/>		
202139	11/25/2025	BARDIN, JASON	\$102.00	1070	Printed	Expense	<input type="checkbox"/>		
202140	11/25/2025	BARTON, VANESSA	\$6,400.00	1070	Printed	Expense	<input type="checkbox"/>		
202141	11/25/2025	BEDOLLA, ABIGAIL	\$103.00	1070	Printed	Expense	<input type="checkbox"/>		
202142	11/25/2025	BIG T RECREATION	\$73,117.00	1070	Printed	Expense	<input type="checkbox"/>		
202143	11/25/2025	BIGHORN GLASS AND WINDOWS	\$610.33	1070	Printed	Expense	<input type="checkbox"/>		
202144	11/25/2025	BOYS & GIRLS CLUB	\$1,360.00	1070	Printed	Expense	<input type="checkbox"/>		
202145	11/25/2025	BROWN, KIMBERLY	\$720.00	1070	Printed	Expense	<input type="checkbox"/>		
202146	11/25/2025	CARSON CITY SHERIFF'S OFFICE	\$57,332.15	1070	Printed	Expense	<input type="checkbox"/>		
202147	11/25/2025	CARSON CITY TREASURER-LANDFILL BILLING	\$112.74	1070	Printed	Expense	<input type="checkbox"/>		
202148	11/25/2025	CARSON CITY UTILITIES	\$9,926.54	1070	Printed	Expense	<input type="checkbox"/>		
202149	11/25/2025	CARSON VALLEY OIL CO.	\$11,210.81	1070	Printed	Expense	<input type="checkbox"/>		
202150	11/25/2025	CCSD NUTRITION SERVICES	\$299.50	1070	Printed	Expense	<input type="checkbox"/>		
202151	11/25/2025	CHROMEBOOKPARTS.COM	\$445.90	1070	Printed	Expense	<input type="checkbox"/>		
202152	11/25/2025	CLARK & ASSOCIATES OF NEVADA, INC.	\$6,408.00	1070	Printed	Expense	<input type="checkbox"/>		
202153	11/25/2025	COWPERTHWAITTE, PAM	\$558.56	1070	Printed	Expense	<input type="checkbox"/>		
202154	11/25/2025	DELL COMPUTER CORPORATION	\$1,959.34	1070	Printed	Expense	<input type="checkbox"/>		
202155	11/25/2025	DONUTS TO GO	\$184.96	1070	Printed	Expense	<input type="checkbox"/>		

Carson City School District

Check Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account: Wells Fargo Operating Account 9244264322

From Date: 11/25/2025
From Check: 202134
From Voucher: 1070

To Date: 11/25/2025
To Check: 202242
To Voucher: 1070

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
202156	11/25/2025	ENVIRONMENTAL PROTECTION SERVICES	\$8,250.00	1070	Printed	Expense	<input type="checkbox"/>		
202157	11/25/2025	FAST GLASS	\$200.00	1070	Printed	Expense	<input type="checkbox"/>		
202158	11/25/2025	FIELDS, LINDA	\$470.01	1070	Printed	Expense	<input type="checkbox"/>		
202159	11/25/2025	FIRST CHOICE COFFEE & WATER SERVICES	\$61.70	1070	Printed	Expense	<input type="checkbox"/>		
202160	11/25/2025	FOGLIANI-KENNEDY, TRACI	\$4,600.00	1070	Printed	Expense	<input type="checkbox"/>		
202161	11/25/2025	FRANK, CINDY	\$2,000.00	1070	Printed	Expense	<input type="checkbox"/>		
202162	11/25/2025	FREED, JANITA K	\$2,100.00	1070	Printed	Expense	<input type="checkbox"/>		
202163	11/25/2025	GAIL MURRAY CONSULTING	\$4,150.00	1070	Printed	Expense	<input type="checkbox"/>		
202164	11/25/2025	GILLES, KATHLEEN	\$870.00	1070	Printed	Expense	<input type="checkbox"/>		
202165	11/25/2025	GOPHER SPORTS EQUIPMENT	\$3,927.04	1070	Printed	Expense	<input type="checkbox"/>		
202166	11/25/2025	HCI AUDIOMETRICS	\$2,090.00	1070	Printed	Expense	<input type="checkbox"/>		
202167	11/25/2025	HETTRICK ELECTRIC, INC.	\$315.00	1070	Printed	Expense	<input type="checkbox"/>		
202168	11/25/2025	HOLOS THERAPY	\$5,350.00	1070	Printed	Expense	<input type="checkbox"/>		
202169	11/25/2025	HOY, ISABEL	\$6,095.00	1070	Printed	Expense	<input type="checkbox"/>		
202170	11/25/2025	HP, INC	\$568.66	1070	Printed	Expense	<input type="checkbox"/>		
202171	11/25/2025	HURZEL, LINDA	\$937.50	1070	Printed	Expense	<input type="checkbox"/>		
202172	11/25/2025	IMPACT ABA SERVICES, LLC	\$7,183.10	1070	Printed	Expense	<input type="checkbox"/>		
202173	11/25/2025	INTERSTATE BATTERIES	\$288.90	1070	Printed	Expense	<input type="checkbox"/>		
202174	11/25/2025	JILL DICKINSON PHYSICAL THERAPY	\$4,600.00	1070	Printed	Expense	<input type="checkbox"/>		
202175	11/25/2025	JIMMY JOHNS	\$374.92	1070	Printed	Expense	<input type="checkbox"/>		
202176	11/25/2025	JUAREZ CARBAJAL, LUZ Y	\$550.00	1070	Printed	Expense	<input type="checkbox"/>		
202177	11/25/2025	KANE, BRITTANY	\$22.33	1070	Printed	Expense	<input type="checkbox"/>		

Carson City School District

Check Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account: Wells Fargo Operating Account 9244264322

From Date: 11/25/2025
From Check: 202134
From Voucher: 1070

To Date: 11/25/2025
To Check: 202242
To Voucher: 1070

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
202178	11/25/2025	KDJ COMPANY LTD	\$120.00	1070	Printed	Expense	<input type="checkbox"/>		
202179	11/25/2025	KIDDO COMMUNICATIONS LLC	\$4,000.00	1070	Printed	Expense	<input type="checkbox"/>		
202180	11/25/2025	LAMINATING AND BINDING SOLUTIONS, INC	\$2,469.99	1070	Printed	Expense	<input type="checkbox"/>		
202181	11/25/2025	LANGUAGE TESTING INTERNATIONAL INC	\$146.00	1070	Printed	Expense	<input type="checkbox"/>		
202182	11/25/2025	LD INGRAM LLC	\$2,625.00	1070	Printed	Expense	<input type="checkbox"/>		
202183	11/25/2025	LEGAL SETTLEMENT	\$2,000.00	1070	Printed	Expense	<input type="checkbox"/>		
202184	11/25/2025	LES SCHWAB TIRE CENTER - SOUTH	\$8,047.80	1070	Printed	Expense	<input type="checkbox"/>		
202185	11/25/2025	LEXIA LEARNING SYSTEMS LLC	\$16,999.00	1070	Printed	Expense	<input type="checkbox"/>		
202186	11/25/2025	LOUTHAN, SHERRI	\$30.52	1070	Printed	Expense	<input type="checkbox"/>		
202187	11/25/2025	LOWE'S CREDIT SERVICES	\$261.69	1070	Printed	Expense	<input type="checkbox"/>		
202188	11/25/2025	LUNDBERG, JAYNE	\$2,150.00	1070	Printed	Expense	<input type="checkbox"/>		
202189	11/25/2025	MANPOWER	\$2,469.44	1070	Printed	Expense	<input type="checkbox"/>		
202190	11/25/2025	MASON, JODI	\$158.38	1070	Printed	Expense	<input type="checkbox"/>		
202191	11/25/2025	MAYORAL-ORTIZ, DIANA	\$1,400.00	1070	Printed	Expense	<input type="checkbox"/>		
202192	11/25/2025	MINIFIE, JENNIFER	\$47.01	1070	Printed	Expense	<input type="checkbox"/>		
202193	11/25/2025	NARDIELLO, DANIEL	\$102.00	1070	Printed	Expense	<input type="checkbox"/>		
202194	11/25/2025	NCS PEARSON INC.	\$330.00	1070	Printed	Expense	<input type="checkbox"/>		
202195	11/25/2025	NEVADA DEPT OF PRISONS	\$820.00	1070	Printed	Expense	<input type="checkbox"/>		
202196	11/25/2025	NOTE-ABLE MUSIC THERAPY	\$675.00	1070	Printed	Expense	<input type="checkbox"/>		
202197	11/25/2025	NV PRESORT & MAIL MARKETING	\$180.90	1070	Printed	Expense	<input type="checkbox"/>		
202198	11/25/2025	O'REILLY AUTO PARTS STORE #3498	\$513.35	1070	Printed	Expense	<input type="checkbox"/>		
202199	11/25/2025	OCCUPATIONAL HEALTH CENTERS	\$116.00	1070	Printed	Expense	<input type="checkbox"/>		

