CARSON CITY SCHOOL DISTRICT
1402 West King Street
Carson City, Nevada
Tuesday, September 28, 2021

SCHOOL BOARD MEETING

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

CALL BOARD MEETING TO ORDER – 7:00 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. Flag Salute: **Lupe Ramirez**

3. Superintendent's Report – **for information only**.
*Follow-up on inquiries made to the Superintendent
    - Introduction of CHS 2021-2022 Homecoming King & Queen
    - Announcements

4. Board Reports/Board Member Comments – **for information only.**
    - Carson High School Activities
    - Pioneer Academy Activities
    - Nevada Association of School Boards (NASB) Update
    - Announcements

5. Association Reports – **for discussion only**.

6. Public Comment – Comments will be accepted in person, or through virtual participation via email; publiccomment@carson.k12.nv.us. 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. Speakers are instructed to limit their comments to no more than three (3) minutes regardless of whether the comments are made in person, or through virtual participation, and to not simply repeat comments made by others. – **for discussion only.**

7. Presentation and Possible Adoption of a District-wide Restorative Discipline Plan for the 2021-2022 School Year as required by NRS 392.4644 **– for possible action.** **Tasha Fuson**

8. Discussion on Proposed Changes to CCSD Policy 420, Working Periods, which is specific to the work breaks and meal periods for Classified staff: **First Reading – for discussion only.** **Dr. Jose Delfin**

9. Discussion and Possible Action to Review and Select a Proposal from three Third-Party Consultants to assist in the process of hiring a new Superintendent for the Carson City School District. Third-Party Consultant Proposals have been submitted by GR Recruiting, McPherson & Jacobson, LLC, and Nevada Association of School Boards. The fiscal impact of selecting a Proposal shall not exceed $19,050 **– for possible action.** **Joe Cacioppo**

10. 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 BOARD OF SCHOOL TRUSTEES WITH ONE ACTION AND WITHOUT EXTENSIVE HEARING. ANY MEMBER OF THE BOARD OR ANY CITIZEN 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. Approval of Board Meeting minutes; August 24, 2021
d. Request permission for student exemption of required vaccinations pursuant to NRS 392.437 (religious beliefs) or NRS 392.439 (medical condition)
e. Request permission for 16-year old to withdraw from school to take the High School Equivalency Exam (HSE)

11. 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 BOARD OR ANY CITIZEN 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. Activities and Events:
    - Monday, October 4, 2021, Professional Development Day for staff; no school for students
    - Monday, October 18, 2021, Early Release Days for ALL students; classes dismiss at the following times:
        - Pre-K Classes – 12:15 p.m.
        - Pioneer Academy – 12:50 p.m.
        - Carson High School – 1:00 p.m.
        - Middle Schools – 1:20 p.m.
        - Elementary Schools – 2:00 p.m.

12. Requests for Future Agenda Topics

13. Adjournment

A copy of the Agenda of this meeting has been posted before 9:00 AM on Thursday, September 23, 2021, at the following locations: 1) Department of Education, 700 E. Fifth Street; 2) School Administration Office, 1402 W. King Street; 3) Carson City Community Center, 851 E. William Street; and 4) Carson City Manager's Office, 201 N. Carson Street.

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

BOARD OF TRUSTEES MEETING
September 28, 2021

EXECUTIVE SUMMARY

7. Presentation and Possible Adoption of a District-wide Restorative Discipline Plan for the 2021-2022 School Year as required by NRS 392.4644

This is the annual review of the District's plan to provide for the progressive discipline of pupils and on-site review of disciplinary decisions per NRS 392.4644. State law dictates that the plan must:

1. Be developed with the input and participation of teachers, school administrators, support staff, and parents.
2. Be consistent with the written rules of behavior prescribed in accordance with NRS 392.463.
3. Include provisions designed to address the specific disciplinary needs and concerns of each school within the school district.
4. Provide for the temporary removal of a pupil from a classroom or other premises of a public school in accordance with NRS 392.4645.
5. Provide for the placement of a pupil in a different school within the school district in accordance with NRS 392.466.
6. Include the names of any members of a committee to review the temporary alternative placement of pupils required by NRS 392.4647.

Additionally, on or before September 15 of each year, the principal of each school must:

1. Review the plan in consultation with the teachers, school administrators, support staff, parents, and students.
2. Review site data to determine whether and to what extent the occurrences of suspension, expulsion, or removal of pupils from school disproportionately affect pupils who belong to a group of pupils listed in subsection 2 of NRS 385A.250.
3. Based upon the review, recommend to the Board of Trustees revisions to the plan, as recommended by the site team, if necessary.
4. Post a copy of the plan or the revised plan, as provided by the school district, on the Internet website maintained by the school.
5. Distribute to each teacher, school administrator and all educational support personnel who are employed at or assigned to the school a written or electronic copy of the plan or the revised plan, as provided by the school district.

Included in your Board packet is the CCSD Restorative Discipline Plan draft that has been updated with the feedback from all ten of our school sites. Staff is recommending adoption of the plan for the 2021-2022 school year.

8. Discussion on Proposed Changes to CCSD Policy 420, Working Periods, which is specific to the work breaks and meal periods for Classified staff: First Reading

Changes to Policy 420 are intended to solely define breaks and meal periods for educational support staff. The original policy title, “Working Periods” is no longer needed because educational support staff working periods are defined within their respective duty assignments. The change to specify breaks and meal periods must be maintained to align with state and federal requirements.

9. Discussion and Possible Action to Review and Select a Proposal from three Third-Party Consultants to assist in the process of hiring a new Superintendent for the Carson City School District. Third-Party Consultant Proposals have been submitted by GR Recruiting, McPherson & Jacobson, LLC, and Nevada Association of School Boards. The fiscal impact of selecting a proposal shall not exceed $19,050

As a follow-up to the August 24, 2021 Board workshop, Trustee Cacioppo obtained proposals from three Third-Party Consultants to potentially assist in the process of hiring a new Superintendent for the District. The material was presented and briefly discussed during the September 14, 2021 Board meeting, which resulted in the item being tabled to allow additional time for the Trustees to review the proposals. This item provides the opportunity for Board discussion and possible action. Copies of each proposal are included in the board packets.

NRS Information for 9-28-21 Board Meeting

Agenda Item 7.

NRS 392.4644 Plan for restorative discipline and on-site review of disciplinary decisions; annual review and revision of plan; posting and distribution of plan; written reports by board of trustees concerning compliance with section.

1. The board of trustees of each school district shall establish a plan to provide for the restorative discipline of pupils and on-site review of disciplinary decisions. The plan must:

(a) Be developed with the input and participation of teachers, school administrators and other educational personnel and support personnel who are employed by the school district, and the parents and guardians of pupils who are enrolled in schools within the school district.

(b) Be consistent with the written rules of behavior prescribed in accordance with NRS 392.463.

(c) Include, without limitation, provisions designed to address the specific disciplinary needs and concerns of each school within the school district.

(d) Provide restorative disciplinary practices which include, without limitation:

(1) Holding a pupil accountable for his or her behavior;

(2) Restoration or remedies related to the behavior of the pupil;

(3) Relief for any victim of the pupil; and

(4) Changing the behavior of the pupil.

(e) Provide for the temporary removal of a pupil from a classroom or other premises of a public school in accordance with NRS 392.4645.

(f) Provide for the placement of a pupil in a different school within the school district in accordance with NRS 392.466.

(g) Include the names of any members of a committee to review the temporary alternative placement of pupils required by NRS 392.4647.

(h) Be posted on the Internet website maintained by the school district.

2. On or before September 15 of each year, the principal of each public school shall:

(a) Review the plan established by subsection 1 in consultation with the teachers, school administrators and other educational personnel and support personnel who are employed at the school and the parents and guardians of pupils and the pupils who are enrolled in the school;

(b) Based upon the review, recommend to the board of trustees of the school district revisions to the plan, as recommended by the teachers, school administrators and other educational personnel and support personnel and the parents and guardians of pupils and the pupils who are enrolled in the school, if necessary;

(c) Post a copy of the plan or the revised plan, as provided by the school district, on the Internet website maintained by the school; and

(d) Distribute to each teacher, school administrator and all educational support personnel who are employed at or assigned to the school a written or electronic copy of the plan or the revised plan, as provided by the school district.

3. On or before November 15 of each year, the board of trustees of each school district shall:

(a) Submit a written report to the Superintendent of Public Instruction that reports the progress of each school within the district in complying with the requirements of this section; and

(b) Post a copy of the report on the Internet website maintained by the school district.

(Added to NRS by 1999, 3185; A 2003, 3382; 2017, 726, 2005; 2019, 3250, 3572)

Plan for Restorative Discipline

INTRODUCTION:

The Carson City School District Board of Trustees recognizes that maintaining a safe and productive learning environment is essential to its mission to empower students with the skills, knowledge, values and opportunities to thrive. Necessary and appropriate disciplinary measures, including restorative practices and interventions, will be taken to address the misconduct of students who engage in behaviors that distract and disrupt the mission of the District.

All students are expected to follow District policies and regulations, school rules of conduct, and city, state and federal law. Students who disregard established policies, rules, regulations, or laws are subject to discipline. All students are expected to adhere to appropriate standards of conduct while at school, traveling to and from school, during lunch, and while involved in school sponsored activities. Students representing the school in athletics, band, drill team, and other school groups must conform to standards established by their coaches or sponsors in accordance with policy and regulations established by the District, as well as the Nevada Interscholastic Activities Association (NIAA) and any other athletic or activity association to which their school belongs.

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RESTORATIVE PRACTICES:

The Carson City School District Board of Trustees believes that genuine relationships and a sense of safety are at the heart of a positive school climate. In order to promote and support schools in building a positive climate for students and staff, the district employs restorative practices to address student misconduct.

Restorative practices in schools are strategies that use the underlying principles of restorative justice instead of traditional punishment measures. They represent a positive step forward in helping all students—from elementary school through middle school and high school—learn how to navigate conflict resolution, take ownership of their behavior, and practice empathy, perspective-taking, and forgiveness.

Examples of restorative processes include affective statements, community-building circles, small impromptu conferencing, and setting classroom agreements or norms.
Restorative approaches are designed to empower students to learn from their mistakes, to understand the impact of their actions, and to grow personally in their ability to problem-solve and make responsible decisions. The goal of any restorative practice is to build a sense of community in the classroom by:

- Providing pathways to repair harm
- Bringing together individuals impacted by an issue in a dialogue

- Achieving a common understanding
- Coming to an agreement about resolving the conflict and moving forward

PREVENTION & INTERVENTION:

Student Misconduct Prevention:
The Carson City School District utilizes the following strategies to prevent and deter inappropriate behavior and student misconduct.

Communication:
Students and parents receive information about behavioral expectations and restorative discipline via:

- Posting of the CCSD Restorative Discipline Plan on school and district websites
- ParentSquare – by phone and email
- 1:1 conferences with students
- Parent teacher conferences
- Teacher contact with parents - by phone, email, electronic messaging and in person
- Teachers' syllabi
- Parent newsletters
- Parent nights
- Presentations by teachers and administrators at the beginning of each year to explain behavioral expectations to students
- Student handbooks
- Information shared through Infinite Campus, ParentSquare, or other social media

Supervision:

- Through staff supervision at assigned duty areas before and after school, at nutrition and during lunch, and school-sponsored activities
- Through the presence of a Carson City Sheriff's Office School Resource Officer (SRO)
- By the administration working closely with the Juvenile Probation Department
- Via random searches by the CCSO's drug dogs on campus
- Through the work of our ~~safe school professionals~~ school social workers and counselors

Interventions/Activities:

- School wide Multi-Tiered System of Supports (MTSS)
- Behavior contracts
- Attendance contracts
- After school programs, organizations, clubs and athletics
- Placement in the Carson High Options Program (CHOP), a program at CHS which serves 9th - 12th grade students who require an alternative environment to help them become successful and get back on the pathway to graduation
- Positive Behavior Support Plans as determined ~~in Individualized Educational Plans~~ by site teams (i.e. IEP Team, Intervention Team, etc.)
- School leadership and school mentoring programs

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- Support of school social workers (SSWs) who are trained mental health professionals working with students and families
- Right to Represent contracts signed by all student athletes, which includes random drug testing
- Focused SEL curriculum implemented through 1:1, group and classroom interventions (Youth Positive, School Connect, SOS, Boys Town, Restorative Justice)
- Teacher, student, and guardian phone calls to collaboratively discuss problem behavior and identify solutions
- Classroom observations and support to promote a positive culture
- Alleged misconduct and peer conflict mediation with restorative practices
- Referrals to community-based services
- Targeted parent/guardian engagement activities with access to support services
- SEL continuing education/professional development opportunities for staff integration into instructional strategies
- Lunch and after school detentions with SEL curriculum
- In-school and out-of-school suspensions with SEL curriculum
- Re-entry plans to support student integration back into school after a suspension
- Annual awareness/prevention intervention, *The Week of Respect* (first week of October)

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Classroom Restorative Discipline:
CCSD will use the following expectations for the teachers' restorative discipline plans in order to prevent and deter inappropriate student conduct that detracts or interferes in student learning.

- All teachers are required to develop, communicate and follow their classroom restorative discipline plans.
- All teachers are required to have at least one conversation with all their students to discuss the expected behaviors at the beginning of each school year.
- When a student is engaging in misconduct, the teacher is required to have a 1:1 conversation with that student regarding the behavior and discuss more appropriate choices.
- When a student is engaging in minor misconduct, the teacher is required to communicate with the parent regarding the behavior prior to writing a referral to the office. Any behavior that presents a safety issue for the school environment will be immediately referred to administration.
- Referrals to the office are to include documentation of classroom interventions based on the teacher's restorative discipline plan.

Social Emotional Learning (SEL):
Teachers are to encourage good conduct and prevent student misconduct by modeling appropriate, social interactions, embedding SEL into their instructional strategies, and explicitly teaching appropriate social emotional behavior, where appropriate, within their curriculum.

Administrative Interventions:
Consequences will be determined by the following:

1) Level of progression on the discipline continuum;
2) Implementation of a plan of action based on restorative justice for the student;

3) Implementation of an Individualized Education Plan;
4) Degree of violation; and,
5) NRS. Attempts to support and intervene will be made as appropriate to redirect and educate students to engage in appropriate, student conduct.

The Carson City School District (CCSD) employs a Multi-Tiered Instructional Support Model with a focus on prevention to deter negative student behaviors. If student behavior falls outside district expectations, district established behavioral guidelines will be used by school administrators to determine appropriate consequences and/or interventions for student behavioral violations. In all instances, these guidelines may be modified contingent upon the level of severity of the incident and aligned with age, developmental level and other extenuating circumstances. Whenever possible and appropriate, schools will provide restorative disciplinary practices which include 1) holding a student accountable for his or her behavior; 2) restoration or remedies related to the behavior of the student; 3) relief for any victim of the student; and, 4) changing the behavior of the student.

In all circumstances, school administrators will make decisions based upon the health, safety and welfare of all students. Decisions will be made regardless of real or perceived race, creed, religion, sex, sexual orientation, gender identity, economic status, and/or disability status with a focus on student success and their pathway to graduation.

Exclusion from the educational program of the schools, whether by suspension or expulsion, is the most severe sanction that can be imposed on a student in the District and one that will not be imposed without appropriate due process, including timely notification to parents/guardians and a right of appeal since exclusion may deprive a student of the right to a public education. Accordingly, suspension or expulsion of students in the District will occur only in compliance with all state and federal laws and regulations, including compliance with the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act, as applicable. When city, state or federal laws have been violated, a referral will be made to the proper legal authorities.

<u>Additional Guidelines:</u>

- Suspended students are not permitted to participate in extracurricular/sport or school-sponsored activities during the suspension term. Additionally, out-of-school suspended students are trespassed from all district campuses during the term of the suspension.
- To cooperate fully with the discipline procedures of other schools, CCSD schools will not accept students who are under suspension/expulsion from another school until such suspension/expulsion from another school has been completed. If a specific term is not indicated for the expulsion, the student will not be permitted to enroll until the end of the current semester.
- The appeal process for long term suspension will be handled through the CCSD office.
- The CCSD has an agreement with the Carson City Sheriff's Office to allow their officers to bring drug dogs into CCSD schools. Dogs check automobiles, lockers, and classrooms. Individuals are not searched; however, backpacks, briefcases, and other individual items are subject to searches. When a "hit" is made, parents will be contacted, and if a controlled substance is found, the student will either be cited or arrested depending on the quantity of the controlled substance.

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- A drug awareness/intervention program is available for students and their parents/guardians. This program provides an option, upon completion of the program, which may decrease the number of suspension days.
- Additional supports and classes may be available through JPOs (Juvenile Probation Officers) or SROs (School Resource Officers) for students and parents.

RESTORATIVE DISCIPLINE PLAN DISTRIBUTION:

The CCSD Restorative Discipline Plan is posted on the district and school websites and is part of the student handbook for all schools.