Carson City School District

Check Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account: Wells Fargo Operating Account 9244264322

From Date: 11/25/2025
From Check: 202134
From Voucher: 1070

To Date: 11/25/2025
To Check: 202242
To Voucher: 1070

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
202200	11/25/2025	OFFICE DEPOT	\$332.46	1070	Printed	Expense	<input type="checkbox"/>		
202201	11/25/2025	ORIENTAL TRADING CO.,INC	\$91.97	1070	Printed	Expense	<input type="checkbox"/>		
202202	11/25/2025	OVERHEAD FIRE PROTECTION INC	\$1,610.00	1070	Printed	Expense	<input type="checkbox"/>		
202203	11/25/2025	PACIFIC STORAGE COMPANY	\$38.52	1070	Printed	Expense	<input type="checkbox"/>		
202204	11/25/2025	PIKE, JAMES	\$162.45	1070	Printed	Expense	<input type="checkbox"/>		
202205	11/25/2025	PIZZA FACTORY	\$95.75	1070	Printed	Expense	<input type="checkbox"/>		
202206	11/25/2025	POWERCOMM SOLUTIONS INC	\$2,950.00	1070	Printed	Expense	<input type="checkbox"/>		
202207	11/25/2025	PRO-ED, INC	\$762.30	1070	Printed	Expense	<input type="checkbox"/>		
202208	11/25/2025	QCS, LLC	\$4,020.13	1070	Printed	Expense	<input type="checkbox"/>		
202209	11/25/2025	RATIONAL MIND BENDING LLC	\$7,500.00	1070	Printed	Expense	<input type="checkbox"/>		
202210	11/25/2025	RED ROCK SPRING WATER	\$7.50	1070	Printed	Expense	<input type="checkbox"/>		
202211	11/25/2025	REMSA EDUCATION	\$108.00	1070	Printed	Expense	<input type="checkbox"/>		
202212	11/25/2025	RHEA, JESSICA	\$216.00	1070	Printed	Expense	<input type="checkbox"/>		
202213	11/25/2025	ROBERTS SHEK, TARA R	\$63.28	1070	Printed	Expense	<input type="checkbox"/>		
202214	11/25/2025	RON'S REFRIGERATION, INC.	\$596.00	1070	Printed	Expense	<input type="checkbox"/>		
202215	11/25/2025	SA, CANDICE	\$1,600.00	1070	Printed	Expense	<input type="checkbox"/>		
202216	11/25/2025	SABORI-WOOD, JANEL	\$400.00	1070	Printed	Expense	<input type="checkbox"/>		
202217	11/25/2025	SCHRODER, CAROLYN	\$713.64	1070	Printed	Expense	<input type="checkbox"/>		
202218	11/25/2025	SCOTT, TANYA	\$555.23	1070	Printed	Expense	<input type="checkbox"/>		
202219	11/25/2025	SHAWN NOLAN PAINTING	\$1,900.00	1070	Printed	Expense	<input type="checkbox"/>		
202220	11/25/2025	SIERRA ELECTRONICS	\$110.00	1070	Printed	Expense	<input type="checkbox"/>		
202221	11/25/2025	SILSBY, BONNIE	\$135.00	1070	Printed	Expense	<input type="checkbox"/>		
202222	11/25/2025	SILVER STATE INTERNATIONAL, INC.	\$892.96	1070	Printed	Expense	<input type="checkbox"/>		

Carson City School District

Check Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account: Wells Fargo Operating Account 9244264322

From Date: 11/25/2025
 From Check: 202134
 From Voucher: 1070

To Date: 11/25/2025
 To Check: 202242
 To Voucher: 1070

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
202223	11/25/2025	SMITH'S CUSTOMER CHARGES	\$98.57	1070	Printed	Expense	<input type="checkbox"/>		
202224	11/25/2025	SMITH, ALICIA	\$362.04	1070	Printed	Expense	<input type="checkbox"/>		
202225	11/25/2025	SMITH, JIMMY JEROME	\$14.98	1070	Printed	Expense	<input type="checkbox"/>		
202226	11/25/2025	SUMMIT SPEECH THERAPY	\$5,800.00	1070	Printed	Expense	<input type="checkbox"/>		
202227	11/25/2025	T7 SPECIALTIES, INC	\$299.00	1070	Printed	Expense	<input type="checkbox"/>		
202228	11/25/2025	TAHOE SUPPLY	\$2,458.30	1070	Printed	Expense	<input type="checkbox"/>		
202229	11/25/2025	TARANTINO, ANTONIO	\$87.50	1070	Printed	Expense	<input type="checkbox"/>		
202230	11/25/2025	TRAFERA HOLDINGS, LLC	\$1,435.00	1070	Printed	Expense	<input type="checkbox"/>		
202231	11/25/2025	TRANSPERFECT REMOTE INTERPRETING INC	\$484.75	1070	Printed	Expense	<input type="checkbox"/>		
202232	11/25/2025	TYLER TECHNOLOGIES	\$340.00	1070	Printed	Expense	<input type="checkbox"/>		
202233	11/25/2025	UBEO BUSINESS SERVICES	\$2,506.89	1070	Printed	Expense	<input type="checkbox"/>		
202234	11/25/2025	VESTAL, REBECCA R	\$66.88	1070	Printed	Expense	<input type="checkbox"/>		
202235	11/25/2025	VESTIS SERVICES, LLC	\$401.00	1070	Printed	Expense	<input type="checkbox"/>		
202236	11/25/2025	VITAL SIGNS	\$1,479.12	1070	Printed	Expense	<input type="checkbox"/>		
202237	11/25/2025	WALLACE, RONDA	\$362.04	1070	Printed	Expense	<input type="checkbox"/>		
202238	11/25/2025	WARD, MONICA	\$96.21	1070	Printed	Expense	<input type="checkbox"/>		
202239	11/25/2025	WATERS VACUUM TRUCK SERVICE	\$720.00	1070	Printed	Expense	<input type="checkbox"/>		
202240	11/25/2025	WEVIDEO, INC.	\$1,035.48	1070	Printed	Expense	<input type="checkbox"/>		
202241	11/25/2025	YEATER, CLIFFORD	\$299.91	1070	Printed	Expense	<input type="checkbox"/>		
202242	11/25/2025	YONDR, INC	\$4,726.79	1070	Printed	Expense	<input type="checkbox"/>		

Total Amount: \$378,621.91

End of Report

CARSON CITY SCHOOL DISTRICT VOUCHER

Voucher No: 19

Voucher Date: 11/26/2025

Prepared By:

Printed: 11/21/2025 12:08:45 PM

FY26 PR EDM 11-26-25

CARSON CITY SCHOOL DISTRICT is hereby authorized to draw warrants against CARSON CITY SCHOOL DISTRICT funds for the sum of \$42,731.02 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2025 to June 30, 2026 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Spencer B. Winward

Chief Financial & Operations
Officer

Lupe Ramirez

President

Michael Walker

Vice President

Molly Walt

Clerk

Richard Varner

Member

Rebecca Roberts

Member

Michelle Pedersen

Member

Matt Clapham

Member

CARSON CITY SCHOOL DISTRICT

Fund		Amount
100	General Fund	\$29,940.99
206	PCFP English Learner Fund	\$2,595.77
207	PCFP Gifted and Talented Fund	\$0.00
208	At-Risk Fund	\$0.00
230	Adult Education	\$0.00
235	Adult Education-Correction	\$0.00
240	State Grants-2020	\$2,037.45
250	Special Education	\$4,579.96

Voucher No: 19**Voucher Date: 11/26/2025**

Fund		Amount
270	Local Grants	\$0.00
280	Federal Grant Funds-2020	\$2,253.43
282	Federal Grant Funds 2019	\$0.00
285	Medicaid Funds	\$0.00
290	Food Service Funds	\$1,323.42
300	Capital Projects Funds	\$0.00
360	Bond Issues	\$0.00
703	Workers Compensation	\$0.00
704	Unemployment Compensation	\$0.00
		<hr/> \$42,731.02

Carson City School District

Check Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account: Wells Fargo Operating Account 9244264322

From Date: 11/26/2025
From Check: 202243
From Voucher: 19

To Date: 11/26/2025
To Check: 202272
To Voucher: 19

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
202243	11/26/2025	CARTER, JOHN D	\$188.12	19	Printed	Payroll	<input type="checkbox"/>		
202244	11/26/2025	CHAVEZ, PEDRO	\$3,744.17	19	Printed	Payroll	<input type="checkbox"/>		
202245	11/26/2025	FISK, KIMBERLY D	\$18.81	19	Printed	Payroll	<input type="checkbox"/>		
202246	11/26/2025	GUNN, IAN P	\$3,077.85	19	Printed	Payroll	<input type="checkbox"/>		
202247	11/26/2025	MALTERER, KANDY A	\$65.85	19	Printed	Payroll	<input type="checkbox"/>		
202248	11/26/2025	MARTINEZ, JASON A	\$1,108.20	19	Printed	Payroll	<input type="checkbox"/>		
202249	11/26/2025	MCNABB, TEGAN M	\$43.89	19	Printed	Payroll	<input type="checkbox"/>		
202250	11/26/2025	MORRISON, MICHAEL R	\$141.09	19	Printed	Payroll	<input type="checkbox"/>		
202251	11/26/2025	MURATORE, LOUIS A	\$188.12	19	Printed	Payroll	<input type="checkbox"/>		
202252	11/26/2025	OVARD, BRADY S	\$2,895.48	19	Printed	Payroll	<input type="checkbox"/>		
202253	11/26/2025	PULVER, QUINN I	\$1,531.24	19	Printed	Payroll	<input type="checkbox"/>		
202254	11/26/2025	SMITH, ANNIE L	\$188.13	19	Printed	Payroll	<input type="checkbox"/>		
202255	11/26/2025	TURNER, PATRICK R	\$1,977.74	19	Printed	Payroll	<input type="checkbox"/>		
202256	11/26/2025	NIETO, BRANDON	\$1,334.29	19	Printed	Payroll	<input type="checkbox"/>		
202257	11/26/2025	SAMSOE, SAMANTHA R	\$1,050.11	19	Printed	Payroll	<input type="checkbox"/>		
202258	11/26/2025	CHELOTTI, JOSIE C	\$2,574.78	19	Printed	Payroll	<input type="checkbox"/>		
202259	11/26/2025	SMITH, JAMES J	\$1,623.89	19	Printed	Payroll	<input type="checkbox"/>		
202260	11/26/2025	GOMEZ OCHOA, OLIVIA	\$951.26	19	Printed	Payroll	<input type="checkbox"/>		
202261	11/26/2025	AGUILAR PINTO, EMILIO E	\$1,728.13	19	Printed	Payroll	<input type="checkbox"/>		
202262	11/26/2025	AKERSON, AMANDA M	\$911.00	19	Printed	Payroll	<input type="checkbox"/>		
202263	11/26/2025	BALLUFF, DAWN M	\$2,289.33	19	Printed	Payroll	<input type="checkbox"/>		
202264	11/26/2025	QUINTANA, FELIPE N	\$752.52	19	Printed	Payroll	<input type="checkbox"/>		
202265	11/26/2025	HOWARD, DAVID A	\$2,356.79	19	Printed	Payroll	<input type="checkbox"/>		
202266	11/26/2025	INTERIANO, ENOS A	\$2,707.12	19	Printed	Payroll	<input type="checkbox"/>		

Carson City School District

Check Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account: Wells Fargo Operating Account 9244264322

From Date: 11/26/2025

To Date: 11/26/2025

From Check: 202243

To Check: 202272

From Voucher: 19

To Voucher: 19

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
202267	11/26/2025	ATCHIAN, CATHERINE M	\$1,758.10	19	Printed	Payroll	<input type="checkbox"/>		
202268	11/26/2025	AVALOS, JILL E	\$619.77	19	Printed	Payroll	<input type="checkbox"/>		
202269	11/26/2025	FLINCHUM, LOGAN C	\$2,235.17	19	Printed	Payroll	<input type="checkbox"/>		
202270	11/26/2025	LUNA, OSCAR D	\$1,296.97	19	Printed	Payroll	<input type="checkbox"/>		
202271	11/26/2025	MCLAUGHLIN, TROY A	\$1,650.53	19	Printed	Payroll	<input type="checkbox"/>		
202272	11/26/2025	MONTES, CELIDA	\$1,722.57	19	Printed	Payroll	<input type="checkbox"/>		

Total Amount: \$42,731.02

End of Report

CARSON CITY SCHOOL DISTRICT VOUCHER

Voucher No: 1073

Voucher Date: 11/21/2025

Prepared By:

Stephen Jelle

Printed: 11/21/2025 12:16:44 PM

FY26 PR Payable

CARSON CITY SCHOOL DISTRICT is hereby authorized to draw warrants against CARSON CITY SCHOOL DISTRICT funds for the sum of \$609,172.15 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2025 to June 30, 2026 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

[Signature]
Spencer B. Winward Chief Financial & Operations Officer

Lupe Ramirez President

Michael Walker Vice President

Molly Walt Clerk

Richard Varner Member

Rebecca Roberts Member

Michelle Pedersen Member

Matt Clapham Member

CARSON CITY SCHOOL DISTRICT

Fund		Amount
100	General Fund	\$400,863.34
206	PCFP English Learner Fund	\$27,961.30
207	PCFP Gifted and Talented Fund	\$2,392.97
208	At-Risk Fund	\$8,228.46
230	Adult Education	\$1,226.31
235	Adult Education-Correction	\$6,560.58
240	State Grants-2020	\$10,157.47
250	Special Education	\$91,000.48

Voucher No: 1073**Voucher Date: 11/21/2025**

Fund		Amount
270	Local Grants	\$460.82
280	Federal Grant Funds-2020	\$34,743.56
282	Federal Grant Funds 2019	\$211.52
285	Medicaid Funds	\$751.42
290	Food Service Funds	\$22,462.12
300	Capital Projects Funds	\$751.73
360	Bond Issues	\$1,040.52
703	Workers Compensation	\$221.47
704	Unemployment Compensation	\$138.08
		<hr/> <hr/> \$609,172.15

Carson City School District

Check Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account: Wells Fargo Operating Account 9244264322

From Date: 11/21/2025
From Check: 202273
From Voucher: 1073

To Date: 11/21/2025
To Check: 202296
To Voucher: 1073

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
202273	11/21/2025	AFLAC	\$265.92	1073	Printed	Payroll Ded	<input type="checkbox"/>		
202274	11/21/2025	CALIFORNIA STATE DISBURSEMENT UNIT	\$850.71	1073	Printed	Payroll Ded	<input type="checkbox"/>		
202275	11/21/2025	CARSON CITY BLDG ADMINISTRATOR ASSOC	\$390.00	1073	Printed	Payroll Ded	<input type="checkbox"/>		
202276	11/21/2025	CARSON CITY SCHOOL DISTRICT	\$9,576.22	1073	Printed	Payroll Ded	<input type="checkbox"/>		
202277	11/21/2025	CARSON CITY SCHOOL DISTRICT 10	\$1,260.84	1073	Printed	Payroll Ded	<input type="checkbox"/>		
202278	11/21/2025	CARSON CITY SCHOOL DISTRICT 2	\$2,821.60	1073	Printed	Payroll Ded	<input type="checkbox"/>		
202279	11/21/2025	CARSON CITY SCHOOL DISTRICT 3	\$241.06	1073	Printed	Payroll Ded	<input type="checkbox"/>		
202280	11/21/2025	CARSON CITY SCHOOL DISTRICT 4	\$69,913.19	1073	Printed	Payroll Ded	<input type="checkbox"/>		
202281	11/21/2025	CARSON CITY SCHOOL DISTRICT 5	\$13.50	1073	Printed	Payroll Ded	<input type="checkbox"/>		
202282	11/21/2025	CARSON CITY SCHOOL DISTRICT 6	\$13,680.00	1073	Printed	Payroll Ded	<input type="checkbox"/>		
202283	11/21/2025	CARSON CITY SCHOOL DISTRICT 7	\$45,338.96	1073	Printed	Payroll Ded	<input type="checkbox"/>		
202284	11/21/2025	CARSON CITY SCHOOLS FOUNDATION	\$448.50	1073	Printed	Payroll Ded	<input type="checkbox"/>		
202285	11/21/2025	EAGLE FITNESS	\$279.00	1073	Printed	Payroll Ded	<input type="checkbox"/>		
202286	11/21/2025	ENDO FITNESS NV1, LLC	\$289.71	1073	Printed	Payroll Ded	<input type="checkbox"/>		
202287	11/21/2025	EYEMED VISION CARE	\$4,270.71	1073	Printed	Payroll Ded	<input type="checkbox"/>		
202288	11/21/2025	FITNESS FOR 10	\$900.00	1073	Printed	Payroll Ded	<input type="checkbox"/>		
202289	11/21/2025	KCL GROUP BENEFITS - DENTAL	\$56,761.92	1073	Printed	Payroll Ded	<input type="checkbox"/>		
202290	11/21/2025	KCL GROUP BENEFITS - LIFE	\$4,783.88	1073	Printed	Payroll Ded	<input type="checkbox"/>		
202291	11/21/2025	NEVADA STATE EDUCATION ASSOCIATION-CESA	\$2,955.50	1073	Printed	Payroll Ded	<input type="checkbox"/>		
202292	11/21/2025	NEVADA STATE TREASURER'S OFFICE	\$6.00	1073	Printed	Payroll Ded	<input type="checkbox"/>		
202293	11/21/2025	PERS OF NEVADA	\$1,826.43	1073	Printed	Payroll Ded	<input type="checkbox"/>		