Additionally, all teachers are required to submit their classroom behavior plans, which include their well-defined expectations and rules, as well as their classroom restorative discipline plan to their site administration. All teachers discuss their expectations, rules and discipline plans with their students during the first week of school.

STAFF TRAINING:

CCSD teachers receive training on the Restorative Discipline Plan at the beginning of the school year at each school site. Data is shared at the beginning of the year from the prior school year as well as a refresher on how to document and implement classroom interventions prior to submitting referrals to the office using Infinite Campus.

PLAN FOR TEMPORARY REMOVAL OF A PUPIL FROM THE CLASSROOM IN ACCORDANCE WITH NRS 392.4645:

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

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

Additional supports/services are provided to students with Individualized Educational Plans while in the temporary alternative placement. Students will also be provided their procedural safeguards in this disciplinary change of placement as put forth in the IDEA. These rights include manifestation and due process rights as placement in this setting will count as a suspension. Parents are informed within 24 hours of the temporary removal of the student and a conference is scheduled. During the conference, the principal/designee will notify the student and their parent/guardian that if the behavior continues upon return to the classroom that the

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Restorative Discipline Committee (hereinafter "Committee") listed above will be conducting a meeting to review the circumstances of the student's removal from the classroom and the student's behavior that caused the removal from the classroom. Based upon its review, the Committee shall make a recommendation to the principal on placement of the student that will benefit the student and the teacher.

Intervention Assistance Team (IAT) Members: Administrator, 2 teachers, 1 alt teacher, 1 staff, 1 alt staff (teachers and staff members to be selected by peers and serve two-year terms)

Bordewich Bray Elementary

~~Michelle Cleveland~~ Shelby Tuttle	Assistant Principal
Ani Barr	Teacher
Heather Thomas	Teacher
Kathy Zuber	Alt Teacher
Patrick Turner	Staff
Jovan Pino	Alt Staff

Empire Elementary

Nathan Brigham	Assistant Principal
Brittany Kane	Teacher
Joshlyn Jensen	Teacher
Erica Meisler	Alt Teacher
Camilla Jorst	Staff
Jennifer Blake	Alt Staff

Fritsch Elementary

Gina Hoppe	Assistant Principal
Rachael Overstreet	Teacher
Nicole Witkowski	Teacher
Sara Bogotch	Alt Teacher
Nicole Sitton	Staff
Lacey Carey	Alt Staff

Fremont Elementary

Kari Pryor	Assistant Principal
Danielle Boholst	Teacher
Pam Shank	Teacher
David Lowe	Alt Teacher
Paulina Hernandez	Staff
Becky McGee	Alt Staff

Mark Twain Elementary

Kevin Sady	Assistant Principal
January Hurlburt	Teacher
Becki Waltz	Teacher
Alyson Haas	Alt Teacher

Revised 9.20.21

DRAFT

Victor Garcia	Staff
Casandra Blakenship	Alt Staff

Seeliger Elementary

Rodney Butler	Assistant Principal
Carol Reed	~~Teacher~~ Alt Teacher
Bonnie Maderios	Teacher
Toni Nelson	~~Alt Teacher~~ Teacher
~~Karen Shaffer~~ Mary Lee	~~Staff~~ Alt Staff
Connie Fronapfel	~~Alt Staff~~ Staff

Carson Middle

Chelise Crookshanks	Assistant Principal
Robert Hostler	Teacher
Eleanor Whitehead	Teacher
Kristin Bensmiller	Alt Teacher
Victoria Smith	Staff
Roberta Siracuse	Alt Staff

Eagle Valley Middle

Lee Conley	Principal
Linda Belnap	Teacher
Lauren Cimino	Teacher
Thomas Chandler	Alt Teacher
Becky Ritter	Staff
Emily Beach	Alt Staff

Carson High

Robert Chambers	Principal
Curtis Kortemeier	Teacher
Monica Flinchum	Teacher
Emilee Riggin & Jim Bean	Alt Teacher
Rheyanna McCoy	Staff
Cathy Atchian	Alt Staff

Pioneer High

Jason Zona	Principal
Jeremy Lewis	Teacher
Julie Gingrich	Teacher
Leanne Ingram	Alt Teacher
Cary Jordan	Staff
Danielle Langum	Alt Staff

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Revised 9.20.21

PLAN FOR PLACEMENT OF A PUPIL IN A DIFFERENT SCHOOL WITHIN THE DISTRICT IN ACCORDANCE WITH NRS 392.466:

If a school is unable to retain a student in the school for the safety of any person or because doing so would not be in the best interest of the student, the student may be suspended, expelled or placed in another school. If a student is placed in another school, the current school of the student shall explain what services will be provided to the student at the new school that the current school is unable to provide to address the specific needs and behaviors of the pupil. The current school and new school shall create a plan of action based on restorative justice for the student and ensure that any resources required to execute the plan are available at the new school.

PROHIBITED CONDUCT AND CONSEQUENCES:

Following is a table of student conduct that is prohibited in the Carson City School District. The list is not exhaustive. Some conduct and consequences are described more fully in the CCSD Policies or Administrative Regulations, and citations to those documents are listed in the table. Bus Conduct rules are described in CCSD Policy and Administrative Regulation 520.

Consequences for misconduct vary and will be imposed by the school administrator at his or her discretion depending upon individual circumstances. Consequences may include a verbal reprimand, referral to the school counselor, in-school suspension or other in- school procedures, out-of-school suspension or expulsion. When appropriate, restorative discipline will be imposed. When city, state, or federal laws are alleged to have been violated, a referral will also be made to the proper legal authorities. An offense deemed serious by a school administrator may result in a long-term suspension or expulsion. Under certain circumstances, suspension or expulsion is mandatory under State law.

PROHIBITED CONDUCT	**RELATED CCSD POLICY/ ADMINISTRATIVE REGULATION**
A. ARSON	
B. ATTENDANCE VIOLATIONS 1. Truancy 2. Habitual Truancy 3. Tardy/Missed Instruction	CCSD Policy and Administrative Regulation 506
C. BOMB THREAT	
D. BULLYING	CCSD Policy and Administrative Regulation 543
E. CHEATING/PLAGARISM	CCSD Policy and Administrative Regulation 538
F. COMBUSTIBLES/ INCENDIARY/EXPLOSIVE DEVICE	
G. CYBER-BULLYING	CCSD Policy and Administrative Regulation 543
H. DAMAGE TO OR DESTRUCTION OF SCHOOL PROPERTY	CCSD Policy 521

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I. DISREGARD FOR SCHOOL RULES 1. Altering Records 2. Communicating False Information (spoken or written) 3. Forgery 4. Inappropriate Language (including use of obscene language and gestures) 5. Inappropriate Behavior 6. Presence in Unauthorized Area 7. Technology Violation (including cell phone use violations) 8. Traffic Violation 9. Unacceptable Items	CCSD Policy 546 (Cell Phone Usage) CCSD Policy and Administrative Regulation 532 (Student use of Vehicles)
J. DISRESPECT/INSUBORDINATION	
K. DISTURBANCE OF SCHOOL ACTIVITIES, DISTURBING THE PEACE	
L. DRESS CODE VIOLATION	CCSD Policy and Administrative Regulation 519
M. EXTORTION OR THREAT OF EXTORTION	
N. FIGHTING	
O. FIGHTING INSTIGATION/PROMOTION OF FIGHTING/VIOLENCE	
P. GANG RELATED BEHAVIOR/ACTIVITY	
Q. HABITUAL DISCIPLINARY PROBLEM	
R. HAZING	CCSD Policy and Administrative Regulation 547 (Anti-Hazing)
S. INTERFERENCE WITH INSTRUCTION	
T. INTIMIDATION	
U. NIAA SUBSTANCE ABUSE VIOLATION	CCSD Policy and Administrative Regulation 534
V. POSSESSION OF DRUG PARAPHERNALIA	CCSD Policy and Administrative Regulation 534
W. POSSESSION/USE OF ALCOHOL	CCSD Policy 518 CCSD Policy and Administrative
X. POSSESSION/USE OF A CONTROLLED SUBSTANCE	CCSD Policy 518 CCSD Policy and Administrative
Y. POSSESSION/USE OF A WEAPON, AIR GUN, FIREARM	
Z. RETALIATION	
AA. SALES/DISTRIBUTION OF A CONTROLLED SUBSTANCE	CCSD Policy 518 CCSD Policy and Administrative
BB. THEFT/POSSESSION OF STOLEN PROPERTY	
CC. THREATS TO STAFF OR STUDENTS	
DD. TOBACCO VIOLATION	
EE. VIOLENCE OR HARM TO STAFF OR STUDENTS	

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DEFINITIONS:

PROHIBITED CONDUCT	DEFINITION
A. ARSON	Intentionally setting fire, or attempting to set fire, or intentionally engaging in conduct which may reasonably be foreseen to set fire to property of another, participating in, or encouraging another person to participate in such conduct.

B. ATTENDANCE VIOLATIONS 1. Truancy 2. Habitual Truancy 3. Tardy	Truancy: A student is considered truant if he/she is absent from school without permission from either the school or his/her parent/guardian unless he/she is physically or mentally unable to attend school. The teacher or principal shall give his written approval for a student to be absent if an emergency exists or upon the request of a parent or legal guardian of the student. Before a pupil may attend or otherwise participate in school activities outside the classroom during regular classroom hours, he/she must receive the approval of the teacher or principal. Habitual Truancy: A Habitual Truant is one who has been declared a truant three or more times within one school year (NRS 392.040). Any student who has once been declared a habitual truant and who, in an immediately succeeding year, is absent from school without written approval may again be declared a habitual truant. Tardy: Arriving late to class or leaving early.
C. BOMB THREAT	Willfully conveying by mail, written notes, telephone, texting, internet, radio, or any other means of communication, any bomb threat, knowing it to be false.
D. BULLYING	NRS 388.122 "Bullying" defined. 1. "Bullying" means written, verbal or electronic expressions or physical acts or gestures, or any combination thereof, that are directed at a person or group of persons, or a single severe and willful act or expression that is directed at a person or group of persons, and: a. Have the effect of: (1) Physically harming a person or damaging the property of a person; or (2) Placing a person in reasonable fear of physical harm to the person or damage to the property of the person; b. Interfere with the rights of a person by: (1) Creating an intimidating or hostile educational environment for the person; or (2) Substantially interfering with the academic performance of a pupil or the ability of the person to participate in or benefit from services, activities or privileges provided by a school; or c. Are acts or conduct described in paragraph (a) or (b) and are based upon the: (1) Actual or perceived race, color, national origin, ancestry, religion, gender identity or expression, sexual orientation, physical or mental disability of a person, sex or any other distinguishing characteristic or background of a person; or (2) Association of a person with another person having one or more of those actual or perceived characteristics. 2. The term includes, without limitation: (a) Repeated or pervasive taunting, name- calling, belittling, mocking or use of put-downs or demeaning humor regarding the actual or perceived race, color, national origin, ancestry, religion, gender identity or expression, sexual orientation, physical or mental disability of a person, sex or any other distinguishing characteristic or background of a person; (b) Behavior that is intended to harm another person by damaging or manipulating his or her relationships with others by conduct that includes, without limitation,

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	spreading false rumors; (c) Repeated or pervasive nonverbal threats or intimidation such as the use of aggressive, menacing or disrespectful gestures; (d) Threats of harm to a person, to his or her possessions or to other persons, whether such threats are transmitted verbally, electronically or in writing; (e) Blackmail, extortion or demands for protection money or involuntary loans or donations; (f) Blocking access to any property or facility of a school; (g) Stalking; and (h) Physically harmful contact with or injury to another person or his or her property.
E. CHEATING/PLAGARISM	Cheating is the improper taking of information from and/or giving of information to another student, individual or other source. Plagiarism is representing another person's work or ideas as your own without credit to the proper source and submitting it for any purpose.
F. COMBUSTIBLES/ INCENDIARY/EXPLOSIVE DEVICE	The possession, use or sale of explosive or incendiary devices.
G. CYBER-BULLYING	NRS 388.123 "Cyber-bullying" defined. "Cyber-bullying" means bullying through the use of electronic communication. The term includes the use of electronic communication to transmit or distribute a sexual image of a minor. As used in this section, "sexual image" has the meaning ascribed to it in NRS 200.737.
H. DAMAGE TO OR DESTRUCTION OF SCHOOL PROPERTY	Willfully and maliciously destroying or injuring real or personal property of another.
I. DISREGARD FOR SCHOOL RULES 1. Altering Records 2. Communicating False Information (spoken or written) 3. Forgery 4. Inappropriate Language (including use of obscene language and gestures) 5. Inappropriate Behavior 6. Presence in Unauthorized Area 7. Technology Violation (including cell phone use violations) 8. Traffic Violation 9. Unacceptable Items	Violations of the rules of the schools as outlined in the Parent/Student Handbook, or disseminated by the individual school, teacher or coach, including but not limited to: Altering Records: Changing or attempting to change school records or grades. Communicating False Information: Telling lies (spoken or written); publishing or distributing libelous or slanderous material. Forgery: Reproducing something, such as a forged signature, for a deceitful or fraudulent purpose Inappropriate Language: Use of obscene language or gestures or writing obscenities or displaying obscene materials. Inappropriate Behavior: Violation of any school rule. Presence in Unauthorized Area: Presence in any area that is not authorized for student use at the time the student is present.
	Technology Violation: Violations of the CCSD Acceptable Use Policy; violations of the CCSD Cell Phone Use Policy 546. Traffic Violation: Violations of the CCSD Driving Regulations. Unacceptable Items: Use or possession of the following items on campus or at a school activity: firearms, dangerous weapons and substances, matches, firecrackers, caps, water guns, water balloons, and snowballs.

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J. DISRESPECT/INSUBORDINATI ON	Disrespect: Use of inappropriate language, conduct, and demeanor when addressing another individual or group of individuals. Insubordination: Behavior that is disobedient or defiant toward school employees, either in language or action.
K. DISTURBANCE OF SCHOOL ACTIVITIES, DISTURBING THE PEACE	Conduct which interferes with the educational process. Willfully disturbing the peace of any person; intentionally and willfully interfering with or disturbing persons in the school.
L. DRESS CODE VIOLATION	Violations of the dress code as outlined in CCSD Policy and Regulation 519 and/or individual school rules. This includes violations of the standard student attire policy and regulation.
M. EXTORTION OR THREAT OF EXTORTION	Obtaining something, especially money, through force or threats. In some circumstances, extortion may constitute bullying.
N. FIGHTING	The mutual use of physical force, which includes striking both with hands and feet, or other body parts. This also includes biting, scratching or other actions of a physically aggressive nature.
O. FIGHTING INSTIGATION/PROMOTION OF FIGHTING/VIOLENCE	The willful act of provoking or facilitating fighting between two or more students by using a variety of communications aimed at causing or resulting in a physical altercation.
P. GANG RELATED BEHAVIOR/ ACTIVITY	Involvement or potential involvement in any activity representing a group involved in illegal actions. Wearing any clothing or carrying any symbol on District property that denotes membership in or an affiliation with a criminal gang.
Q. HABITUAL DISCIPLINARY PROBLEM	A student is deemed a habitual disciplinary problem if a school has written evidence documenting that in one school year: (a) The student has threatened or extorted, or attempted to threaten or extort, another student or a teacher or other personnel employed by the school two or more times, or the student has a record of five suspensions (of at least three days each) from the school for any reason; and The student has not entered into and participated in a plan of behavior.
R. HAZING	Any action taken or situation created that causes, or is reasonably likely to cause, harassment, bodily danger or physical harm, serious mental or emotional harm, extreme embarrassment or ridicule, or personal degradation or loss of dignity to any student or other person associated with the school.
S. INTERFERENCE WITH INSTRUCTION	Disruptive conduct in the classroom which has the effect of disrupting the instruction of other students but does not result in a large scale disturbance.
T. INTIMIDATION	To use harm or threat of harm to compel a person to abstain from doing, or to do, any act which he/she has a right to do. In some circumstances, intimidation may constitute bullying.
U. NIAA SUBSTANCE ABUSE VIOLATION	See NIAA Substance Abuse Policy.
V. POSSESSION OF DRUG PARAPHERNALIA	The possession of, or sale, furnishing or use of items that are used to inhale, ingest, or by any other means introduce a controlled substance into the body, whether or not the student is under the influence of alcohol or a controlled substance on school property or at a school sponsored activity at any time.