Carson City School District

Check Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account: Wells Fargo Operating Account 9244264322

From Date: 11/21/2025

To Date: 11/21/2025

From Check: 202273

To Check: 202296

From Voucher: 1073

To Voucher: 1073

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
202294	11/21/2025	PROMINENCE HEALTH PLANS	\$391,393.17	1073	Printed	Payroll Ded	<input type="checkbox"/>		
202295	11/21/2025	State Collection and Disbursement Unit	\$658.50	1073	Printed	Payroll Ded	<input type="checkbox"/>		
202296	11/21/2025	WESTERN INSURANCE SPECIALTIES, INC.	\$246.83	1073	Printed	Payroll Ded	<input type="checkbox"/>		
Total Amount:			<u>\$609,172.15</u>						
End of Report									

Carson City School District

Check Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account: Wells Fargo Operating Account 9244264322

From Date: 12/1/2025

To Date: 12/1/2025

From Check: 202298

To Check: 202298

From Voucher: 1074

To Voucher: 1074

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
202298	12/01/2025	RAMIREZ, BRENDA	\$3,125.82	1074	Printed	Payroll Ded	<input type="checkbox"/>		

Total Amount: \$3,125.82

End of Report

CARSON CITY SCHOOL DISTRICT VOUCHER

Voucher No: 1075

Voucher Date: 12/04/2025

Prepared By:



Printed: 12/03/2025 04:21:19 PM

FY26 A/P Spec

CARSON CITY SCHOOL DISTRICT is hereby authorized to draw warrants against CARSON CITY SCHOOL DISTRICT funds for the sum of \$4,853.82 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2025 to June 30, 2026 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Spencer B. Winward Chief Financial & Operations Officer

Lupe Ramirez President

Michael Walker Vice President

Molly Walt Clerk

Richard Varner Member

Rebecca Roberts Member

Michelle Pedersen Member

Matt Clapham Member

CARSON CITY SCHOOL DISTRICT

Fund	Amount
100 General Fund	\$4,853.82
	\$4,853.82

Carson City School District

Check Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account: Wells Fargo Operating Account 9244264322

From Date: 12/4/2025
From Check: 202300
From Voucher: 1075

To Date: 12/4/2025
To Check: 202301
To Voucher: 1075

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
202300	12/04/2025	AT&T MOBILITY	\$3,839.82	1075	Printed	Expense	<input type="checkbox"/>		
202301	12/04/2025	STATE OF NEVADA DEPT. OF PUBLIC SAFETY	\$1,014.00	1075	Printed	Expense	<input type="checkbox"/>		

Total Amount: \$4,853.82

End of Report

CARSON CITY SCHOOL DISTRICT VOUCHER

Voucher No: 1076
FY26 AIP

Voucher Date: 12/09/2025

Prepared By: *Stephanie Gehle*
Printed: 12/03/2025 04:40:59 PM

CARSON CITY SCHOOL DISTRICT is hereby authorized to draw warrants against CARSON CITY SCHOOL DISTRICT funds for the sum of \$303,539.93 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2025 to June 30, 2026 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Spencer B. Winward Chief Financial & Operations Officer

Lupe Ramirez President

Michael Walker Vice President

Molly Walt Clerk

Richard Varner Member

Rebecca Roberts Member

Michelle Pedersen Member

Matt Clapham Member

CARSON CITY SCHOOL DISTRICT

Fund		Amount
100	General Fund	\$74,719.35
230	Adult Education	\$193.10
235	Adult Education-Correction	\$42.75
240	State Grants-2020	\$2,622.02
250	Special Education	\$64,800.28
260	Gifts and Donations	\$2,674.54
270	Local Grants	\$2,376.77
280	Federal Grant Funds-2020	\$4,320.20

Voucher No: 1076

Voucher Date: 12/09/2025

Fund		Amount
282	Federal Grant Funds 2019	\$502.50
285	Medicaid Funds	\$7,500.00
290	Food Service Funds	\$2,937.98
300	Capital Projects Funds	\$2,980.00
360	Bond Issues	\$135,428.31
703	Workers Compensation	\$2,442.13
		<hr/> <hr/> \$303,539.93

Carson City School District

Check Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account: Wells Fargo Operating Account 9244264322

From Date: 12/9/2025
From Check: 202302
From Voucher: 1076

To Date: 12/9/2025
To Check: 202401
To Voucher: 1076

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
202302	12/09/2025	ABARE DENITA PT	\$2,225.00	1076	Printed	Expense	<input type="checkbox"/>		
202303	12/09/2025	ABLE NEVADA	\$2,600.00	1076	Printed	Expense	<input type="checkbox"/>		
202304	12/09/2025	ACCO BRANDS (GBC)	\$362.00	1076	Printed	Expense	<input type="checkbox"/>		
202305	12/09/2025	AINSWORTH ASSOCIATES MECHANICAL	\$97,825.00	1076	Printed	Expense	<input type="checkbox"/>		
202306	12/09/2025	ALL ABOUT VISION LLC	\$1,100.00	1076	Printed	Expense	<input type="checkbox"/>		
202307	12/09/2025	ALLIED-SYSCO	\$1,331.43	1076	Printed	Expense	<input type="checkbox"/>		
202308	12/09/2025	AMADOR STAGE LINES, INC.	\$10,162.25	1076	Printed	Expense	<input type="checkbox"/>		
202309	12/09/2025	ARTS PLUMBING LLC	\$7,522.00	1076	Printed	Expense	<input type="checkbox"/>		
202310	12/09/2025	BARTON, VANESSA	\$3,200.00	1076	Printed	Expense	<input type="checkbox"/>		
202311	12/09/2025	BATTERIES PLUS	\$43.49	1076	Printed	Expense	<input type="checkbox"/>		
202312	12/09/2025	BERGER HANNAFIN ARCHITECTS, LLP	\$3,656.25	1076	Printed	Expense	<input type="checkbox"/>		
202313	12/09/2025	BLICK ART MATERIALS	\$2,983.09	1076	Printed	Expense	<input type="checkbox"/>		
202314	12/09/2025	BLUETRITON BRANDS, INC	\$188.13	1076	Printed	Expense	<input type="checkbox"/>		
202315	12/09/2025	BROWN, KIMBERLY	\$540.00	1076	Printed	Expense	<input type="checkbox"/>		
202316	12/09/2025	BSN SPORTS	\$4,500.00	1076	Printed	Expense	<input type="checkbox"/>		
202317	12/09/2025	CAPITAL CITY AUTO PARTS, INC.	\$16.61	1076	Printed	Expense	<input type="checkbox"/>		
202318	12/09/2025	CARSON CITY UTILITIES	\$8,948.57	1076	Printed	Expense	<input type="checkbox"/>		
202319	12/09/2025	CARSON VALLEY OIL CO.	\$3,496.51	1076	Printed	Expense	<input type="checkbox"/>		
202320	12/09/2025	CCSD NUTRITION SERVICES	\$431.54	1076	Printed	Expense	<input type="checkbox"/>		
202321	12/09/2025	CHEMTREAT INC	\$2,741.92	1076	Printed	Expense	<input type="checkbox"/>		
202322	12/09/2025	CIMINO, LAUREN	\$15.26	1076	Printed	Expense	<input type="checkbox"/>		
202323	12/09/2025	CINDERLITE TRUCKING, INC.	\$137.00	1076	Printed	Expense	<input type="checkbox"/>		
202324	12/09/2025	CITI CARDS (COSTCO)	\$614.95	1076	Printed	Expense	<input type="checkbox"/>		

Carson City School District

Check Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account: Wells Fargo Operating Account 9244264322

From Date: 12/9/2025
From Check: 202302
From Voucher: 1076

To Date: 12/9/2025
To Check: 202401
To Voucher: 1076

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
202325	12/09/2025	DAVIES CLAIM SOLUTIONS, LLC	\$2,442.13	1076	Printed	Expense	<input type="checkbox"/>		
202326	12/09/2025	EDUC8RS E.H. LLC	\$1,125.00	1076	Printed	Expense	<input type="checkbox"/>		
202327	12/09/2025	FAMILY CAREER AND COMMUNITY LEADERS	\$1,283.00	1076	Printed	Expense	<input type="checkbox"/>		
202328	12/09/2025	FARDELMANN, KAREN	\$2,200.00	1076	Printed	Expense	<input type="checkbox"/>		
202329	12/09/2025	FAST GLASS	\$650.00	1076	Printed	Expense	<input type="checkbox"/>		
202330	12/09/2025	FATBEAM, LLC	\$849.60	1076	Printed	Expense	<input type="checkbox"/>		
202331	12/09/2025	FIRST CHOICE COFFEE & WATER SERVICES	\$464.58	1076	Printed	Expense	<input type="checkbox"/>		
202332	12/09/2025	FIT LEARNING	\$5,492.00	1076	Printed	Expense	<input type="checkbox"/>		
202333	12/09/2025	FOGLIANI-KENNEDY, TRACI	\$2,950.00	1076	Printed	Expense	<input type="checkbox"/>		
202334	12/09/2025	FREED, JANITA K	\$700.00	1076	Printed	Expense	<input type="checkbox"/>		
202335	12/09/2025	GAIL MURRAY CONSULTING	\$2,050.00	1076	Printed	Expense	<input type="checkbox"/>		
202336	12/09/2025	GARY ROMERO INC	\$2,980.00	1076	Printed	Expense	<input type="checkbox"/>		
202337	12/09/2025	GILLES, KATHLEEN	\$600.00	1076	Printed	Expense	<input type="checkbox"/>		
202338	12/09/2025	GOPHER SPORTS EQUIPMENT	\$813.36	1076	Printed	Expense	<input type="checkbox"/>		
202339	12/09/2025	GRJ HOLDING LLC/PURPLE SAGE ADVISORY GRP	\$3,200.00	1076	Printed	Expense	<input type="checkbox"/>		
202340	12/09/2025	HARRIS, JUDITH	\$235.20	1076	Printed	Expense	<input type="checkbox"/>		
202341	12/09/2025	HELMERS, AMY	\$1,155.00	1076	Printed	Expense	<input type="checkbox"/>		
202342	12/09/2025	HETTRICK ELECTRIC, INC.	\$465.00	1076	Printed	Expense	<input type="checkbox"/>		
202343	12/09/2025	HI TECH COMMERCIAL SERVICE	\$1,359.23	1076	Printed	Expense	<input type="checkbox"/>		
202344	12/09/2025	HOLOS THERAPY	\$3,950.00	1076	Printed	Expense	<input type="checkbox"/>		
202345	12/09/2025	HOY, ISABEL	\$3,450.00	1076	Printed	Expense	<input type="checkbox"/>		
202346	12/09/2025	HURZEL, LINDA	\$487.50	1076	Printed	Expense	<input type="checkbox"/>		

Carson City School District

Check Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account: Wells Fargo Operating Account 9244264322

From Date: 12/9/2025
From Check: 202302
From Voucher: 1076

To Date: 12/9/2025
To Check: 202401
To Voucher: 1076

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
202347	12/09/2025	JACKSON, KAREN	\$45.51	1076	Printed	Expense	<input type="checkbox"/>		
202348	12/09/2025	JILL DICKINSON PHYSICAL THERAPY	\$2,950.00	1076	Printed	Expense	<input type="checkbox"/>		
202349	12/09/2025	JOHNSON, MARK	\$237.16	1076	Printed	Expense	<input type="checkbox"/>		
202350	12/09/2025	KAISER, JOANNA	\$35.77	1076	Printed	Expense	<input type="checkbox"/>		
202351	12/09/2025	KIDDO COMMUNICATIONS LLC	\$2,150.00	1076	Printed	Expense	<input type="checkbox"/>		
202352	12/09/2025	KIDDO THERAPY	\$500.00	1076	Printed	Expense	<input type="checkbox"/>		
202353	12/09/2025	LD INGRAM LLC	\$2,025.00	1076	Printed	Expense	<input type="checkbox"/>		
202354	12/09/2025	LES SCHWAB TIRES - AUBURN	\$1,076.44	1076	Printed	Expense	<input type="checkbox"/>		
202355	12/09/2025	LINDE GAS & EQUIPMENT, INC	\$90.89	1076	Printed	Expense	<input type="checkbox"/>		
202356	12/09/2025	LOWE'S CREDIT SERVICES	\$1,048.97	1076	Printed	Expense	<input type="checkbox"/>		
202357	12/09/2025	LUNDBERG, JAYNE	\$1,000.00	1076	Printed	Expense	<input type="checkbox"/>		
202358	12/09/2025	MANPOWER	\$1,031.25	1076	Printed	Expense	<input type="checkbox"/>		
202359	12/09/2025	MASON, JODI	\$75.75	1076	Printed	Expense	<input type="checkbox"/>		
202360	12/09/2025	MATTINSON, ROBYN S	\$765.00	1076	Printed	Expense	<input type="checkbox"/>		
202361	12/09/2025	MAYORAL-ORTIZ, DIANA	\$500.00	1076	Printed	Expense	<input type="checkbox"/>		
202362	12/09/2025	MC CREADY, ALLISON	\$7.70	1076	Printed	Expense	<input type="checkbox"/>		
202363	12/09/2025	MEDRANO, MERCEDES	\$15.82	1076	Printed	Expense	<input type="checkbox"/>		
202364	12/09/2025	MGT IMPACT SOLUTIONS, LLC	\$860.00	1076	Printed	Expense	<input type="checkbox"/>		
202365	12/09/2025	MUSIC & ARTS CENTER	\$105.90	1076	Printed	Expense	<input type="checkbox"/>		
202366	12/09/2025	NEVADA BLUE, LTD	\$531.62	1076	Printed	Expense	<input type="checkbox"/>		
202367	12/09/2025	NEVADA CHILLER AND BOILER	\$2,417.00	1076	Printed	Expense	<input type="checkbox"/>		
202368	12/09/2025	O'REILLY AUTO PARTS STORE #3498	\$27.18	1076	Printed	Expense	<input type="checkbox"/>		
202369	12/09/2025	PACIFIC STORAGE COMPANY	\$23.54	1076	Printed	Expense	<input type="checkbox"/>		

Carson City School District

Check Listing

Fiscal Year: 2025-2026

Criteria:

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From Date: 12/9/2025
From Check: 202302
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To Date: 12/9/2025
To Check: 202401
To Voucher: 1076