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W. POSSESSION/USE OF ALCOHOL	The possession of, sale, furnishing or use of alcohol, to include being under the influence of alcohol on school property or at a school sponsored activity.
X. POSSESSION/USE OF A CONTROLLED SUBSTANCE	The possession of, sale, furnishing or use of marijuana, narcotics, illegal substance or legal substances (such as prescription drugs) possessed to be used as intoxicants, whether or not the student is under the influence on school property or at a school sponsored activity at any time.
Y. POSSESSION/USE OF A WEAPON, AIR GUN, FIREARM	The possession, use, transmittal, or concealment of ANY operable or inoperable weapon or simulated look-alike weapon. Weapons are defined as firearms, including but not limited to pistol, revolver, rifle, zip gun, shot gun, BB gun, pellet gun; explosive, explosive propellant, destructive device, or ammunition, and any other item included within the definition of a "firearm" in 18 U.S.C, Sec 921, as it existed on July 1, 1995; a dangerous weapon, including but not limited to a blackjack, sling shot, billy, sand- club, sandbag, metal knuckles, dirk or dagger, a nunchaku, switch blade, blade, knife, pen knife, pocket knife, hunting knife, trefoil, or butterfly knife, as defined in NRS 202.350, and similar objects such as razor blades, ice picks, sharp instruments to be used as weapons, pipes, Chinese stars, and machetes; explosive or inflammable materials including but not limited to bombs, fireworks, or firecrackers; or any other items that may cause bodily injury or death. All weapons, whether or not listed herein, are similarly prohibited. The use of any normally non-dangerous implement such as a stone, table, board, stick, or baseball bat as a weapon, shall come under the provisions in this section.
Z. RETALIATION	To do something bad to someone who has hurt you or treated you badly; to get revenge against someone.
AA. SALES/DISTRIBUTION OF A CONTROLLED SUBSTANCE	The exchange of controlled substances, or items represented to be controlled substances, between two or more parties.
BB. THEFT/POSSESSION OF STOLEN PROPERTY	Intentionally receiving, taking, or possessing property of another without the owner's permission
CC. THREATS TO STAFF OR STUDENTS	Any communication, verbal or physical, or by means of electronic devices, that would question the safety, or cause the impression of danger or harm, to school district personnel or students.
DD. TOBACCO VIOLATION	Possession or use of any nicotine delivery device which includes without limitation, cigars, cigarettes, electronic cigarettes, chew, snuff, pipes, hookahs, etc. NIAA Rules apply.
EE. VIOLENCE OR HARM TO STAFF OR STUDENTS	A battery which results in the bodily injury of an employee of the school or a student. Battery: Unlawful and offensive hitting or touching of another person, a person's clothes, or anything attached or held by him/her.

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BOARD OF TRUSTEES
CARSON CITY SCHOOL DISTRICT

POLICY No. 420
CLASSIFIED STAFF

~~WORKING~~ *BREAKS AND MEAL* PERIODS

~~The~~ ***Breaks and meal*** periods ***during the*** ~~of~~ work ***day for educational support personnel*** ~~required of the non-instructional staff~~ shall be clearly specified to insure the smooth and regular operation of the School District.

DRAFT

Adopted: August 29, 1979
Revised: ??

PROPOSAL FOR A SUPERINTENDENT SEARCH FOR

Submitted by:

Address: 15927 East Echo Hill Drive
Fountain Hills, AZ 85268

E-mail: info@grrecruiting.com
Website: www.grrecruiting.com
Phone: (888) 319-7949

Arizona Office	Iowa Office	Missouri Office	South Carolina Office	Texas Office
Fountain Hills, AZ 85268	Council Bluffs, IA 51503	St. Louis, MO 63130	Rock Hill, SC 29732	Hutto, TX 78634

August 31, 2021

Carson City School District
Joe Cacioppo
1402 West King Street
Carson City, NV 89703

Transmitted via email: joe@rci-nv.com

Dear President Cacioppo,

This letter is in response to a request regarding the need for professional executive search services to assist in the search for a Superintendent. We are a state, regional and national search firm dedicated to meeting the needs of every district seeking excellent leadership. The firm is comprised of a diverse team of 50 plus associates throughout the country, who have extensive experience in the search business. Our state and national recruiting network allow us to meet any timeline established by our clients and consistently deliver a quality pool of candidates. On the pages that follow, our proposal will indicate those personnel to be assigned exclusively to your search.

We provide experience and expertise of many people who have led large, medium and small districts in recruiting and presenting candidates who met or exceeded school board expectations. We are familiar with Nevada, as our associates have conducted searches in your state, and across the country; in districts of various sizes and demographics. To become more cost effective, our firm relies on up-to-date technology including video conferencing, candidate video interviews and frequent emails or telephone contacts as necessary, while still providing in-person contacts as requested. Our ability to provide multiple forms of communication with our clients is something that is important to us to make sure our clients are involved and well-informed throughout the process.

We will aggressively recruit excellent candidates who have been thoroughly investigated and determined to be a very good match to your superintendent profile.

Your satisfaction is our goal. To that end, we will work tirelessly to achieve that goal by first finding and recruiting the highest quality candidates for the Board's consideration. After the search, the District can expect exceptional support from our firm and from our partnership with *K12 Insight* and throughout the process. This comes in the form of useful data and improved communication with stakeholders and parents.

Sincerely,

Gary L. Ray

Gary L. Ray
President

TABLE OF CONTENTS

Page

Cover Letter.....1

Table of Contents.....2

Executive Summary.....3

Experience and Qualifications.....4

Key Staff/Experience.....5-6

Scope of Work.....7-9

Sample Timeline.....10

Phases of the Search.....11

Why GR Recruiting Is Unique.....12

Confidentiality.....13

Cost Breakdown.....13

Estimated Cost Sheet.....14

Satisfaction Guaranteed.....14

Sample Listing of Searches Conducted by Our Associates.....15

References.....16

EXECUTIVE SUMMARY

GR Recruiting is a diverse firm with a wealth of experience, and we are fully capable of meeting all the requirements of Carson City School District Executive search requirements. Owner/founder Gary Ray has over forty (40) years of extensive experience in educational leadership and recruiting top quality candidates for searches. GR Recruiting's associates' personal careers in school leadership plus their search efforts easily exceed ten (10) years. The firm's key to success is every Associate understands educational leadership and what it takes to match candidates to School Board expectations. A brief sample of Superintendent searches that have been conducted by GR Recruiting Associates similar to your district are exhibited on page 15.

Our firm is dedicated to excellence and to delivering utmost client satisfaction. We are highly sensitive to diversity as it affects a search from three perspectives. First, we have always had strong relationships with organizations that address the needs of individuals of color and women in leadership roles. Second, our firm employs a very diverse group of search leaders and team members. Third, we will provide our clients with a diverse pool of candidates who each meet the District's profile criteria.

GR Recruiting has always been concerned about the performance of not only the Superintendent once in office, but the actual performance of the District under their leadership. To undertake support and improvement in these areas, our firm has developed a network of resources to assist districts beyond the end of the search. We have established a relationship with *K12 Insight*, a company dedicated to effective communication practices and customer service. Our objective is to provide our clients with the best possible opportunities for improved district management and student achievement.

Our recruitment efforts will be both aggressive and pertinent to the position profile which is created via School Board, teachers, staff, student and constituent input. We strive to be unsurpassed in pursuing likely candidates who have good jobs, therefore need to be recruited. All applications are screened, and only those who meet the District's profile will be advanced to candidate status for further intensive background investigations.

Please note, we find people for jobs and not jobs for people. We take the highest care of all applicants to encourage and process their submissions, but it should be noted that we never accept any fees from candidates. Our firm wants our clients to understand that we work for them exclusively, and we will provide highly qualified candidates; all of whom will be quite capable of meeting or exceeding your expectations. No surprises!

Mission Statement:

"Committed to our Clients by recruiting and supporting outstanding educational leaders"

EXPERIENCE AND QUALIFICATION

Overview of GR Recruiting

We are a national firm with regional offices in Arizona, Iowa, Missouri, South Carolina, and Texas. Our associates average more than ten (10) years in the school executive search business and understand educational leadership and what it takes to match candidates to School Boards' expectations.

- Each search is conducted in strict adherence to the needs of our client district.
- We are very aggressive in our recruiting efforts in order to provide a pool of candidates who are successful in current positions and a good match to the District criteria.
- We assist the School Board of Trustees in the development of a suitable profile for the position by interviewing each member individually.
- As a part of the profile development, we will meet in person or virtually with any stakeholder groups designated by the board, to collect input.
- GR Recruiting has a unique partnership with a nationally recognized company, K12 Insight which specializes in solutions for Community Engagement through Online Surveys, Customer Service for Schools, and School Communications.
- All collected data from our survey of desirable traits as well as input from meetings is promptly made available to the School Board to guide them in identifying those characteristics most desired.
- Our process provides valuable information to the Board, staff and community during the search process as well as data that can be used to enhance the new superintendent's transition into the district. This process is provided at no additional cost, and no other firm provides this service.
- Our associates perform extensive interview screenings with potential candidates and their references, before recommending the top candidates to the Board.
- We provide a consensus scoring instrument to assist the School Board of Trustees in its decisions for the most qualified candidates.
- We proceed in conducting extensive background investigations with a background check company involving social, criminal, civil, employment and educational investigations of the top finalists, at no cost to the district.
- We offer a guarantee that specifies the selected finalist must complete two (2) years of service or we will redo the search for no fee except for expenses incurred.

KEY STAFF EXPERIENCE

These are the principal/project coordinators who will be directly involved in working with the Carson City School District. These experienced associates will be recruiting screening and conducting background checks. Our 50 plus associates across the country, ensuring that every region will be covered, recruit the best candidates for the Carson City School District. Furthermore, we have professional contacts throughout your region as well as across the nation. Please find a partial list of our associates who will be involved in the recruitment and screening of candidates. The firm will engage additional associates on this search project.

Gary Ray **Founder/President**

gray@grrecruiting.com
888.319.7945

Gary is President GR Recruiting possessing over 40 years of experience in the school executive search business. He supervises all searches conducted by the firm and will directly interact with the team on this search and any committee that may be established on all details of this search. Mr. Ray is a former school administrator with an advanced degree who has worked with hundreds of school boards spanning over four decades. Gary has long been a leader among executive search firms, including a frequently sought-after presenter and keynote speaker at state and national conventions. His knowledge of successful leaders and contact with them has proven to be an invaluable resource in our searches.

Ryan Ray **Vice President**

Ryan earned his Bachelor's degree in Business/Communications from the University of Missouri and his Master's degree in Human Resources Business Management from Lindenwood University. He has spent the last 15 years as President of Ray and Associates and now helps lead GR Recruiting. He has been the lead on some of the biggest national searches across the country including Seattle, Baltimore, Hillsborough County FL, Kansas City and Austin Texas to name a few. He has also led State Superintendent searches for the states of Hawaii, Colorado, Michigan, Ohio and Alabama. He has been an exhibitor and presenter at national conventions (AASA-American Association of School Administrators, NSBA-National School Boards Association, ALAS- Association of Latino Administrators and Superintendents).

Kristine McDuffy Associate

Dr. Kristine McDuffy has been a public school educator for 38 years - Seventeen years as a school district superintendent; nine years as a middle school and high school principal; and twelve years of extensive teaching and coaching from P-12 through higher education. Dr. McDuffy has also committed over 25 years of experience teaching, coaching and mentoring superintendent and principal candidates. Taught multiple superintendent and principal certification courses for Western Washington University and Seattle Pacific University. In addition, presented to Washington State University and University of Washington Superintendent cohorts. In 2019, she was recruited (and accepted) to serve as a mentor/coach for the 1st Cohort of the Washington State Aspiring Superintendents Academy. Kristine also finds time to be actively engaged with communities serving on numerous boards and service organizations.

Robert Alfaro Associate

Mr. Alfaro has a master's degree from Sul Ross State University in Alpine, Texas. Robert is a graduate of the Broad Urban Superintendent's Academy. Robert served as an area superintendent in the Clark County School District, one of the largest School Districts in the Country. Additionally, he was the Associate Superintendent in San Antonio Independent School District and Superintendent in Premont School District in Texas. Robert has conducted numerous searches in the Southwest region of the country, as well as nationally for diverse school districts.

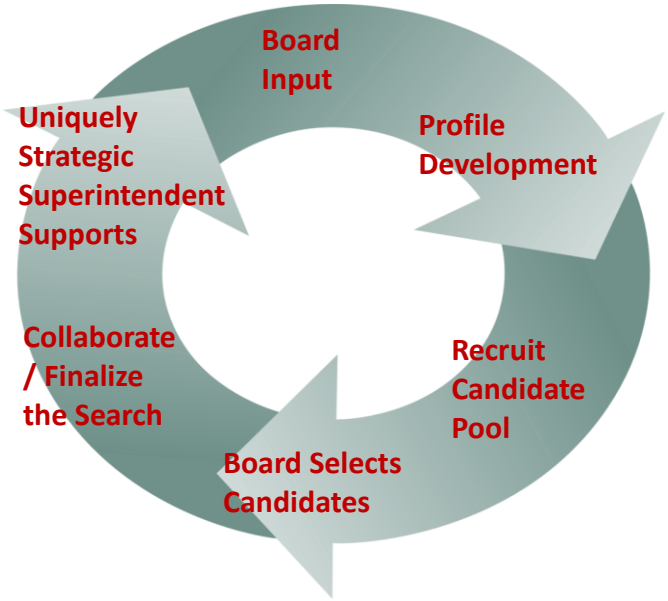
Shonda Huery Hardman Associate

Shonda Hardman is a proud native of Houston, Texas where she attended the High School for the Performing and Visual Arts. She moved to Washington, DC to attend Howard University and later used her experience in Journalism to serve two Texas Congressmen. She made a pivotal decision to leave Capitol Hill and pursue a career in education. She has served students in urban school districts for the last twenty-five years. She has served as principal, assistant principal and instructional coach. She also worked as Academic Superintendent in Boston and as a Network Chief in Chicago where she coached, supervised, and supported principals. Dr. Hardman most recently served as a Chief of Schools in Houston, TX where she was responsible for leading the work of two-hundred and eight-four schools. She has experience working on the corporate side of education where she served as a consultant with Franklin Covey's educational division. In this role she coached principals and school executives with a primary focus on improving outcomes in the urban schools. Dr. Hardman is currently leading PRIME, an academic acceleration system, designed to support secondary students in Reading and Writing. The highlight of her work through PRIME is to increase entrance rates and overall success of high school students in the nation's elite institutions of higher learning.

The Process

SCOPE OF WORK

Carson City School District



Step 1. The School Board's Involvement at the Start

- Individual Facetime, Zoom, Google type interviews with each member to assess perspectives that lead to an accurate profile for the position.
- Establish a comprehensive timeline for the search.
- Determine the salary range and benefits package.
- In consultation with the School Board, we will develop a marketing and recruitment plan. We will place the search information on the district and GR Recruiting websites and key state, regional and national organizations such as: the National Alliance of Black School Educators (NABSE), Association of Latino Administrators and Superintendents (ALAS), Council of Great City Schools (CGCS), American Association of School Administrators (AASA), and National School Boards Association (NSBA) and State Administrator and School Boards Associations. Print and electronic advertisements will be developed for posting with key educational leadership associations, including organizations which focus on diversity in education leadership.
- We will demonstrate all standard application forms to ensure compliance with state laws.

The Process (CONT.)

Step 2. Staff and Public Involvement

- Assess constituent concerns and preferences utilizing our firm's 28 item research-based survey which is available in a variety of languages.
- If desired, we will provide in person, virtual or a combination of both for meetings with predetermined groups of people to interact with them on characteristics that are vital for the position profile

Step 3. Recruitment and Screening of Applications

- Ensure communication with associates working the search and any known details that are relevant.
- Aggressively recruit applications from individuals known for their traits that match those of the District.
- Make broad contacts throughout the educational profession for referrals of individuals to strongly consider.
- Screen all applications to determine whether to move them forward as possible candidates. Screening is always performed carefully considering District position requirements.
- We will interview all candidates to assess actual interest and viability. This is accomplished by virtual candidates interviews responding to a set of questions relevant to District and professional and personal information.
- Perform extensive background investigations on top candidates. Much of this work is done to protect the confidentiality of both the candidate and the persons who are willing to become references. This, of course, goes far beyond the references listed by the candidates.

Step 4. Presenting the Candidates

- We will provide an overview of the entire candidate pool.
- We will give an analysis of the top qualified candidates.
- The School Board views top candidate interview videos.
- The School Board reads and discusses each candidate's application materials.
- School Board members participate in a consensus building exercise to develop a ranking of candidates to determine those to advance as finalists for further interviews.
- Top candidates and finalist interviews via in person, Zoom, Google or by the School Board's preferred platform.
- Consultant and board will finalize board approved interview questions for the top candidates.
- Firm will assist in all scheduling details necessary to enhance the final School Board/finalist interview process.

The Process (CONT.)

- Firm will provide the School Board with criminal, civil, social security, DMV records to ensure that there are no last-minute surprises. This also includes verification of past employment and education degrees. This is provided at no additional cost for the top candidates.

Step 5. Concluding the Search

- If requested, assist the District legal staff in negotiating a contract with the new Superintendent.
- All files will be subject to disposal and all unsuccessful candidates will be respectively notified.
- The Firm will assist the School Board in developing a press release announcing the selection of the new Superintendent.
- GR Recruiting has a unique partnership with the nationally recognized company, K12 Insight which specializes in solutions for Community Engagement, Online Surveys, Customer Service for Schools, and School Communications. This data provides the Board valuable staff and community input during the search process as well as valuable information that can enhance the new superintendent's transition into the district.