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
202370	12/09/2025	PEREZ OSORIO, MARIA D	\$11.48	1076	Printed	Expense	<input type="checkbox"/>		
202371	12/09/2025	PRESENTATION SOLUTIONS, INC	\$885.41	1076	Printed	Expense	<input type="checkbox"/>		
202372	12/09/2025	QCS, LLC	\$4,178.48	1076	Printed	Expense	<input type="checkbox"/>		
202373	12/09/2025	RATIONAL MIND BENDING LLC	\$7,500.00	1076	Printed	Expense	<input type="checkbox"/>		
202374	12/09/2025	RED ROCK SPRING WATER	\$111.25	1076	Printed	Expense	<input type="checkbox"/>		
202375	12/09/2025	REMSA EDUCATION	\$917.50	1076	Printed	Expense	<input type="checkbox"/>		
202376	12/09/2025	RENOWN HEALTH	\$2,464.00	1076	Printed	Expense	<input type="checkbox"/>		
202377	12/09/2025	REYMER, THOMAS M	\$262.50	1076	Printed	Expense	<input type="checkbox"/>		
202378	12/09/2025	ROBERTS SHEK, TARA R	\$41.16	1076	Printed	Expense	<input type="checkbox"/>		
202379	12/09/2025	RON'S REFRIGERATION, INC.	\$512.50	1076	Printed	Expense	<input type="checkbox"/>		
202380	12/09/2025	ROSSANO WOODWORKING MFG	\$10,493.00	1076	Printed	Expense	<input type="checkbox"/>		
202381	12/09/2025	SA, CANDICE	\$1,425.00	1076	Printed	Expense	<input type="checkbox"/>		
202382	12/09/2025	SABORI-WOOD, JANEL	\$400.00	1076	Printed	Expense	<input type="checkbox"/>		
202383	12/09/2025	SADLER, DAN	\$281.44	1076	Printed	Expense	<input type="checkbox"/>		
202384	12/09/2025	SIERRA NEVADA OCCUPATIONAL THERAPY ASSOC	\$22,750.00	1076	Printed	Expense	<input type="checkbox"/>		
202385	12/09/2025	SILSBY, BONNIE	\$135.00	1076	Printed	Expense	<input type="checkbox"/>		
202386	12/09/2025	SILVER STATE INTERNATIONAL, INC.	\$8,168.54	1076	Printed	Expense	<input type="checkbox"/>		
202387	12/09/2025	SMITH'S CUSTOMER CHARGES	\$51.44	1076	Printed	Expense	<input type="checkbox"/>		
202388	12/09/2025	SUMMIT SPEECH THERAPY	\$2,900.00	1076	Printed	Expense	<input type="checkbox"/>		
202389	12/09/2025	SWARTZ, TARA	\$33.32	1076	Printed	Expense	<input type="checkbox"/>		
202390	12/09/2025	TAHOE SPEECH THERAPY LLC	\$1,000.00	1076	Printed	Expense	<input type="checkbox"/>		
202391	12/09/2025	TARANTINO, ANTONIO	\$57.50	1076	Printed	Expense	<input type="checkbox"/>		
202392	12/09/2025	TYLER TECHNOLOGIES	\$170.00	1076	Printed	Expense	<input type="checkbox"/>		

Carson City School District

Check Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account: Wells Fargo Operating Account 9244264322

From Date: 12/9/2025
 From Check: 202302
 From Voucher: 1076

To Date: 12/9/2025
 To Check: 202401
 To Voucher: 1076

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
202393	12/09/2025	UBEO BUSINESS SERVICES	\$3,679.44	1076	Printed	Expense	<input type="checkbox"/>		
202394	12/09/2025	VAN-WOERT-BIGOTTI ARCHITECTS	\$10,800.00	1076	Printed	Expense	<input type="checkbox"/>		
202395	12/09/2025	VARSITY BRANDS, INC	\$2,425.65	1076	Printed	Expense	<input type="checkbox"/>		
202396	12/09/2025	VESTIS SERVICES, LLC	\$219.30	1076	Printed	Expense	<input type="checkbox"/>		
202397	12/09/2025	WELLS FARGO	\$803.25	1076	Printed	Expense	<input type="checkbox"/>		
202398	12/09/2025	WESTERN NEVADA SUPPLY CO.	\$4,670.06	1076	Printed	Expense	<input type="checkbox"/>		
202399	12/09/2025	WESTERN PSYCHOLOGICAL SERVICES	\$868.80	1076	Printed	Expense	<input type="checkbox"/>		
202400	12/09/2025	WILLIAM H SADLIER, INC.	\$1,198.81	1076	Printed	Expense	<input type="checkbox"/>		
202401	12/09/2025	YESCO	\$3,062.00	1076	Printed	Expense	<input type="checkbox"/>		

Total Amount: \$303,539.93

End of Report

**MINUTES OF THE MEETING OF THE
CARSON CITY SCHOOL DISTRICT
BOARD OF TRUSTEES**

Monday, November 17, 2025

6:00 p.m.

CALL TO ORDER

The regular meeting of the Carson City School District Board of Trustees was called to order at 6:00 p.m. by President Ramirez in the Robert Crowell Board Room, Community Center, 851 E. William Street, Carson City, Nevada.

ROLL CALL: Members and Staff Present

Lupe Ramirez, President
Molly Walt, Clerk
Michelle Pedersen, Member
Matt Clapham, Member
Richard Varner, Member
Rebecca Roberts, Member
Andrew Feuling, Superintendent
Brandon Bringham, Chief Academic Officer
Spencer Winward, Chief Financial & Operations Officer
Rena Cortez, Executive Assistant
Ryan Russell, Legal Counsel

Members and Staff Present Remotely

None

Members and Staff Absent

Mike Walker, Vice President
Dan Sadler, Chief Human Resources Officer

ACTION TO ADOPT THE AGENDA

It was moved by Trustee Walt, seconded by Trustee Varner, **that the Carson City School District Board of Trustees adopt the agenda as submitted.** Trustee Ramirez called for public comment; there was no public comment. Trustee Ramirez called for the vote. Motion passed 6-0. (Trustee Walker was not present for the vote.)

Trustee Ramirez led the Pledge of Allegiance.

Trustee Ramirez excused Trustee Walker from attending the meeting.

BOARD REPORTS

Cooper Feuling reported on activities at Carson High School:

- Sports Update
 - Fall sports have completed their respective seasons.
 - Girls' volleyball team played in the state tournament in Las Vegas, Nevada.
 - Boys and Girls cross country teams competed in the state tournament.
 - Varsity football played against Reno High School in the regional semi-final; Mr. Steven Nelms was named the Nevada Interscholastic Activities Association (NIAA) Varsity Coach of the Year.
 - Winter sports; girls' and boys' basketball, along with boys' and girls' wrestling, and skiing will begin their seasons soon.
- Carson High School SafeGrad committee hosted a 5K fundraiser on November 11, 2025, which was well attended.

SUPERINTENDENT'S REPORT

Mr. Feuling extended his appreciation to Mrs. Chelise Crookshanks, Principal, Mark Twain Elementary School for hosting the November district leadership meeting.

PRESENTATION OF 2025-2026 CCSD BOARD SPONSORED “GREAT AMERICAN ESSAY CONTEST” WINNERS

Mr. Feuling welcomed and introduced the winners of the 2025-2026 “Great American Essay Contest.” The event began following the events of September 11, 2001. There were 152 entries from public, private and homeschooled students in the area; 51 elementary school, 98 middle school and 3 high school, compared to 154 entries last year. The topic this year was, *“The 250th Anniversary of the Declaration of Independence calls on us to celebrate our patriotic symbols, while renewing our commitment to freedom, equality and justice for all. What patriotic symbols of freedom, culturally or historically are most important to you and why?”* The essays were judged in each grade level on adherence to topic, originality of thought, and use of traits of writing; ideas, organization, voice, word choice, sentence fluency and conventions. A panel of six judges read the essays; Carson City School District Teachers Ms. Lacy Carey, Ms. Pam Cowperthwaite, Ms. Ronda Wallace, Ms. Laura Ricks, Ms. Ananda Campbell and Mr. Greg Spriggs. All winners were presented with a Certificate of Appreciation. The 3rd place winners received a cash prize of \$30.00, 2nd place winners received \$50.00 and 1st place winners in each school level read their essay and received a cash prize of \$100.00.

The winners:

- Elementary School
 - 1st place – Maddy Mahe, 5th grade, Fritsch Elementary School
 - 2nd place – Clara Papez, 5th grade, Fritsch Elementary School
 - 3rd place – Kaia Goodwater, 5th grade, Mark Twain Elementary School
- Middle School
 - 1st place – Colette Flynn, 6th grade, St. Teresa of Avila Catholic School
 - 2nd place – Savanna Jones, 8th grade, St. Teresa of Avila Catholic School
 - 3rd place – Arabella Mendoza, 8th grade, Bethlehem Lutheran School
- High School
 - 1st place – Claire Dillon, 11th grade, Carson High School
 - 2nd place – Roman Gonzalez, 11th grade, Carson High School
 - 3rd place – Makala Heyder, 11th grade, Carson High School

Mr. Feuling thanked the teachers, parents, judges, and students for their efforts and continued support of the essay contest.