Carson City School District

SAMPLE TIMELINE

(Actual dates to be determined in the first meeting with the School Board)

Phase of Search	Tasks at Each Phase	Tentative Estimates
I Board Involvement	• Meet with the School Board to do the following: • Establish Superintendent search operating procedures, timelines, meeting dates, strategies for advertising and recruiting, and develop announcement materials of leadership opportunity • Notify GR Recruiting Associates and professionals in the field of vacancy.	1week
II Staff and Public Involvement	• District notifies all component school districts, constituents and stakeholders regarding public input opportunities. • Public survey link is posted on-line to gather input and develop the candidate profile – available on-site website • Finalize Superintendent Profile & approve online application	2 weeks
III Recruitment & Applicant Screening	• Targeted, confidential outreach to leaders who might not be seeking a new job. • Accept candidate applications & outreach to candidates matching the District Profile • Deadline for all applicants • Paper screen and complete candidate reference checks	4-6 weeks
IV Present Slate of Candidates	• Search team reviews matching candidates and determines slate • Search team meets with School Board in closed session to discuss/determine candidates to be interviewed in the 1st level Interview. • Board of Directors finalizes Round 1 candidate interview questions	1 week
V Interviews & Concluding the Search	• Schedule all Round I and Round 2 (if needed) interviews. • The School Board and consultants will agree upon an interview format that is best suited to the needs of the District and community. • GR Recruiting consultants will facilitate the interview and subsequent deliberation process as needed, after which Round II interview questions are finalized. • Round II interviews and subsequent deliberation process facilitated by GR Recruiting as needed • While the basic compensation package will be developed at the outset of the search, GR Recruiting will ensure that contract negotiations and the eventual employment agreement reflect all parties' understanding and expectations.	1 week
VI Ongoing Support for Superintendent & Board	• Customizable support for the School Board and new Superintendent includes: ◆ Entry plan assistance for the Superintendent and Board. ◆ Assistance in preparing an introduction for the new Superintendent to the community.	Ongoing

PHASES OF THE SEARCH

GR Recruiting

Recruiting & Supporting America's Leaders

1 ***Initiate***

Set timeline and activate search process with all Associates.

2 ***Engage***

Engage community and develop a leadership profile and critical interests that align with the community's priorities.

3 ***Recruit***

Utilize our veteran network of nation-wide Associates to identify and recruit top quality leaders who match the profile.

4 ***Select***

Board selects a slate of highly qualified candidates aligned to priorities of the Board and community for interviews

5 ***Transition***

Appoint and announce the new superintendent, and provide transition and ongoing supportive services.

WHY GR RECRUITING IS UNIQUE

- Recruiting qualified candidates is our strength and trademark.
- We have assembled the most experienced, diverse and aggressive team of 50 plus associates throughout the nation.
- We use a thorough process that is customized to meet the needs of your District.
- Experience in placing highly qualified candidates
- Our strong recruiting relationship through state and national organizations
- Great care is taken to assign associates who will become strongly aware of your District's needs in order to coordinate your search; including diverse men and women with wide ranging education in nonprofits, military and the private sector.
- Our thorough background checks of top candidates
- A long history of our associates placing women and individuals of color in leadership positions
- We have a proven record of aggressively recruiting a diverse pool of candidates that match our client's profile
- We have great success in long tenure placement of candidates by our associates.
- We aggressively recruit highly accomplished individuals who may not currently be in the job market, including "rising stars".
- Our candidate profile survey provides additional data from K12 Insight which is critical for the Board and Superintendent to be successful
- We have significant experience in recruiting and placing non-traditional and hybrid candidates who have a background in both education and the private sector.
- Beyond the search, GR Recruiting will provide an ongoing leader mentoring/support from some of the most experienced, diverse consultants in the nation.
- GR Recruiting has a unique partnership with a nationally recognized company, K12 Insight which specializes in solutions for Community Engagement through Online Surveys, Customer Service for Schools, and School Communications.
- Our process provides valuable information beyond the candidate profile from the Board, staff and community during the search process as well as survey data that can be used to enhance the new superintendent's transition into the district. *This process is provided at no additional cost, and no other firm provides this service.*
- We provide a two year guarantee on placement of candidates, including complete professional background checks of top candidate conducted by an external firm *at no added cost.*

Mission Statement:

"Committed to our Clients by recruiting and supporting outstanding educational leaders"

CONFIDENTIALITY

We commit that our search processes will be hallmarked by confidential, professional, and supportive services for your Carson City School District and community. *This means that GR Recruiting will hold in the strictest confidence any/all information which becomes known to us, as a result of the services rendered to the Carson City School District.* As we work together, you as our client, will also need to maintain the confidentiality of information provided by GR Recruiting.

COST BREAKDOWN

The Consultant Fee. The base fee for the performance of the Superintendent search by the consultant as provided in this Proposal will be fifteen thousand dollars ($15,000). The firm will discuss any modifications relating to the search fee regarding our services at the formal presentation. The Superintendent search fee shall be paid in three (3) installments; 1/2 of total fee is due upon signing of the contract; 1/4 of fee is due at the time of the stakeholder meetings; and the final 1/4 of fee is due when the Superintendent is officially hired by the District.

There is no charge by GR Recruiting for the services to assist the School Board in negotiating a contract with the new Superintendent and the development of the contract terms.

Consultant Reimbursed Expense. Certain expenses, including travel, lodging, meals, shipping, and other search related expenses will be kept to a minimum and are to be reimbursed by the District. Said expenses will be invoiced as they occur and will include a detailed account listing of such expenses.

Advertising Expenses. Will be billed separately to the district with board approval.

Candidate Expenses. If the District determines to reimburse candidates for interview expenses, expenses may include travel, lodging and meals for the candidate and spouse. Candidates are to submit all receipts and expense documentation to a designated individual at the District and said expenses will be paid as they occur.

Cost Saving Expense Options. GR Recruiting is aware of budget concerns and therefore offers several cost saving options: 1) Conduct meetings with our consultants via video conference such as Zoom, Skype, Google, or other medium, which could potentially save thousands of dollars in travel expenses; 2) Utilize our materials electronically (either via e-mail or a flash drive); and 3) Boards may conduct 1st round candidate interviews via Zoom to reduce candidate travel expenses. Once the School Board narrows the candidates down to the finalists, the intent will be to interview each finalist in-person with the School Board.

ESTIMATED COST SHEET

PREPARED FOR CARSON CITY SCHOOL DISTRICT

CATEGORY	PRICE
BASE FEE	$15,000.00
TRAVEL (As Needed) Estimated cost for GR Recruiting Associates to travel to Carson City School District for on-site meetings (to be inclusive of all travel, lodging, meals, etc.)[1]	$1,500.00
ADVERTISING Estimated expense for board approved advertisements[2]	$1,500.00
TOTAL SEARCH COST	$18,000.00

Does not include candidate interview expenses.

SATISFACTION GUARANTEED

We provide a termination provision in our contractual agreement with the Carson City School District. If the District or GR Recruiting terminate this agreement, the District will be charged only for the work performed and expenses incurred up to the date of termination. If the School Board is dissatisfied with the new Superintendent *within two (2) years from the date of employment* of the Superintendent and if either party dissolves that relationship by resignation or termination within a two (2) year period of the initial employment, the firm of GR Recruiting will conduct a new Superintendent search at *no cost* to the District, except for expenses incurred.

GR Recruiting's experienced team will guide you throughout the search process. Our process will be tailored to meet your School Board's needs and we stand ready to modify our process to match your search interests.

[1] The $1,500.00 travel expense would be a cost savings if search meetings were conducted via virtual medium

[2] All Board approved advertising would be billed to the District

A BRIEF SAMPLE LISTING OF SEARCHES CONDUCTED BY OUR ASSOCIATES

District	State	Enrollment	Year	Placement	Years Tenure
Clark County School District	NV	320,000	2018	Jesus Jara	3
Canby Public Schools	OR	4,756	2021	Aaron Downs	1
Edmonds Public Schools	WA	21,000	2020	Gustavo Balderas	1
Everett Public Schools	WA	21,000	2019	Ian Saltzman	2
Grand Rapids School District	MI	16,000	2020	Leadriane Roby	1
Granite Falls School District	WA	2,000	2018	Josh Middleton	3
Gresham Barlow School District	OR	11,900	2017	A. Katrise Perera	4
Indian Prairie School District	IL	29,000	2020	Adrian Talley	1
Lake Oswego School District	OR	9,000	2019	Lora de la Cruz	2
Lake Washington School District	WA	32,000	2018	Jane Stavem	3
Matanuska-Susitna Borough School District	AK	19,000	2019	Randy Trani	1
Missoula County Public Schools	MT	15,000	2019	Rob Watson	3
Seattle Public Schools	WA	49,000	2018	Denise Juneau	3

REFERENCES

Below you will find past clients with whom our Associates have worked, and they are available for you to contact as you choose.

District	State	Enrolled	Year	Referent	Phone	Email
Clark County School District	NV	320,000	2018	Lola Brooks Board V-President	702-321-9117	Brookla@nv.ccsd.net
Clark County School District	NV	320,000	2018	Deanna Wright Board President	702-336-9037	Wright.dl1313@gmail.com
Canby School District	OR	4756	2021	Sara Magenheimber Board Member	503.307.3879	saramagenheimber5@gmail.com
Edmonds School District	WA	21,000	2020	Deborah Kilgore, Ph.D. Board President	425.223.8330	Kilgored952@edmonds.wednet.edu
Everett Public School	WA	21,000	2019	Caroline Mason Board President	425.238.7308	Caroline.mason@everettsd.org
Gresham Barlow School District	OR	11,900	2017	Kris Howatt, Board Member	503.830.3608	howatt@gresham.k12.or.us
Indian Prairie School District 204	IL	28,500	2020	Michael Raczak President	630.421.0714	Mike.raczak@ispd.org
Lake Oswego School District	OR	9,000	2019	Liz Hartman, Former President	503.697.7727	Liz.hartman@loswego.k2.or.us
Omaha Public Schools	NE	52,000	2017	Marque Snow President	402.915.2885	Marque.snow@ops.org
Shoreline Public Schools	WA	10,000	2021	Meghan Jernigan, Board President	917.749.3005	meghan.jernigan@shorelineschools.org
Springfield Public Schools	MO	24,309	2021	Alina Lehnert, Board President	417.894.3820	alehnert@spsmail.org
The School District of Palm Beach County	FL	187,000	2016	Chuck Shaw, Former Board Chair	561.313.8525	charleseshaw@bellsouth.net

A Proposal Prepared for

Carson City School District

Carson City, Nevada

for

The Search and Selection of a Superintendent of Schools

submitted by

McPherson Jacobson, LLC

Executive Recruitment & Development

BETTER BUSINESS BUREAU® INTEGRITY AWARD 2015 WINNER

11725 Arbor Street, Suite 220
Omaha, Nebraska 68144
Phone: 888-375-4814/402-991-7031
Fax: 402-991-7168
Email: mail@macnjake.com
Website: www.macnjake.com

McPherson & Jacobson, LLC
Executive Recruitment & Development
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Fax: 402-991-7168 ♦ Email: mail@macnjake.com ♦ Website: www.macnjake.com

August 30, 2021

School Board
Carson City School District
1402 West King Street
Carson City, Nevada 89703

Thank you for the opportunity to respond to your request for information. The enclosed proposal describes the professional services McPherson & Jacobson, L.L.C. will provide Carson City School District in ensuring your superintendent search secures quality leadership for the district.

McPherson & Jacobson will work with the board to design a search that meets the unique needs of your school district. Our firm's five-phase protocol allows the board to concentrate on the most important segments: the interview and selection of the successful candidate. Our team of consultants, working in conjunction with the board and diverse stakeholder groups you identify, will implement a systematic, comprehensive process culminating in the hiring of the most qualified candidate for your district.

At the core of our firm's work is the belief that every student is entitled to high quality education and that this is dependent upon quality leadership. We understand that students have diverse needs, thus, we focus on the intentional recruitment of a diverse candidate pool that includes ethnic and cultural identity as well as experience in culturally proficient practices that have proven successful in addressing educational equity gaps. This unique approach is made possible through the diverse and extensive network of our consultants who have various levels of expertise in the school system from superintendents, to school board members, to educational equity experts. We believe this has contributed to our successful placement of qualified candidates around the nation who have met extensive equity focused criteria and continue to make an impact in the districts they serve.

With over 125 consultants across the United States, McPherson & Jacobson has been successfully conducting searches for governing boards since 1991.

Our contact information:

McPherson & Jacobson, L.L.C.
11725 Arbor St., Suite 220
Omaha, Nebraska 68144
Telephone: 402-991-7031/888-375-4814
Fax: 402-991-7168
Email: mail@macnjake.com

We welcome the opportunity to meet with your board to present our proposal and discuss our proven search process.

Sincerely,

Thomas Jacobson

Thomas Jacobson Ph.D.
McPherson & Jacobson L.L.C.

TABLE OF CONTENTS

About McPherson & Jacobson *3*
The McPherson & Jacobson Difference *3*
Qualifications and Background of McPherson & Jacobson, L.L.C. *3*
McPherson & Jacobson, L.L.C. Equity Policy *4*
Applicant Diversity *5*

Search Process *6*
Executive Summary *6*
Five Phases of a Superintendent Search *7*
Phase I—Initiating the Search Process *8*
Phase II—Stakeholder Input, Advertising the Position, Recruiting Applicants *8*
Phase III—Applicant Screening *10*
Phase IV—Reviewing Candidates with the Board, Interviews *11*
Phase V—Transition with Success *13*
Timeline *14*
Responsibilities of Carson City School District and McPherson & Jacobson, L.L.C. . *15*
Stakeholder Involvement *18*

Cost Proposal *20*
Investment *20*

Additional Information *22*
McPherson & Jacobson, L.L.C. Consultants *22*
McPherson & Jacobson, L.L.C. References *27*

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About McPherson & Jacobson

The McPherson & Jacobson Difference

"It's About the Kids"

- WE BELIEVE every student is entitled to a high-quality education. We strongly believe quality education is dependent upon quality leadership.
- OUR MISSION is to ensure your search results in quality leadership for education excellence.

McPherson & Jacobson has developed a protocol that provides for high involvement of stakeholders, while keeping the board in complete control of the process.

One of the hallmarks of McPherson & Jacobson, L.L.C. is the belief that the search for a public executive should be conducted with as much transparency as possible. We have designed a process, which keeps the board in complete control of the search, while inviting various stakeholder groups to provide input and become meaningfully involved in the process.

Qualifications and Background of McPherson & Jacobson, L.L.C.

Leading National Search Firm

McPherson & Jacobson, L.L.C. has been conducting national searches for governing boards since 1991. The firm has placed **over 870 superintendents** and other officials in public and non-profit organizations across the United States. **McPherson & Jacobson is one of the leading national superintendent search firms.**

Nationwide Network of Experienced Consultants

McPherson & Jacobson has **over 125 consultants** across the nation. Over one-fourth of McPherson & Jacobson consultants are minorities or female. Our diverse group of consultants has extensive backgrounds in education and public service including current and former superintendents, assistant superintendents, university professors, and school board members. Over fifty percent have a doctorate degree. Their diversity and expertise ensures your search results in quality leadership for education excellence.

Sustainability in Leadership

Waters and Marzano review of 3.4 million students' achievement scores found that Superintendents' tenure is positively correlated with student achievement.

Organizations using the McPherson & Jacobson protocol have enjoyed sustainability of leadership. Over the last five years, **almost eighty percent** of administrators are in the position for which they were hired. **Over fifty percent** of administrators are still in the position for which they were hired within the past ten years. **Over forty percent** of the administrators selected by governing boards within the past 15 years continue in the position for which they were hired.

McPherson & Jacobson, L.L.C. Equity Policy

McPherson & Jacobson, L.L.C. is dedicated to serving school districts through an equity lens that supports all candidates regardless of cultural and ethnic diversity. In order to achieve this, we must embrace a culture of inclusion and acceptance.

As an organization, we are committed to equitable practices that will ensure the equal access for all candidates. This commitment means that success will not be predicted nor predetermined by race, ethnicity, socioeconomic status, cognitive/physical ability, language, marital status, gender, sexual orientation, gender identity, disability, or religion.