SUPERINTENDENT’S REPORT CONTINUED

Mr. Feuling welcomed everyone to the meeting, and provided the following report:

- Mr. Feuling introduced Mr. Jon Hager, Assistant Cross-Country Coach, Carson High School. Mr. Hager introduced Mr. Russ Munyan, Cross-Country Coach and Ms. Tara Theilen, Assistant Cross-Country Coach. Mr. Munyan thanked Coaches Hager and Theilen for their hard work with the team. Mr. Munyan introduced members of the 2025 Cross Country 5A Northern Nevada Regional Champions and State Runners-up, along with Samantha Ingram, Regional First Team finisher.

BOARD REPORTS (CONTINUED)

Maggie Uzzell reported on activities at Carson High School – Silver Campus:

- Speech and Debate team did very well at the tournament at Reed High School, Reno Nevada on September 14-15, 2025.
- Dia de los Muertos celebration on November 3, 2025 was well attended and included several related games and prizes.
- Ms. Kristin Steinkraus is challenging the engineering class to make pine derby cars to compete with Carson High School in a race.
- Ms. Tara Theilen, a grant recipient is working with the girls PE class to build a small interactive garden that includes various flowers and more.

Trustee Pedersen reported on activities at the following school:

- Mark Twain Elementary School
 - Loteria Night will be held December 4, 2025 from 5:30 – 7:00 p.m.

Trustee Roberts reported on activities at the following school:

- Fremont Elementary School
 - Dr. Jennifer Ward, Principal, extended her gratitude to her staff for going above and beyond each day.

Trustee Varner reported on activities at the following schools:

- Fritsch Elementary School
 - Turkey Trot will be Wednesday, November 19, 2025 which includes various prizes. In addition, a thank you was extended to the Parent Teacher Association (PTA) for providing the prizes.
 - Mr. Dan Brown, Principal extended a big thank you to his staff and a Happy Thanksgiving to students, families and staff.
- Bordewich Bray Elementary School
 - 2nd annual Multi-Cultural Night will be held November 19, 2025 and includes various activities and several food trucks.

Trustee Clapham reported on activities at the following schools:

- Eagle Valley Middle School
 - Very Important Person (VIP) luncheon was recently held, which was a huge success.
 - Thank you extended to Officer Lauren Eissingner, School Resource Officer (SRO) and members of the Carson City Fire Department for attending the VIP luncheon.
 - Lego Robotics tournament held November 15, 2025 included 27 teams who did very well. Thank you extended to coaches, Ms. Kim Tucker and Ms. Becky Ritter.
 - Thank you extended to Community Partner, Redemption Church for their generous support of providing dinner bags and Thanksgiving dinners to families.
 - Ms. Gina Hoppe, Principal, extended well wishes for a wonderful Thanksgiving holiday.
- Carson Middle School
 - Fall Family Festival and Veteran's Day celebration were well attended events.
 - Ms. Amy Robinson, Principal, extended Happy Thanksgiving wishes to staff and students.

Trustee Walt reported on activities at the following school:

- Empire Elementary School
 - 5th grade leadership students are hosting a Turkey Bingo Night on November 20, 2025, from 5:30 p.m. – 7:00 p.m.; prizes include various gift cards.

Trustee Walt expressed her appreciation and gratitude to the Nevada Appeal for their ongoing support of college athletes, and summarized her daughter's 2025 soccer season at the College of Idaho.

Trustee Ramirez reported on various items:

- Manager of the Carson City Farmers Market expressed her appreciation of the date change for Carson High Schools graduation.
- Dia La Meurtos event at Carson High School and Carson High School Silver Campus were well attended by parents, families, etc.
- Attended the Veteran's Day concert at Carson Middle School, which was well attended
- Silver Campus is hosting a Beauty and Barber Night on December 8, 2025 from 5:30 – 7:00 p.m.

On behalf of the Nevada Association of School Boards (NASB), Trustee Varner provided the following report:

- Reports from Clark and Associates were shared with board members.
- Annual conference will be held on December 5-6, 2025.

ASSOCIATION REPORTS

There were no association reports.

PUBLIC COMMENT

Trustee Ramirez called for public comment that was provided in person, and electronically via email, which will be included in the permanent record. Trustee Ramirez explained that everyone will be given three minutes to provide their comment. There was no public comment.

DISCUSSION AND POSSIBLE ACTION TO INTERVIEW AND POSSIBLY APPROVE THE SELECTION OF A CCSD FAMILY LIFE ADVISORY COMMITTEE MEMBER FROM, BOTH ON OPEN APPLICATION PROCESS AND A REQUEST FOR RENEWAL, TO SERVE A THREE (3) YEAR TERM, JANUARY 2026 TO DECEMBER 2028 IN THE FOLLOWING CATEGORY: ONE (1) RELIGIOUS REPRESENTATIVE

Mrs. Sheila Story, Chairperson, Family Life Advisory Committee (FLAC) explained that candidates wanting to fill the religious vacancy on the Family Life Advisory Committee submitted a letter of interest, along with a resume.

Mrs. Story introduced Ms. Megan Bottom, who has served on the committee for three years, and would like to continue serving by renewing her membership. Ms. Bottom introduced herself and summarized her experience and work history.

Trustee Pedersen asked Ms. Bottom to provide highlights while serving on the committee. Ms. Bottom commented on the way the material and curriculum are presented and selected for students.

Trustee Varner thanked Ms. Bottom for her years of service and willingness to renew her membership.

Trustee Ramirez asked Ms. Bottom what her goal is for the year. Ms. Bottom explained that her goal is to continue working on additional curriculum and resources for teachers.

It was moved by Trustee Varner, seconded by Trustee Roberts, **that the Carson City School District Board of Trustees approve Ms. Megan Bottom as the Religious Representative to serve on the Family Life Advisory Committee for a three (3) year term; January 2026 to December 2028.** Trustee Ramirez called for public comment; there was no public comment. Trustee Ramirez called for the vote. Motion passed 6-0. (Trustee Walker was not present for the vote.)

INFORMATIONAL UPDATE ON THE PRELIMINARY 2025 COHORT GRADUATION RATES FOR THE CARSON CITY SCHOOL DISTRICT

Dr. Ricky Medina, Director, Accountability and Assessment presented the preliminary 2025 cohort graduation rates for the District, which included a power point presentation. (A copy is included in the permanent record.) The information presented will be finalized by the Nevada Department of Education (NDE) and scheduled to be released on November 17, 2025.

Dr. Medina referred to the beliefs and values of the District's Strategic Plan; Empower Carson City, 2027:

- Every student must have the opportunity to excel and be prepared for success in post-secondary education or chosen career.
- The Adjusted Cohort Graduation Rate allows us to ensure that we are fulfilling this promise to our students.

Dr. Medina presented the formula used; numerator is the number of students in the adjusted cohort that earn a regular high school diploma, which consists of a regular diploma, honors diploma, college and career ready diploma, advanced diploma, excluding adult education diplomas; adjusted diplomas and students working on a High School Equivalency Certificate are not included. The bottom number of the formula equals the number of students who first enrolled in high school during the 2021-2022 school year. Students who signed up for high school for the first time during 2021-2022 are assigned a graduation cohort year, which never changes.

Dr. Medina explained that prior to 2022, adult education diplomas were treated like a regular diploma and considered a graduate. With recent changes, a student who receives an adult diploma at Carson High School or Carson High School Silver Campus is considered a “transfer out” of the cohort; school does not receive credit for the student earning an adult diploma and it is not counted against the respective school.

Dr. Medina presented the statewide ten-year trend:

- Class of 2016
 - District was 80.31% vs. Nevada at 73.55%, Clark County School District at 74.88% and Washoe County School District at 76.64%
- Class of 2017
 - District was 83.93% vs. Nevada at 80.85%, Clark County School District at 83.22% and Washoe County School District at 84.02%
- Class of 2018
 - District was 85.98% vs. Nevada at 83.17%, Clark County School District at 85.22% and Washoe County School District at 84.98%
- Class of 2019
 - District was 86.79% vs. Nevada at 84.1%, Clark County School District at 85.8% and Washoe County School District at 86%
- Class of 2020
 - District was 84.04% vs. Nevada at 82.6%, Clark County School District at 83.2% and Washoe County School District at 85.1%
- Class of 2021
 - District was 85.71% vs. Nevada at 81.3%, Clark County School District at 80.9% and Washoe County School District at 82.5%
- Class of 2022
 - District was 83.4% vs. Nevada at 81.7%. Clark County School District at 81.3% and Washoe County School District at 84.4%
- Class of 2023
 - District is 80.6% vs. Nevada at 81.4%. Clark County School District at 81.5% and Washoe County School District at 81.4%
- Class of 2024
 - District is 83.1% vs. Nevada at 81.6%. Clark County School District is 81.5% and Washoe County School District at 81.9%
- Class of 2025
 - District is 83.3%; state data was not available at this time.