Every decision McPherson & Jacobson, L.L.C. makes will be committed to the following foundational beliefs:

1. Consultants share the moral imperative and collective ownership to identify and eliminate disparities to ensure all candidates have an equal opportunity regardless of their race, ethnicity, socioeconomic status, cognitive/physical ability, language, marital status, gender, sexual orientation, gender identity, disability, or religion;
2. Eliminate barriers in recruitment, hiring, retention, and internal processes;
3. Utilize culturally relevant practices that do not discriminate based upon language, marital status, gender, sexual orientation, gender identity, cognitive/physical ability, or religion;
4. Promote catalytic leadership for educational and community partners;
5. Support the continuing development of all personnel with a focus on their mindset, beliefs, knowledge, and skills, including an understanding of implicit bias and racial identity;
6. Incorporate the voices, cultures, and perspectives of diverse students, families, and communities into decision making to create a sense of belonging for all;
7. Support and comply with State and District policies on equity.

Applicant Diversity

While McPherson & Jacobson does not represent candidates, we keep a data bank of quality candidates. Once a board identifies the characteristics it desires in its new superintendent, the consultants from McPherson & Jacobson, L.L.C. will identify and aggressively recruit, on a national level, candidates who match the board's identified criteria.

McPherson & Jacobson has **over 125 consultants** across the nation. Our diverse group of consultants has extensive backgrounds in education and public service including current and former superintendents, assistant superintendents, university professors, and school board members. Over fifty percent have a doctorate degree. Their diversity and expertise ensures your search results in quality leadership for education excellence.

We use our consultant network to track the careers of successful administrators. We also work closely with universities, colleges, and professional organizations that represent and promote minority and female applicants.

For the past five years, approximately **one-third** of our applicants have been female and almost **one-fourth** of our applicants have been ethnically diverse.

In the past ten years, **one-third** of the boards we have represented have placed women or ethnically diverse candidates.

Search Process

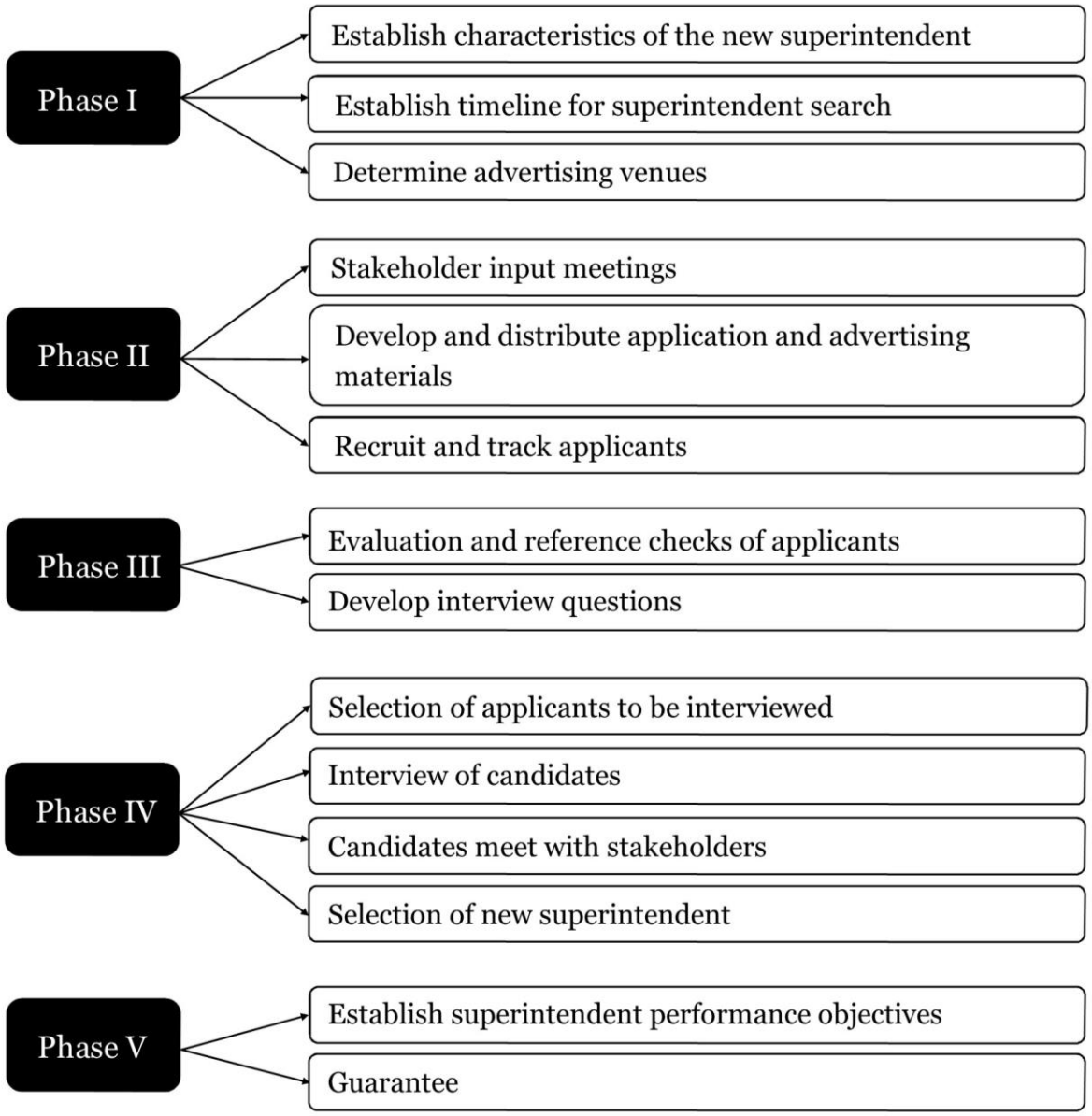
Executive Summary

McPherson & Jacobson L.L.C. provides a comprehensive search process. Below are some of the highlights of our process:

- Our process is comprehensive and provides critical support for the most time-consuming aspects of recruiting and screening the candidates, so the board can focus on interviewing and selection.
- Transparency is a hallmark of our protocol. Stakeholder participation emphasizes the transparency of our process.
- We take the entire board through a consensus decision-making process to identify the top criteria for the selection of the new superintendent.
- We meet with groups to ensure broad-based stakeholder input in the selection process. In addition, we provide an online survey to reach out to anyone who could not attend a stakeholder meeting. The consultants will present a comprehensive written report to the board, which includes all of the comments recorded during the input sessions.
- McPherson & Jacobson's consultants actively recruit candidates that meet the selection criteria. If desired, we will recruit non-traditional candidates.
- Applicant confidentiality is important to attract top candidates. Names remain confidential until the board selects their finalists.
- We continue to work with your school district until a superintendent is hired and in place.
- Phase V provides a continued commitment to work with your board and new superintendent for one year. We help you collaboratively establish annual performance objectives for the new superintendent's first year. Evidence from previous searches shows this phase to be very positive as it fosters a good transition.
- We are so confident of our ability to identify the district's criteria, recruit and screen applicants against those criteria, and assist during the transition period, that we guarantee our service. If your superintendent leaves for whatever reason during the guarantee period, we will repeat the process for no charge except for actual expenses.

Our mission is to ensure your search results in quality leadership for education excellence.

Five Phases of a Superintendent Search



Phase I—Initiating the Search Process

- ✓ **Using a group process with the board, identify the most important characteristics of the future superintendent.**

  The consultants will assist the board in identifying the most important characteristics the board would like the new superintendent to possess. These characteristics will be used as a template for recruiting and selecting candidates.

- ✓ **Establish appropriate timelines and target dates for the selection process.**

  The consultants will prepare a proposed calendar for the search process. Dates for advertising the announcement of vacancy, closing date, dates for interviewing, a target date for selecting the new superintendent, and a date for the new superintendent to begin will be determined.

- ✓ **Determine, with the board, appropriate advertising venues.**

  The consultants will assist the board in determining the scope of the search. Appropriate media venues (professional journals, trade papers, newspapers, and websites) and associated costs will be presented for consideration.

- ✓ **Identify appropriate stakeholder groups.**

  The board will identify the various stakeholder groups that they want McPherson & Jacobson's consultants to meet with to solicit input into the process.

- ✓ **Assist the board in determining compensation parameters.**

  In order to recruit and select top candidates, compensation packages need to be competitive. Our consultants will present data indicating what districts in the same geographic region and similar size are paying superintendents. Whenever possible, they will also present compensation information for districts that recently hired a superintendent. This information is provided for the board's consideration of compensation parameters.

  Final compensation decisions will be determined by the board and the selected candidate.

- ✓ **Identify the point of contact for the district**

  The board will identify an appropriate staff person to work with the consultants to coordinate the logistics of the search. This includes tasks such as assisting with information for the promotional brochure and coordinating details for stakeholder input and other meetings within the district.

Phase II—Stakeholder Input, Advertising the Position, Recruiting Applicants

- ✓ **Work with the district to schedule the stakeholder input meetings.**

  The consultants will work with the district's point of contact to determine the stakeholder input schedule and coordinate notifying the stakeholders about the meetings.

- ✓ **Meet with groups identified by the board to provide stakeholder input into the selection process.**

  The consultants will meet with the stakeholder groups identified by the board and solicit their input into the selection process. Each group is asked to identify the strengths of the school district and community, the issues facing the new superintendent, and the characteristics they would like to see the new superintendent possess.

  The board chooses which groups it would like the consultants to meet with, but the most common groups include central office administrators, building administrators, teachers, classified staff, students, and community and business groups. The consultants will assist the board in choosing which groups it wishes to include.

  For any unable to attend a stakeholder meeting, we provide an online version of the questions we ask the groups. At the request of the district, the survey can be available in multiple languages.

  The results of the stakeholder meetings and online stakeholder input are summarized by the consultants and presented to the board.

- ✓ **Develop promotional literature and brochures announcing the vacancy.**

  In order to attract quality applicants, it is important to promote your school system and community. With on-site assistance from the district, the consultants will assist in preparing an announcement of vacancy that highlights the strengths of your school system and community. Our graphic artist will prepare a professional color brochure that highlights the school district and community, including the board's selection criteria, the board members, and the application procedures and timelines.

- ✓ **Prepare and place announcement of vacancy.**

  McPherson & Jacobson's staff will prepare and place the announcement of vacancy. It will be sent to the state school board and administrator associations, as well as media venues selected by the board. Additionally, McPherson & Jacobson maintains an interactive website (www.macnjake.com) that allows applicants to access all the application materials and apply online. The website averages over 225,000 hits per month.

- ✓ **Develop an application unique to your vacancy that reflects the selection criteria determined by the board.**

  McPherson & Jacobson's staff will create an application form requiring applicants to describe their strengths and experiences relating to each criterion identified by the board. This will be one of the preliminary screening devices used by the consultants when assessing potential candidates.

- ✓ **Post application information and notify interested applicants.**

  McPherson & Jacobson's staff contacts potential applicants and manages all the application materials using our online application software. Our office staff handles this task without assistance from your district.

- ✓ **Actively recruit applicants who meet the district's needs.**

  While McPherson & Jacobson does not represent candidates, we actively maintain a data bank of quality candidates. Once the board has chosen its selection criteria, we will send the information to all of our consultants across the United States, asking them to nominate candidates who would be a good match. We will encourage those candidates to apply. Some of the best candidates may not be actively seeking another position and will need to be recruited.

  McPherson & Jacobson stays current with trends in educational leadership by being an active participant and presenter at national and state education conferences. We participate in Job Central at the American Association of School Administrators conference, the National School Boards Association annual conference, and others such as the AASA Women's Leadership Conference.

- ✓ **Confidentiality of Applicants**

  McPherson & Jacobson proposes an open process for the search. We believe the public business should be done in public with transparency. We also understand the need for applicants' confidentiality. Our process keeps the names of all applicants confidential until they are named a finalist for the position, at which time the names of the finalists are made public.

  If the board believes that the names of the finalists should be kept confidential until they make their selection, we can do that. This is your search and we will adapt our process to fit your unique needs.

- ✓ **Keep all applicants informed of their status in the selection process.**

  During the application process, McPherson & Jacobson's staff monitors applicants and notifies them of what is still needed to complete the process.

- ✓ **Communicate with all Board Members in a timely manner**

  The consultants will communicate with all board members keeping them informed of the status of the search throughout the process.

Phase III—Applicant Screening

- ✓ **Evaluate each applicant against the selection criteria.**

  The consultants will read and evaluate all of the completed files submitted by applicants. They will read the application form and all of the additional material in each file and begin reviewing against the selection criteria.

- ✓ **Conduct reference checks.**

  We understand that applicants do not submit references who will not speak highly of them. We begin with the references given and ask them a list of questions relevant to the selection criteria. After asking those questions, we ask each reference to give us the names of other people who can speak of the applicant's qualifications. We then call those individuals and ask them the same set of questions, including asking them to give us the

names of other people who can speak of the applicant's qualifications. We go a minimum of three people removed from the primary references. What we are looking for is consistency of answers that will verify the applicant's strengths and weaknesses.

In addition to contacting references, the consultants conduct an extensive Internet search of the applicants.

- ✓ **Pre-Interview and Video of Shortlist Applicants.**

  The consultants will pre-interview applicants to be submitted on the shortlist. We will have these applicants submit a video which the consultants can share with the board.

- ✓ **Assist the board in developing a set of interview questions that reflect the identified selection criteria and characteristics.**

  The consultants will present an extensive list of potential interview questions that reflect the selection criteria and characteristics desired by the board. The board members choose interview questions that reflect their criteria and priorities.

  If the board chooses to conduct two rounds of interviews, the consultants will assist in developing interview questions for both rounds of interviews.

Phase IV—Reviewing Candidates with the Board, Interviews

- ✓ **Review candidates with the board and assist board members in determining which candidates they will interview.**

  The consultants will present a complete list of applicants, who completed the application process, to the board for its review. We do not eliminate any applicants; however, a short list will be submitted of those applicants who we found most closely met the district's criteria. The consultants will present a reference profile demonstrating the consistent feedback for each short list applicant.

  Upon reviewing the recommendations, the consultants will assist the board members in identifying which applicants they wish to consider as candidates for interviews.

- ✓ **Assist the board in determining interview procedures.**

  After the board selects their final candidates to interview, the names of these candidates will be made public upon confirming the interviews (if the board chooses to release the names). During the interview process, the stakeholder groups will have an opportunity to meet the individual candidates.

  If the board chooses to conduct semi-finalist interviews, the candidates will only meet with the board. The names of the semi-finalist candidates will remain confidential (in states where an executive session is allowed), and stakeholders will not meet the semi-finalists. The finalist interviews will be conducted as described in the paragraph above.

- ✓ **Coordinate interview and visitation procedures.**

  If the board chooses, McPherson & Jacobson will schedule semi-finalist interviews. Semi-finalist interviews are typically conducted with the board only. After the semi-finalist interviews, the board will select their finalists.

If the board chooses to involve stakeholder groups in the interview process, the consultants will assist in establishing the finalist interview schedule that includes district staff, students, and community groups. A typical interview day will include a tour of the district and community, meeting with stakeholder groups, and a formal interview with the board.

- ✓ **Assist the groups identified by the board in planning for meeting each candidate and providing feedback to the board.**

  If the board chooses to involve stakeholder groups in the interview process, representatives will be selected from the stakeholder groups identified by the board. The purpose of these groups is two-fold: 1) to promote the school district and community to the candidate; and 2) to form an impression of each candidate, which they will share with the board. The board will identify chairpersons for each stakeholder group. The consultants will meet with the chairpersons to discuss their roles and responsibilities. The consultants will also provide the chairpersons with a form to record the group's consensus impressions of each candidate's strengths and any concerns or questions the group may have. Each form will be sealed in an envelope and turned in to the district contact person.

- ✓ **Coordinate visitation procedures for the candidate's spouse/significant other.**

  We encourage boards to invite spouse/significant others to attend the interview day. The consultants will coordinate, with the point of contact, a portion of the interview day for the spouse/significant other to have an expanded visitation of the community. Tours typically include available housing, medical facilities, churches, recreational opportunities, and areas of interest unique to your community.

- ✓ **Assist the board in making final arrangements for each candidate's visit.**

  It is common practice for the district to pay interview expenses for the candidates and their spouse/significant others. To ensure that expenses stay within established guidelines, the consultants will assist the point of contact in making lodging and travel arrangements for each candidate.

- ✓ **Contact all finalists and schedule their interview dates.**

  The consultants will contact the final candidates, notifying them they are finalists for the position and scheduling their interview dates. The consultants will be the contact for answering any questions and coordinating the candidates' visits to the district.

- ✓ **Notify all applicants not selected for an interview.**

  Once the board has selected its final candidates, all other applicants will receive, on behalf of the board, a personalized notification thanking them for taking the time to complete the application materials and notifying them that they are not a finalist.

- ✓ **Personally contact each finalist who was not offered the position.**

  Once a contract has been offered by the board and accepted, the consultants will call each of the other final candidates and thank them on behalf of the board for interviewing for the position. *These candidates are not notified until an offer has been accepted*. If by chance you lose your top candidate, we want to keep viable candidates available.

- ✓ **Conduct background checks.**

  Included in the fee is a criminal/financial/credential verification background check for the selected candidate. For an additional fee, the board can choose background checks for all of the finalists.

Phase V—Transition with Success

- ✓ **Establish performance objectives for new superintendent.**

  Working with the board and new superintendent, the consultant will assist in establishing two or three performance objectives the board wants the superintendent to focus on during the first year. These objectives are beyond the day-to-day school district operations.

  Once the performance objectives have been identified, board members will be asked what they will accept as evidence of progress towards the accomplishment of the identified objectives.

  The superintendent will take the information generated from this session and develop an action plan for achieving the performance objectives.

- ✓ **Provide a guarantee.**

  If the board chooses to use our complete service, we will guarantee our process for **two (2) years**. If the person selected leaves the position, ***FOR WHATEVER REASON***, within the guarantee period, we will repeat the process at no charge except actual expenses.

  We are convinced that our process of identifying your most important selection criteria, meaningfully involving stakeholders, screening candidates against the criteria, and working with you during the critical first year, will ensure your search results in quality leadership for education excellence.

Timeline

The timeline for the search process is established when we meet with the board, so we can address the unique needs of the district. However, the time from our first meeting with the board until the finalist is selected is typically a minimum of two to three months.

Search sequence:

- At the beginning of the search
  - The qualities for the new superintendent are identified
  - A formal timeline is established
  - Advertising decisions are made
  - Application information is posted
  - A brochure is created to advertise the district and the vacancy

- At the time designated by the board
  - Stakeholder group meetings are held
  - A summary of stakeholder input is presented to the board

- As applications arrive in our office
  - Applications are monitored and applicants are notified of the deadlines to submit their materials

- After the closing date
  - All the completed applicant files are forwarded to the consultants
  - The consultants begin the review and pre-interview process

- Approximately two to four weeks after the closing date
  - Consultants provide information to the board on all applicants who completed the process
  - Consultants present summary profiles and video interviews of qualified candidates to the board
  - The board selects the candidates it wants to interview
  - McPherson & Jacobson notifies each applicant not selected for an interview

- Soon after the board selects their candidates
  - Semi-finalist interviews are conducted (if chosen by the board)
  - The board interviews its final candidates
  - The board selects their new superintendent
  - A criminal/financial/credential verification background check is conducted on the selected candidate
  - McPherson & Jacobson's consultants contact each candidate who was interviewed to notify them of their status

Responsibilities of Carson City School District and McPherson & Jacobson, L.L.C.

Event	McPherson & Jacobson's Tasks	School District's Tasks
1st board meeting	❑ The consultant guides the board in determining the following items ○ Characteristics for the new superintendent ○ The search calendar ○ Compensation parameters ○ Identify the appropriate constituent groups for stakeholder input ○ Advertising venues ❑ The consultant works with the Point of Contact to compile: ○ Information to create the brochure announcing the vacancy ○ The list of names to be invited to the community input meetings	❑ Provides consultant with the necessary information to create the brochure; the name of the Point of Contact; and the Board Contact List ❑ Reviews and approves the brochure
After 1st meeting	❑ Application link is posted online ❑ Brochure announcing the vacancy is created ❑ Advertising is started ❑ Vacancy announcements are sent out ❑ E-mails are sent to applicants registered with McPherson & Jacobson notifying them about the opening ❑ E-mails are sent to consultants regarding the opening, requesting they invite candidates to apply for the position ❑ Opening is posted on social media and additional venues	❑ Edit the brochure
During application period	❑ Consultants recruit candidates that fit the position ❑ Monitors applicants and where they are in the application process ❑ Notifies applicants of the closing date for submitting their materials ❑ Lead consultant keeps the board up to date on the search	❑ Posts a link to the McPherson & Jacobson website ❑ Posts the brochure (announcement of vacancy) on their website ❑ Advertises the opening on the district's social media platforms

Event	McPherson & Jacobson's Tasks	School District's Tasks
Stakeholder meetings are scheduled	❑ Home Office sends out invitations to the community stakeholder meeting(s) after receiving the information from the consultant and the district	❑ Assists in organizing stakeholder focus groups and meeting schedule ❑ Names and addresses are sent to Home Office for community meeting invitations ❑ Posts meeting dates, times, and locations as open public forum ❑ Assists in translating stakeholder input survey into the additional language(s) requested by the school district
Stakeholder meetings	❑ Consultants facilitate the stakeholder meetings, recording the input ❑ An online stakeholder input survey is created, the link is posted on the McPherson & Jacobson website and also provided to the district to post	❑ Link to online stakeholder input form(s) is (are) posted on the school district website
Stakeholder meetings completed	❑ Consultant summarizes key themes and gives the results to the district ❑ Copy of summary is sent to Home Office ❑ The stakeholder input summary report is created	❑ "Stakeholder Input Report" is posted on the school district website
2nd board meeting	❑ Review stakeholder input summary report and provide copies to the district ❑ The consultant guides the board in determining the following items o Interview questions o Length of contract, moving and interview expenses o Spouse/significant other's involvement in interview process o District Interview Schedule o Candidate Daily Interview Schedule ❑ Interview questions are sent to Home Office to be formatted	
Prior to 3rd board meeting	❑ Applicant packets are reviewed by the consultants and reference checks are performed ❑ Contact candidates on short list and verify their interest in the position ❑ Meet with stakeholder group chairs to review schedule, procedures, and screen questions	

Event	McPherson & Jacobson's Tasks	School District's Tasks
3rd board meeting	❑ The consultant facilitates the board's ○ Review of the list of all applicants ○ Overview of candidates on short list ○ Selection of finalists ○ Finalizing of interview dates & schedule ○ Review of interview questions & procedures ○ Finalizing candidate & spouse/significant other arrangements ❑ Contact finalists and schedule interview dates, review schedule, discuss compensation and contractual issues ❑ Work with Point of Contact to coordinate interviews (transportation, lodging, interview locations, etc.) ❑ Send Candidate Daily Interview Schedule to each finalist ❑ Notify the applicants who were not selected to be interviewed	❑ Assist with lodging arrangements and welcome gifts ❑ Arrange for spouse/significant other tour
Interviews	❑ Call Point of Contact after 1st interview to learn how it went ❑ Call 1st candidate to learn their perspective and how the interview went ❑ Suggest any possible improvements ❑ Be available for questions ❑ Be present at interviews if request is made by school district (additional fee for this service)	❑ One candidate per day ❑ Board member greets each candidate upon arrival to district ❑ Informal interview-social setting ❑ Formal interview ❑ Spouse/significant other's visitation is coordinated
Finalist selected and accepted	❑ Call and make offer to candidate ❑ Verify acceptance ❑ Conduct criminal/financial/credential verification check on selected candidate ❑ Call other finalists ❑ Sends out letter of congratulations to candidate who was chosen	❑ Board meets and discusses each candidate individually ❑ Read input forms submitted by stakeholder input groups ❑ Have each board member rank order candidates ❑ Select minimum of #1 and #2 candidate ❑ Call and make offer to candidate ❑ Send interview forms and files to the Home Office ❑ Board evaluates our services
Phase V	❑ Facilitate board and superintendent's identification of 2-3 performance objectives and evidence of progress the board will accept ❑ Consultant reviews superintendent's plan	❑ Superintendent creates plan with target objectives and timelines ❑ Plan is sent to consultant to be reviewed ❑ Board adopts plan

Stakeholder Involvement

Obtaining stakeholder input is an integral part of McPherson & Jacobson's search process. Since 1991, McPherson & Jacobson has conducted over 870 superintendent searches for school districts ranging from 10 to over 300,000 students. For each search, we have coordinated stakeholder input sessions. Besides meeting with stakeholder groups designated by the board, an online input survey is also available for those who cannot attend the meetings. After the meetings have been completed, the board will receive a written report with the findings of the meetings and online input.

Initial stakeholder input sessions

The consultants will meet with groups identified by the board to solicit their input into the selection process. Each group is asked to identify the strengths of the school district and community, the characteristics they would like to see the new superintendent possess, and the issues facing the new superintendent. The results of these meetings are summarized by the consultants and presented to the board. The board chooses which groups it would like the consultants to meet with, but the most common groups include central office administrators, building administrators, teachers, classified staff, students, and community and business groups. The consultants will assist the board in choosing which groups it wishes to include. An online survey option will be provided to stakeholders who are unable to attend the scheduled meetings.

Meeting the candidates

A representative group of eight to twelve people will be selected to represent each of the groups identified by the board. The consultants will meet with a chairperson for each group to discuss their roles and responsibilities. The purposes of these groups are two-fold: one, to promote the school district and community to the candidate; and two, to form an impression of each candidate, which they will share with the board. The consultants will coach each group on how to conduct the meeting with each candidate and what questions they can or cannot ask. The consultants will also provide the chairpersons with a form in which, using group consensus, they will record their impressions of each candidate. The forms will be sealed in an envelope after meeting with each candidate and turned in to the district contact person. Upon completing the interview process with all candidates, the board will receive and open the forms from each group.

Process for Obtaining Staff Input

The consultants will meet with central office administrators, building administrators, teachers, classified staff, and students, to solicit their input into the selection process. Each group is asked to identify the strengths of the school district and community, the characteristics they would like to see the new superintendent possess, and the issues facing the new superintendent. The results of these meetings are summarized by the consultants and presented to the board.

Our normal protocol is to host meetings for the teachers and classified staff in the afternoon, right after school dismissal to give the maximum opportunity for the staff to participate. Central office and building administrator meetings are scheduled at multiple locations to maximize the opportunities for their input. Student input sessions are not scheduled during class time, they are normally held during lunch breaks.

Process for Obtaining Parent and Community Input

The consultants will meet with parents and community stakeholders, to solicit their input into the selection process. Each group is asked to identify the strengths of the school district and community, the characteristics they would like to see the new superintendent possess, and the issues facing the new superintendent. The results of these meetings are summarized by the consultants and presented to the board.

Our normal protocol is to host meetings for the parents and community stakeholders in the evenings at multiple locations to allow as many stakeholders as possible to give their input.

Process for Including Ethnically Diverse Communities

McPherson & Jacobson will work with the district to determine the best practices to obtain input from ethnically diverse communities in the district. If in-person meetings are required, McPherson & Jacobson will work with the district to obtain the necessary translators.

Process for Obtaining Online Stakeholder Input

McPherson & Jacobson will create an online input survey to allow stakeholders to submit their input. At the request of the district, surveys for multiple languages can be developed and posted.

Cost Proposal

Investment

The fee for conducting the superintendent search is $15,900 for Phases I-V.

McPherson & Jacobson has the tools to conduct all or some components of the search process electronically. We can work with the board to determine the best practices as the search progresses to determine if in-person or online meetings will best meet the needs of the district.

The total not to exceed amount including expenses is $19,050 (excluding consultant travel expenses)

Included in the expenses is

- Thirty (30) days on AASA (American Association of School Administrators)
- Thirty (30) days on TopSchoolJobs (Ed Week online)
- Thirty (30) days of advertising on NABSE (National Alliance of Black School Educators)
- Six (6) weeks of advertising on ALAS (Association of Latino Administrators & Superintendents)
- Two (2) days of in-person stakeholder meetings
- Online stakeholder input surveys
- Video interviews of candidates
- Criminal/financial/credential verification background check for the final candidate
- Office expenses

NOTE:

- Expenses may increase if the district chooses additional media advertising.
- Fees and expenses will increase if the district requests additional stakeholder input days.
- Interview expenses for the candidates are not included in the expenses listed.
- There is an additional fee and expenses for the consultants to attend the interview sessions.

McPherson & Jacobson is committed to working with the school district until a superintendent is identified and hired. If a second round of candidate selection is necessary, the only cost to the district would be the additional expenses, there is not an additional fee.

Guarantee:

If the board chooses to use our complete service, we will guarantee our process for **two (2) years**. If the person selected leaves the position, for whatever reason, within the guarantee period, we will repeat the process at no charge except actual expenses.

We are convinced that our process of identifying your most important selection criteria, meaningfully involving stakeholders, screening candidates against the criteria, and

working with you during the critical first year, will ensure your search results in quality leadership for education excellence.

Additional Services:

In addition to the basic services provided, McPherson & Jacobson can provide at no additional charge the following services:

- Assist the board in revising and updating the superintendent's job description.
- Assist the board in developing an effective contract.
- Provide assistance in negotiating the contract with the finalist.
- Schedule an on-site visitation to the finalist's home district.

Additional Information

McPherson & Jacobson, L.L.C. Consultants

McPherson & Jacobson, L.L.C. maintains a vast cadre of professionally trained consultants across the United States. All our consultants are actively involved in recruiting quality candidates for all searches.

All our professionally trained consultants are involved with education. Every consultant believes that every child in every district is entitled to the highest quality educational opportunities. They also believe that quality education begins with quality leadership.

Following is a list of all our consultants, listed by state:

Alabama Consultants
Dr. Barry Carroll, Retired Superintendent, Educational Consultant, Athens

Alaska Consultants
Mr. Shawn Arnold, Former Superintendent, Valdez

Arizona Consultants
Dr. William Dean, Retired Superintendent, Tucson
Ms. Barbara Dean, Retired from AASA, Tucson
Dr. Les Huth, Retired Professor, Scottsdale
Dr. Mary Kamerzell, Superintendent, Catalina Foothills School Dist., Tucson
Dr. Barry Kayrell, Retired Superintendent, Prescott
Ms. Anna Maiden, Retired School Administrator, Tucson
Mr. Pat Nauroth, Retired Superintendent, Cave Creek
Ms. Jennifer Tanner, Board Member, El Mirage

Arkansas Consultants
Dr. Megan Duncan, Associate Superintendent, Fayetteville
Mr. Wayne Gibson, Board Member, El Dorado
Dr. T. Kenneth James, Education Consultant, Greers Ferry
Mr. Bobby Lester, Retired Superintendent, Consultant Emeritus, Jacksonville
Dr. John H. Moore, Retired Superintendent, Magnolia
Dr. Tony Thurman, Superintendent, Cabot
Mr. Andrew Tolbert, Retired Superintendent, Warren
Mr. Mitch Walton, Professor, Searcy
Mr. Jerrod Williams, Superintendent, Sheridan
Dr. Kieth Williams, Retired Superintendent, Beebe

California Consultants
Mrs. Janice Adams, Retired Superintendent, Benicia

Mrs. Nicole Anderson, Educational Consultant, Vallejo
Mr. James Bates, Retired Superintendent, Bakersfield
Ms. Aida Buelna, Retired Superintendent, Woodland
Mr. Robert Ferguson, Retired Superintendent, Napa
Mr. William Huyett, Retired Superintendent, Lodi
Mr. Benjamin "Ben" Johnson II, Former Board Member, Riverside
Dr. Barry Kayrell, Retired Superintendent, Murrieta
Dr. Debbra Lindo, Retired Superintendent, Escondido
Dr. Steven Lowder, Retired Superintendent, Stockton
Dr. Michael McCoy, Retired Superintendent, Bakersfield
Mr. Jesse Modesto, Retired Administrator, Woodland
Dr. Daniel Moirao, Retired Superintendent, Danville
Dr. Stanley Munro, Administrator, Fresno USD, Clovis
Mr. Dennis Murray, Retired Superintendent, Murrieta
Dr. Marilyn Shepherd, Retired Superintendent, Friant
Mr. Edward Velasquez, Retired Superintendent, Chino
Ms. Teri Vigil, Board Member, Falls River Joint Unified School Dist., McArthur
Mr. Daniel Zeisler, Retired Superintendent, Grass Valley

Colorado Consultants
Dr. Walter Cooper, Superintendent, Colorado Springs
Dr. Kenneth Haptonstall, Colorado River BOCES Executive Director, Grand Junction
Mr. Paul Reich, Former school board member, Telluride
Dr. Norman Ridder, Retired Superintendent, Arvada
Dr. Henry Roman, Retired Superintendent, Pueblo
Dr. Randall Zila, Centennial BOCES Executive Director, Loveland

Florida Consultants
Dr. Ralph Ferrie, Jr., Retired Superintendent, Lake Mary
Dr. Marjorie Alexander Wallace, Retired IU Director, Palm Harbor

Georgia Consultants
Dr. Michelle Hamilton, Georgia Department of Education, Marietta

Idaho Consultants
Dr. Linda Clark, Retired Educator, Boise
Dr. William Dean, Retired Superintendent, Post Falls
Ms. Barbara Dean, Retired from AASA, Post Falls
Mr. Edward Velasquez, Retired Superintendent, Hayden

Illinois Consultants
Dr. William Caron, Superintendent, Galena
Dr. John Closen, Adjunct Professor, Peoria
Dr. Lloyd Kilmer, Retired Professor, Moline

Iowa Consultants

Ms. Kimberly Antisdel, Retired Administrator, Grimes
Mr. Dennis Bahr, Retired Superintendent, Webster City
Mr. Michael Billings, Retired Superintendent, Story City
Dr. Paul Gausman, Superintendent, Sioux City Comm. Schools, Sioux City
Dr. Derrick Joel, Superintendent, Fort Dodge CSD, Fort Dodge
Dr. Lloyd Kilmer, Retired Professor, Le Claire
Mr. Gary McAndrew, Former Board Member, Peosta
Mr. Lyle Schwartz, Retired Superintendent, Story City
Dr. Richard Sundblad, Consultant Emeritus, Urbandale
Dr. Steve Williams, Consultant Emeritus, Monticello