Dr. Medina explained that a student has four years to graduate, however, if a student enters an alternative program, both Carson High School and Carson High School – Silver Campus can offer an adult diploma, which is considered a “transfer out”.

Nine-year trend for the District, Carson High School, Carson High School Silver Campus:

- Class of 2016
 - District was 80.31%, Carson High School at 88.10%, Pioneer High School at 72% and Adult Education was not applicable
- Class of 2017
 - District was 83.93%, Carson High School at 93.2%, Pioneer High School at 80.88% and Adult Education at 23.29%
- Class of 2018
 - District was 85.98%, Carson High School at 94.57%, Pioneer High School at 80.33% and Adult Education at 39.74%
- Class of 2019
 - District was 86.79%, Carson High School at 95.90%, Pioneer High School at 82.35% and Adult Education at 35%
- Class of 2020
 - District was 84.04%, Carson High School at 93.12%, Pioneer High School at 78.26% and Adult Education at 30.26%
- Class of 2021

- District is 85.71%, Carson High School at 88.70%, Pioneer High School at 74.6% and Adult Education at 50%
- Class of 2022
 - District is 83.43%, Carson High School at 92.3%, Pioneer High School at 80.00%, and no data for Adult Education
- Class of 2023
 - District is 80.6%, Carson High School at 89.8%, Pioneer High School at 71.2%, and no data for Adult Education
- Class of 2024
 - District is 83.1%, Carson High School at 89.4%, Pioneer High School at 78%
- Class of 2025
 - District is 83.3%, Carson High School at 88.4

Dr. Medina presented the number of graduates, non-graduates and adult diplomas earned:

- District – 464 graduates; 93 non-graduates, of which 59 adult diplomas were earned, which are considered “transfer out”.

Dr. Medina provided data on the different diploma types available to students; Adult Education, Standard, Adjusted, Advanced and College and Career Ready (CCR), comparing the class of 2025 to the class of 2024:

- CCR – Carson High School = 138; additional requirements are needed to earn CCR diploma
- Advanced – Carson High School = 63
- Standard – Carson High School = 263
- Adult – Carson High School = 59
- Total – Carson High School = 523

Trustee Walt asked for additional information regarding adult education diplomas. Dr. Medina explained that 2021 was the last year for adult education diplomas; at the high school level, they have no impact on the graduation rate; however, at the District level, they are considered a “transfer out”, no credit is received for them. If the student does not graduate, they are considered a non-graduate. Dr. Medina provided the two ways a student can earn an Adult Diploma; attend classes at the Adult Education campus, or by using the alternative education plan at Carson High School, which keeps the students on campus; both are considered a “transfer out”.

Trustee Roberts confirmed that students receiving a CCR diploma are provided a designated cord to wear at graduation.

DISCUSSION ON NEWLY PROPOSED CCSD REGULATION 539, PHYSICAL EDUCATION EXEMPTIONS

Mr. Brandon Bringham, Chief Academic Officer (CAO) presented proposed regulation 539, Physical Education (PE) Exemptions.

There are two ways a student can receive a PE exemption:

- Participate in school-based activities; NJROTC, band, cheerleading, athletics, dance, etc.
- Participation in non-school activities.

As a reference document, Mr. Bringham referred to the PE exemption application that students would complete for non-school activities.

Trustee Walt referred to Item 1 and confirmed that only the players on the team, not managers, are submitting the form at the end of the semester for approval of the PE exemption.

Trustee Ramirez referred to Page 2 and noted that for consistency, the credit should read “0.5”.

DISCUSSION ON NEWLY PROPOSED CCSD POLICY 715, SCHOOL PROGRAM USE OF FACILITIES

Mr. Feuling presented newly proposed policy 715, School Program Use of Facilities, which includes a general statement that supports the efforts for school sponsored student clubs, athletics, etc., and making sure they have access to the facilities they need. For the record, Mr. Feuling read the policy.

Trustee Ramirez acknowledged Mr. Feuling for his work on the proposed policy.

Trustee Pedersen asked for additional information regarding the use of non-district facilities. Mr. Feuling explained that the District has a joint use agreement with Carson City regarding the use of their facilities. Trustee Pedersen referred to the golf team and asked if the District is expected to secure a location.

Trustee Roberts commented on having equity for all student athletes, clubs, etc., regarding the use of district facilities.

Trustee Pedersen asked that the use of transportation be included in the policy.

Following additional discussion amongst the trustees regarding equitable use of the fields, finding a balance between teams, which can be defined by the respective sport, making sure everyone sees and understands schedules, etc., Trustee Ramirez concluded the discussion.

APPROVAL OF CONSENT AGENDA

It was moved by Trustee Walt, seconded by Trustee Varner **that the Carson City School District Board of Trustees approve the consent agenda as submitted.** Trustee Ramirez called for public comment; there was no public comment. Trustee Ramirez called for the vote. Motion passed 6-0. (Trustee Walker was not present for the vote.)

INFORMATIONAL ITEMS

Mr. Feuling provided a reminder of the upcoming Parent University on November 20, 2025 at 5:00 p.m. in the tech center and the Community Connections event regarding literacy on November 19, 2025 at 5:30 p.m. at Carson High School.

No additional informational items were presented or discussed.

REQUEST FOR FUTURE AGENDA TOPICS

Trustee Walt confirmed that the next Board workshop will be held at the second meeting in January, 2026.

Present agenda items to Mr. Andrew Feuling or President Ramirez.

ANNOUNCEMENT OF MEETINGS

The next regular meeting of the Carson City School District Board of Trustees will be on Tuesday, December 9, 2025.

ADJOURNMENT

There will be no further business to come before the members of the Board in public meeting; President Ramirez declared the meeting adjourned at 7:39 p.m.

Molly Walt, Clerk

Date

SCHOOL BOARD MEETING

December 9, 2025

Informational Items – A

**Notification of Changes in the Classified and Nursing
Staff, including New Hires and Terminations**

Informational Items – B

Notification of budget transfers for the prior month

CARSON CITY SCHOOL DISTRICT - STAFF INFORMATION

December 9, 2025

CLASSIFIED STAFF

NEW HIRES						
Name	Position/Subject	Location		Hire Date	New/Replace	
Brandon Nieto	Warehouse Specialist	Operations		11/17/2025	Replace	
Katie McMaster	Cook/Baker	Seeliger		TBD	Replace	
Sara Jacquez	Sped Para II	CMS		TBD	New	
RESIGNATIONS/RETIREMENTS						
Name	Position/Subject	Location		Hire Date	Term Date	Resign/Retire
Matthew Sampson	HR Analyst	Human Resources		11/4/2024	12/12/2025	Resign

NURSING STAFF

NEW HIRES						
Name	Position/Subject	Location		Hire Date	New/Replace	
RESIGNATIONS/RETIREMENTS						
Name	Position/Subject	Location		Hire Date	Term Date	Resign/Retire

EXECUTIVE STAFF

NEW HIRES						
Name	Position/Subject	Location		Hire Date	New/Replace	
None						
RESIGNATIONS/RETIREMENTS						
Name	Position/Subject	Location		Hire Date	Term Date	Resign/Retire
None						

**CCSD BUDGET TRANSFER REPORT
FOR THE MONTH OF NOVEMBER 2025**

**THIS BUDGET TRANSFER REPORT ACCURATELY REFLECTS ALL BUDGET
TRANSFERS MADE IN THE ABOVE REFERENCED MONTH
OUT OF THE 2025-2026 FISCAL YEAR.**

**I CERTIFY THAT ALL BUDGET TRANSFERS WERE MADE IN ACCORDANCE WITH THE
CARSON CITY SCHOOL DISTRICT'S REGULATIONS AND POLICIES, ARE PROPERLY
CODED AND ARE NOT IN EXCESS OF THE BUDGET.**

Prepared By:



Spencer Winward, Chief Financial and Operations Officer

Date:

12/4/2025

<u>Fund</u>		<u>Amount</u>
100	General Fund	\$31,083.83
240	State Grants - 2026	\$1,369,140.00
260	Gifts and Donations	\$200.00
270	Local Grants	\$180,806.00
280	Federal Grants - 2026	\$784,750.53
282	Federal Grants - 2025	\$137,142.10
360	Bond Issues	\$121,000.00
		<u>\$2,624,122.46</u>