Kansas Consultants
Mr. Dennis Burke, Retired Superintendent, Baxter Springs
Dr. James Christman, Retired Professor, Pittsburg
Dr. Craig Elliott, Retired Superintendent, Sedgwick
Dr. Justin Henry, Superintendent, Goddard
Dr. James Karleskint, Retired Superintendent, Tonganoxie
Mr. Von Lauer, Retired Superintendent, Sabetha
Dr. Bradley Rahe, Retired Superintendent, Holton

Louisiana Consultants
Ms. Janet Dixon, Former Board Member, Alexandria
Ms. Lorethie Dunn, Former Board Member, Bastrop
Dr. Gerald Keller, Past Superintendent/Board Member, Reserve
Mr. John Smith, Board Member, St. Rose

Michigan Consultants
Dr. Shelley Holt, Educational Consultant, Belleville

Minnesota Consultants
Dr. Linda Madsen, Retired Superintendent, Forest Lake
Dr. Gary Schnellert, Retired Professor, Sartell

Mississippi Consultants
Dr. Tom Clark, Retired Superintendent, Petal
Dr. James Hutto, Retired Superintendent, Petal
Mr. Ronald Walker, Retired Superintendent, Hattiesburg

Missouri Consultants
Dr. Randal Bagby, Superintendent, La Monte R-IV School Dist., Gravois Mills
Dr. James Christman, Retired Professor, Carl Junction
Dr. Dennis Cooper, Retired Superintendent, Springfield
Ms. Renee Goostree, Professor, Pittsburg State University, Joplin
Dr. Jeanette Tendai, Retired Educator, St. Louis
Dr. Philip Schoo, Superintendent Emeritus, Consultant Emeritus, Columbia
Dr. Judith Sclair-Stein, Retired School Administrator, Chesterfield

Montana Consultants
Dr. Michael McLaughlin, Educational Consultant, Butte
Mrs. Sharla Anderson Johns, Retired Administrator, Victor

Nebraska Consultants
Dr. Mike Cunning, Retired Superintendent, Hershey
Mr. Alan Ehlers, Superintendent, Madison
Dr. Jerry Ehlers, Consultant Emeritus, Retired Superintendent, Ainsworth
Dr. Randall Gilson, Superintendent, Blair
Dr. Steve Joel, National Recruiter, Superintendent, Lincoln, Nebraska
Mr. Brandon Lavaley, Superintendent, Wahoo
Dr. Mike Lucas, Superintendent, Westside Comm. Schools, Omaha
Mrs. Jane McDaniel, Former Board Member, Plattsmouth
Dr. Randy Nelson, Consultant Emeritus, Retired Superintendent, Seward
Dr. James Ossian, Professor Emeritus, Wayne State College, Wayne
Dr. Aaron Plas, Superintendent, Lakeview Community Schools, Columbus
Mr. Darren Tobey, Superintendent, Broken Bow
Mr. Antwan Wilson, Professor/Educational Consultant, Lincoln
Dr. Rob Winter, Retired Superintendent, Grand Island

New Jersey Consultants
Dr. Ralph Ferrie, Jr., Retired Superintendent, Brick
Dr. Candis Finan, Retired Superintendent, Summit
Dr. Michael Kozak, Assistant Professor, Drexel University., Marlton
Dr. Christopher Tienken, Professor, Educational Consultant, Spring Lake Heights

New Mexico Consultants
Mr. Vernon Asbill, Retired Superintendent, Artesian

New York Consultants
Dr. William Christensen, Superintendent, Sidney Central, Binghamton
Dr. John Gratto, Professor, Plattsburgh
Dr. Jody Francis Manning, Educational Consultant, Cicero
Dr. Susan Vickers, Retired Superintendent, Camillus

North Carolina Consultants
Dr. David Rizor, Retired Superintendent, Vilas

North Dakota Consultants
Dr. Cory Steiner, Superintendent, Northern Cass School District, Hunter

Ohio Consultants
Dr. Renee Willis, Superintendent, Richmond Heights, Willoughby Hills

Oregon Consultants
Dr. Douglas Nelson, Retired Superintendent, The Dalles

Pennsylvania Consultants
Dr. Marjorie Alexander Wallace, Retired IU Director, Waterford
Dr. Candis Finan, Retired Superintendent, Matamoras
Dr. Jeffrey West, IU Director, New Oxford

South Dakota Consultants
Dr. Henry Kosters, Retired ASBSD Asst. Executive Director, Pierre
Dr. Robert Mayer, Retired Professor, Sioux Falls

Tennessee Consultants
Dr. Richard Miller, Retired Superintendent, Thompson's Station

Texas Consultants
Dr. Donald Rhodes, Superintendent, Crowell Independent School District

Washington Consultants
Dr. Michael Brophy, Superintendent, West Valley School District, Yakima
Dr. Robert Clark, Former Superintendent, Sequim
Mr. Howard King, Retired Superintendent, Spokane
Dr. Steven Lowder, Retired Superintendent, Vancouver
Dr. Nathan McCann, Superintendent, Ridgefield
Mr. Richard Parker, Former Board Member, Everett
Dr. PJ Ford Slack, Retired Administrator, Ocean Shores
Mr. Richard Stewart, Retired Superintendent, Ferndale

Wisconsin Consultants
Dr. Vance Dalzin, Retired Superintendent, Milwaukee
Dr. Brian Hanes, Retired Superintendent, Oostburg
Mr. Damian La Croix, Superintendent, Suamico

Wyoming Consultants
Mr. David Barker, Superintendent, Fremont County School District #1, Lander
Dr. Chuck Grove, Retired Superintendent, Pinedale

McPherson & Jacobson, L.L.C. References

(last five years of searches)

Note: All searches listed are for school superintendents unless otherwise noted

District	City	Year	Enrollment
Alaska			
Kenai Peninsula Borough School District	Soldotna	2020/21	8,500
Valdez City Schools	Valdez	2020/21	686
Valdez City Schools	Valdez	2017/18	650
Arizona			
Mesa Public Schools	Mesa	2019/20	64,000
Tucson Unified School District--Internal Auditor	Tucson	2016/17	48,000
Peoria Unified School District #11	Glendale	2017/18	37,000
Dysart Unified School District	Surprise	2017/18	25,000
Scottsdale Unified School District	Scottsdale	2018/19	24,000
Liberty Elementary School District	Buckeye	2017/18	3,500
Salt River Schools--Director of Human Resources	Scottsdale	2017/18	1,000
Arkansas			
Conway Public Schools	Conway	2019/20	10,117
Marion School District	Marion	2016/17	4,113
Searcy School District	Searcy	2020/21	4,000
Batesville School District	Batesville	2016/17	3,372
Vilonia School District	Vilonia	2020/21	3,000
Harrison School District	Harrison	2016/17	2,800
Wynne School District	Wynne	2020/21	2,720
Hope Public Schools	Hope	2020/21	2,089
Highland School District	Hardy	2016/17	1,571
DeWitt School District	DeWitt	2017/18	1,335
Riverview School District	Searcy	2019/20	1,200
McGehee Public Schools	McGehee	2016/17	1,186
Smackover-Norphlet School District	Smackover	2018/19	1,150
Mayflower School District	Mayflower	2019/20	1,100
Newport School District	Newport	2018/19	1,100
Valley Springs School District	Valley Springs	2019/20	866
Cedar Ridge School District	Newark	2019/20	705
Gurdon Public School District	Gurdon	2019/20	684
McCrory School District	McCrory	2018/19	665
East End School District	Bigelow	2017/18	650
Des Arc School District	Des Arc	2020/21	587
Foreman School District	Foreman	2017/18	509
Alpena School District	Alpena	2020/21	480
Concord School District	Concord	2018/19	440

District	City	Year	Enrollment
California			
Hacienda La Puente Unified School District	City of Industry	2019/20	22,000
Ventura Unified School District	Ventura	2016/17	17,000
Oxnard Union High School District	Oxnard	2019/20	16,800
Santa Barbara Unified School District	Santa Barbara	2019/20	15,000
New Haven Unified School District	Union City	2018/19	12,000
Vallejo City Unified School District	Vallejo	2020/21	11,500
San Mateo-Foster City School District	Foster City	2020/21	11,000
Roseville Joint Union High School District	Roseville	2017/18	10,300
Berkeley Unified School District--Executive Director for Special Education	Berkeley	2017/18	10,000
Saugus Union School District	Santa Clarita	2017/18	10,000
Alisal Union School District	Salinas	2019/20	9,000
Calexico Unified School District	Calexico	2017/18	8,966
Newark Unified School District	Newark	2019/20	5,700
Santa Paula Unified School District	Santa Paula	2020/21	5,200
Soledad Unified School District	Soledad	2020/21	5,000
Oakley Union Elementary School District	Oakley	2020/21	4,900
Soledad Unified School District	Soledad	2016/17	4,870
Sonoma Valley Unified School District	Sonoma	2020/21	3,730
Albany Unified School District	Albany	2018/19	3,714
Richland School District	Shafter	2016/17	3,504
Parlier Unified School District	Parlier	2019/20	3,500
San Carlos School District	San Carlos	2020/21	2,900
Nevada Joint Union High School District	Grass Valley	2017/18	2,600
Linden Unified School District	Linden	2020/21	2,300
Golden Valley Unified School District	Madera	2017/18	1,950
Old Adobe Union School District	Petaluma	2019/20	1,950
Denair Unified School District	Denair	2017/18	1,500
Grass Valley Elementary School District	Grass Valley	2019/20	1,500
Piner-Olivet Union School District	Santa Rosa	2019/20	1,300
Sonora Union High School District	Sonora	2019/20	940
Santa Ynez Valley Union High School District	Santa Ynez	2020/21	850
Strathmore Union Elementary School District	Strathmore	2019/20	773
Vallecito Union School District	Avery	2020/21	600
Sierra-Plumas Joint Unified School District/Sierra County Office of Education	Loyalton	2018/19	425
Fort Sage Unified School District	Herlong	2017/18	251
Oasis Charter Public School--Executive Director	Salinas	2018/19	250
Johnstonville Elementary School District	Susanville	2016/17	212
Cold Spring School District	Santa Barbara	2016/17	175

District	City	Year	Enrollment
Colorado			
Colorado Association of School Executives (CASE)--Executive Director	Denver	2019/20	
South Central BOCES--Executive Director	Pueblo West	2020/21	34,000
Thompson School District R2-J	Loveland	2017/18	16,000
Cheyenne Mountain School District 12	Colorado Springs	2020/21	5,000
Weld County RE-5J School District	Milliken	2020/21	3,800
Montezuma-Cortez School District RE-1	Cortez	2020/21	2,800
Alamosa School District, No. RE-11J	Alamosa	2020/21	2,500
Archuleta School District 50JT	Pagosa Springs	2019/20	1,700
Lamar School District RE-2	Lamar	2020/21	1,614
Platte Valley School District (Weld RE-7)	Kersey	2020/21	1,200
Clear Creek School District RE-1	Idaho Springs	2018/19	765
Ignacio School District 11-JT	Ignacio	2020/21	720
Haxtun RE-2J School District	Haxtun	2020/21	350
Elbert County School District C-2	Kiowa	2020/21	270
Otis School District R3	Otis	2020/21	250
Sangre de Cristo School District	Mosca	2020/21	250
Norwood School District	Norwood	2020/21	206
Arriba-Flagler CSD #20	Flagler	2020/21	159
Arickaree School District R-2	Anton	2020/21	98
Georgia			
Fulton County Schools	Atlanta	2018/19	93,500
Troup County School System	La Grange	2018/19	12,300
Idaho			
Coeur d'Alene Public Schools	Coeur d'Alene	2016/17	11,000
Lake Pend Oreille School District	Ponderay	2018/19	3,500
Illinois			
Rock Island-Milan School District #41--Principal	Rock Island	2018/19	6,300
East Dubuque School District #119	East Dubuque	2017/18	700
Stockton School District 206	Stockton	2019/20	660
Scales Mound Community Unit School District #211	Scales Mound	2020/21	270
Sigma Alpha Epsilon Fraternity-Chief Executive Officer	Evanston	2019/20	
Iowa			
Muscatine Community School District	Muscatine	2019/20	4,820
Marion Independent School District	Marion	2018/19	1,932
Webster City Community Schools	Webster City	2017/18	1,800

District	City	Year	Enrollment
Iowa (continued)			
Vinton-Shellsburg Community Schools	Vinton	2019/20	1,675
Clarke Community School District	Osceola	2020/21	1,337
West Liberty Community School District	West Liberty	2016/17	1,307
Cedar Rapids Community School District--High School Principal	Cedar Rapids	2016/17	1,300
Eddyville-Blakesburg-Fremont Community School District	Eddyville	2019/20	1,034
West Burlington Independent School District	West Burlington	2018/19	1,000
West Monona CSD/West Harrison CSD (shared supt)	Onawa /	2019/20	981
Starmont CSD/West Central CSD (shared supt)	Arlington/Maynard	2020/21	860
Sibley-Ocheyedan Community School District	Sibley	2018/19	850
West Branch Community School District	West Branch	2017/18	844
MMCRU Schools (Marcus Meridian Cleghorn Remsen Union)	Marcus	2017/18	800
Ogden Community School District	Ogden	2017/18	700
Sioux Central Community School District	Sioux Rapids	2019/20	667
AGWSR Community Schools	Ackley	2017/18	624
Kansas			
Ottawa USD 290	Ottawa	2017/18	2,386
Piper USD 203	Kansas City	2019/20	2,314
Wellsville USD 289	Wellsville	2017/18	782
Lyndon USD 421	Lyndon	2016/17	400
Stafford USD 349	Stafford	2016/17	200
Mississippi			
Jackson Public Schools	Jackson	2017/18	27,062
Madison County School District	Ridgeland	2017/18	13,225
Gulfport School District--Middle School Principal	Gulfport	2018/19	5,500
Starkville Oktibbeha Consolidated School District	Starkville	2016/17	5,200
Missouri			
Hazelwood School District--Director of Finance	Florissant	2018/19	18,000
Lee's Summit R-7 School District	Lee's Summit	2019/20	18,000
Willard Public Schools	Willard	2016/17	4,500
The School District of Clayton	Clayton	2020/21	2,620
Montana			
Shepherd School District #37	Shepherd	2016/17	750

District	City	Year	Enrollment
Nebraska			
Hastings Public Schools	Hastings	2018/19	3,740
Waverly School District 145	Waverly	2016/17	1,920
Seward Public Schools	Seward	2016/17	1,406
South Central Nebraska Unified #5	Fairfield	2017/18	681
Arlington Public Schools	Arlington	2018/19	660
Chase County Schools	Imperial	2017/18	620
Gibbon Public Schools	Gibbon	2016/17	598
Palmyra Bennet District OR-1 Schools	Palmyra	2019/20	581
Centura Public Schools	Cairo	2017/18	486
Superior Public Schools	Superior	2017/18	435
Doniphan-Trumbull Public School	Doniphan	2020/21	426
Summerland Public Schools	Ewing	2020/21	402
Southern Public Schools	Wymore	2016/17	395
Shelton Public Schools	Shelton	2019/20	300
Axtell Community School	Axtell	2016/17	264
New Hampshire			
Manchester School District	Manchester	2018/19	13,803
Merrimack School District	Merrimack	2020/21	3,800
New Jersey			
Teaneck Public School District--Assistant Superintendent	Teaneck	2020/21	3,700
New Mexico			
Carlsbad Municipal Schools	Carlsbad	2016/17	6,410
Los Alamos Public Schools	Los Alamos	2020/21	3,626
New York			
Uniondale Union Free School District	Uniondale	2020/21	7,400
Riverhead Central School District	Riverhead	2020/21	5,600
Baldwinsville Central School District	Baldwinsville	2020/21	5,500
North Carolina			
Dare County Schools	Nags Head	2016/17	5,500
Ohio			
Indian Hill Exempted Village School District	Cincinnati	2018/19	2,000
Oregon			
Reynolds School District	Fairview	2017/18	11,200
Springfield Public Schools	Springfield	2018/19	10,700

District	City	Year	Enrollment
Oregon (continued)			
North Wasco County School District 21	The Dalles	2020/21	3,000
North Bend School District	North Bend	2018/19	2,300
Winston-Dillard School District No. 116	Winston	2020/21	1,400
Pennsylvania			
North Allegheny School District	Pittsburgh	2019/20	8,500
Fox Chapel Area School District	Pittsburgh	2019/20	4,027
South Dakota			
Harrisburg School District	Harrisburg	2018/19	4,700
Sisseton School District 54-2	Sisseton	2016/17	925
Wall School District 51-5	Wall	2020/21	273
Tennessee			
Tennessee Public Charter School Commission--Executive Director	Nashville	2019/20	
Utah			
Park City School District--Chief Academic Officer	Park City	2018/19	4,700
Park City School District--Chief Operations Officer	Park City	2018/19	4,700
Park City School District--Director of Talent	Park City	2018/19	4,700
Vermont			
Burlington School District	Burlington	2019/20	4,200
Champlain Valley School District	Shelburne	2020/21	4,000
Harwood Unified Union School District	Waitsfield	2020/21	1,800
Windsor Central Supervisory Union	Woodstock	2020/21	1,039
Virginia			
Norfolk Public Schools	Norfolk	2019/20	30,000
Roanoke City Public Schools	Roanoke	2019/20	14,000
Washington			
Vancouver Public Schools	Vancouver	2020/21	23,400
Clover Park School District	Lakewood	2018/19	12,885
Camas School District	Camas	2020/21	7,000
Shelton School District	Shelton	2020/21	4,200
Ellensburg School District #401	Ellensburg	2017/18	3,300
Tukwila School District	Tukwila	2018/19	2,934
Blaine School District	Blaine	2018/19	2,200
Mabton School District	Mabton	2017/18	1,000

District	City	Year	Enrollment
Washington (continued)			
Coupeville School District	Coupeville	2017/18	980
Chewelah School District	Chewelah	2017/18	815
Quilcene School District	Quilcene	2017/18	650
Kittitas School District	Kittitas	2016/17	600
Ocosta School District	Westport	2016/17	600
Soap Lake School District #156	Soap Lake	2017/18	490
McCleary School District	McCleary	2017/18	325
Thorp School District	Thorp	2017/18	170
Quileute Tribal School	La Push	2019/20	120
North River School District	Cosmopolis	2019/20	67
Wisconsin			
School District of La Crosse	La Crosse	2019/20	6,500
West Bend School District	West Bend	2019/20	6,300
Chippewa Falls Area Unified School District	Chippewa Falls	2019/20	5,100
Pulaski Community School District	Pulaski	2019/20	3,700
School District of Fort Atkinson	Fort Atkinson	2016/17	2,900
School District of Sheboygan Falls	Sheboygan Falls	2019/20	1,688
Cedar Grove-Belgium School District	Cedar Grove	2019/20	1,350
Wyoming			
Park County School District 6	Cody	2020/21	2,011
Sublette County School District #1	Pinedale	2020/21	1,050

NASB

Nevada Association of School Boards

9/1/2020

Superintendent Search

Carson City School District

Debb Oliver, Ed.D.
EXECUTIVE DIRECTOR

Overview of Process for Selecting a Superintendent

The most important task a School Board of Trustees engages in is the selection of a new superintendent. The superintendent sets the tone and climate for instructional leadership, student achievement, fiscal responsibility and communication within the school organization and community. The Nevada Association of School Boards' staff is mindful of this and stands ready to provide guidance and suggestions to Nevada boards as they embark on the process of selecting a new educational leader.

The items noted below, are important reminders and recommendation boards must consider throughout the search process. This resource book is offered to boards to assist with planning for and guidance through key events and/or common trouble spots that occur as part of any search.

Initial Considerations:

Internal Applicants: If there is an internal candidate that has shown interest to the superintendent position, there are options to consider.

1. If there has been a succession plan in place and the board has prepared for the transitioning of the internal candidate to the superintendent position, it is not recommended outside candidates be interviewed.

2. If the board is unsure about the qualifications or the fit of the internal candidate to the superintendent position, additional options to consider:
   a) conduct Characteristics or Qualities Forums with various groups throughout the community and school district to determine the desired characteristics for the next superintendent. These characteristics can then be used to determine if the internal candidate is the right fit, by conducting internal interviews prior to opening the process up to external applicants;
   b) request that the internal candidate apply and go through the screening process in the same manner as all external applicants;

3. If the board wishes to hire a candidate from outside the district, they should inform the internal candidate of this desire early in the search process.

Confidentiality: It is critically important throughout the search process, that names of candidates and/or potential candidates are kept confidential. You must not divulge the names of the applicants or candidates.

Phase I - Announcement and Timeline

Timelines: There are a shortage of quality individuals who are willing to serve as a superintendent, it is imperative boards proceed with the process of selecting a new school leader in a timely manner. Even with the urgency to hire a superintendent, it is recommended a period of at least five weeks be observed between the opening and the closing date. This provides the minimal amount of time necessary to market the vacancy and allows candidates to get their materials and references in order.

Marketing the Vacancy: NASB will assist the board in communicating the district is seeking a superintendent. The following strategies are utilized to market the vacancy:

- National Affiliation of Superintendent Searchers, state vacancy websites
- LinkedIn
- EdWeek/Topschooljobs.com
- Nevada Association of School Administrators Website
- Nevada Association of School Boards website
- Nevada Association of School Superintendents Website
- District marketing material—reaches in-state and out-of-state university career placement offices
- Mass email to NSBA Western Region and Pacific Region Associations
- Mass email one week prior to closing date--reaches in-state and out-of-state university career placement offices*
- NASB personal interactions with professionals in the education field to ensure there is broad awareness among potential candidates

Interview Dates: Early in the process of the search, the board must establish the interview dates. These should be scheduled as close as possible to the date on which the board receives the list of finalists from the NASB Screening Team. All board members should commit to be present at all the finalists' interviews. NASB will provide a recommendation as to the interview dates, which are based on several factors such as length of time from initial announcement of opening, local school district activities and time of the year.

Phase II - Preparation for Interviews

Characteristics or Qualities Forum: *Additional option:* NASB service is to facilitate "characteristics or qualities forums" with various groups of patrons and staff. Individuals are invited to provide input as to the leadership and other qualities they would like to see the board consider as it screens finalists for the superintendent position. The NASB staff facilitator uses four questions to elicit recommendations from the groups. Common groups include teachers, principals, site council members, business representatives and/or PTA representatives. These responses are summarized and presented to the board *as recommendations only*. This may be done in person or by virtual survey.

List of Current Superintendents and Salaries: NASB will provide the board with a "comparison list" of superintendent salaries from school districts of comparable size.

It is extremely important the board have a discussion—prior to interviewing the finalists—regarding salary. However, no definite decision regarding salary should be made and certainly not announced publicly, until the list of finalists and their salaries are known.

Questions for the Interview: NASB will provide a set of questions the board should use as a starting point for crafting their own unique interview questions that will be asked of the finalist. The board should modify the questions, so they align with the unique school district and community needs. Realistically,15-20 questions are the number of questions that should be asked during a typical interview.

Application Review: NASB along with Trustee Review Committee will review all the candidate's application materials as they apply for a position for which NASB is conducting the search.

The Screening Team: NASB will work closely with the district Trustees, to screen applications.

The processes utilized by the screening team provides another opportunity for additional educational leaders to objectively critique the candidates' skills and abilities. The screening team will meet to formally screen the applicant pool down to three to five finalists. As a rule, the screening begins in the morning and is concluded late afternoon. Upon completion of the formal screening process the NASB search lead will meet in an executive session with the board at a special board meeting to present their recommendations. The process utilized by the screening committee includes:

- Assessing the board's criteria: Team discusses the board's agreed upon criteria prior to beginning the application reviews.

- Reviewing the applications: Initially, all applicants' materials are reviewed and those not meeting the previously established application requirements are eliminated. The remaining completed applications will be carefully reviewed by each of the screening committee members. At some point in the deliberations, the committee will reach a consensus on three to five applicants that closest align with the board's criteria. At this point in the process additional reference checks are made as necessary. It is often the case that at least one of the screening committee members knows other individuals that would have a working knowledge of an applicant's abilities; reference calls will be made to these individuals.

- Deciding on the number of applicants to recommend to the board: If the board has a predetermined number of candidates, three to five (which is typical), the screening committee will screen for the desired number of candidates. Since candidates for superintendent positions are in short supply, the screening committee may identify fewer finalists than the predetermined number if the candidates do not fit the board's criteria.

Presenting Finalist to the Board: After the screening team has completed their work, the NASB search lead will present the names and resumes of the finalists to the board. As a rule, there are questions regarding the choice of candidates and the screening results. The NASB search lead will stay with the board as long as they want to continue the discussion.

Finalists: After the presentation of the finalists to the board, the board should plan to call the finalists on whom they have reached consensus. **These calls must be made as soon as they have completed the meeting with the NASB search lead and the board has consensus on the finalists to interview**. The NASB search lead will have "checked with the finalists" to ascertain whether he/she is still interested in the position, so he/she will be anticipating a call from the board president, the clerk or the human resources director.

Applications Belong to the Board: All applications received for the superintendent position belong to the board of education. *These applications should be stored in a confidential file, kept for 12 months and then destroyed*.

Phase III – Interviews

Interviews: In advance of receiving the list of finalists from the NASB search lead, the board should decide how and where the interviews will be conducted. A daily interview schedule that all finalists follow must be in place. The schedule should include items such as time and place to report to the district for the interview, who will be involved in the interviews, who will conduct the "district tour" and meal arrangements for the evening interview. Additionally, the board members should agree on a process for conducting the actual interview. It is recommended that a standard set of questions be used with each finalist and each board member should ask the same questions of each finalist. Typically, the board should plan on two to three hours per interview. These interviews will be conducted in executive session, with each interview being a special board meeting.

Finalist's Ranking: As soon as the board has finished interviewing the last finalist, the president should request that each board member rank the finalists from 5 (the highest) to 1 (the lowest) on the predetermined criteria defined by the board earlier in the search process. This results in each individual board member assigning each candidate a total overall score. Once rankings by the board members are revealed, they should discuss their choices and reach consensus on their FIRST CHOICE and their SECOND CHOICE! The reason for identifying a first and second choice now is that the first choice may not be available.

Site Visit(s): As noted above, as soon as the board has reached consensus on its first and second choice, the board president, the clerk or the human resources director should call the FIRST CHOICE and tell him/her there is great interest in him/her and ask if they are still interested in the position.

A) If the answer is "yes," the finalist should be told a visit to their current school district will be made as soon as it can be arranged.

B) Additionally, the candidate should be told the salary and fringes the board is prepared to offer. The finalist should be asked for immediate dates that would be suitable for a site visit. The finalist should also be asked to provide names of persons whom it would be helpful to visit in his/her school district. (The board representatives will not want to confine their visits to only those individuals whom the finalist has recommended.) Up to three board members may choose to make the visit – often it is the president and the vice president who make the visit as a minimum.

If for some reason, the visit to the first-choice finalist's school district is not positive; the board representatives should contact the second choice, ascertain interest, relate the salary and fringes terms and arrange a visit to the second finalist's school district. It is not recommended that visits to more than one finalist's school district be made if the visit to the first-choice finalist's school district is productive and positive.

Phase IV - Negotiations and Hiring

Salary: In advance of the visit to the finalist's school district, it would be prudent if the board reached a definite consensus of the "top salary" it is prepared to offer the finalist. A contract can be written and taken by the visiting board members, AND contingent on receiving a "positive reaction" during the visit, the finalist may be presented the contract and asked to sign. The board can carry the signed contract back and at a special board meeting act on it officially.

Sample Contract: NASB can provide a "sample" superintendent contract for the board's consideration- or use the current contract as your guide. It is in the best interest of the board to review this contract—or have the district school attorney review it—and compare it to the present superintendent contract. It is customary for new superintendents to receive a minimum of a two-year contract.

New Superintendent Announcement: When the selection of the new superintendent is made and announced to the public, the board members should make every effort to be unanimous in their vote and support for the new school leader.

Following-up with other Finalist and Applicants: Professional courtesy should be given to those individuals that interviewed as finalists. The unsuccessful finalists should receive a phone call thanking them for their interest in the position and the time they gave to interview with the school board. This should be done as soon as the signed contract from the top finalist is approved at an official board meeting. Additionally, all the applicants who expressed an interest in the superintendent position should be notified that their application was appreciated, but they were not successful. This can easily be

accomplished via email. It is appropriate in this correspondence to name the person who has been selected for the superintendent position.

Expectation Setting: When the new superintendent begins his/her new contract, it is helpful for the board and the superintendent to engage in an "expectation setting exercise." NASB provides this service to school boards and new superintendents as part of the search process. This session should be scheduled early in the contract year, so the new superintendent has a clear idea of the board's expectations and the board has a clear idea of the new superintendent's expectations of the board. This "expectation and/or goal setting session" is highly recommended.

New Superintendent Support: The School Board of Trustees should consider available supports to ensure the new superintendent gets off to a great start. It is recommended that the new superintendent and the Board of Trustees have a team building/goal setting workshop and/or attend the Silver State Governance Training together.

Phase I Announcement and Timeline

Superintendent Search

Announcement and Timeline Checklist

The board president/vice president must work in conjunction with the clerk to ensure these steps happen during the announcement and timeline phase.

Confirmed	Item
	Announce publicly its intention to seek a new superintendent by the board.
	Sign and return agreement to NASB—page 13.
	Determine timeline and dates of search—page 14.
	• Set characteristic focus groups date.
	• Establish date range to send marketing material to potential candidates.
	• Determine closing date for search.
	• Establish screening date for candidates by NASB staff.
	• Finalize the time to meet with School Board of Trustees to hear the report of the screening committee. NASB's practice is to present three to five names and one alternate to the board.
	• Schedule dates and location for interviews and communicate so this information is on all board member's calendars.
	Post job opening on multiple sites—page 16.
	Designate contact person to work with NASB to develop a district informational marketing resource along with mass email of opening to potential applicants

Key Reminders

- All board members need to be present at board meeting when screening occurs.
- All board members need to be present at each of the scheduled interviews.

Agreement

THIS AGREEMENT is made and entered into this day of the _____ by and between Nevada Association of School Boards, hereinafter "NASB" and the Carson City School District Board of Trustees hereinafter "BOARD."

In consideration of the mutual covenants and promises contained herein, the parties agree as follows:

1. BOARD agrees to retain NASB to provide the services set forth in this agreement.
2. BOARD agrees to pay NASB $9,500, for superintendent search services rendered pursuant to this agreement.
3. NASB agrees to assist the BOARD in screening applicants for the position of superintendent. NASB further agrees to meet all conditions as presented in the Search Service document.
4. NASB agrees to work with the Board of Trustees and be responsible for reviewing the credentials of applicants and recommending finalists to the BOARD.
5. NASB agrees that the role of the screening candidates shall be strictly advisory. The right to conduct interviews and the final hiring decision shall remain with the BOARD.
6. BOARD represents that it has properly approved all necessary resolutions authorizing the execution of this agreement.
7. All travel for NASB representatives to and from Carson City are included in the search services fee.
8. It is further agreed that neither party shall be deemed an employee or agent of the other party. Neither party shall enter into any agreement nor incur any obligations on behalf of the other party, without prior written consent.

IN WITNESS WHEREOF, the parties have executed this agreement on the day and year first above written.

_____	_____
Executive Director Nevada Association of School Boards	President, Board of Trustees
Attest:	_____
	Clerk, Board of Trustees

Superintendent Search Timeline

Please work with the board members and clerk to confirm the key dates for your school district's superintendent search. These dates will allow all parties involved to plan accordingly.

Potential Dates	Confirmed Dates	AGENDA
		Board announces its intention to seek a new superintendent.
		Brochures officially announcing opening and giving details of the application process may be printed and mailed. In addition, a small packet of brochures could be mailed to the educational placement offices of the colleges and universities in Nevada, Idaho, Colorado, Utah, Montana, Oregon. NASB will provide the mailing labels. The position will be posted on the NASB website.
		NASB meets with "superintendent characteristics committee(s)" to identify suggested characteristics of your new superintendent. Search consultant will meet with the school board on this evening to gather their input regarding desired superintendent characteristics. (OPTIONAL)
		Completed applications are due to NASB.
		All completed applications will be screened by NASB and BOARD committee
		The School Board of Trustees will meet to hear the report of the screening committee. NASB's practice is to present three to five names and one alternate to the board. After due deliberation of the board regarding the finalists, the board president should call the candidates to schedule an interview. (A suggested interview schedule will be provided.)
		The School Board of Trustees will schedule interviews. NASB strongly recommends that not more than one candidate be interviewed on a single day. Interviews should be scheduled as soon after the screening as possible.
At the conclusion of the interview, the board should reach consensus on its first and second choice. The first choice should be called first and a time for a school district visit should be arranged. If the results of the visit are positive, the individual should be offered a contract immediately. Please review resource book for specific steps.		

Leadership Services—Search Specialist

Debb Oliver, Ed.D.
Executive Director, NASB
949.565.5004
doliver@nvasb.org

CONSENT AGENDA

ITEMS

September 28, 2021

CARSON CITY SCHOOL DISTRICT
CONSENT AGENDA ITEM SUMMARY
September 28, 2021

EMPLOYEE LEAVE REQUESTS			
Name	**Position/Subject**	**Location**	**Type of Leave**

REQUEST WITHDRAWAL TO TAKE HSE			
Name	**Grade**	**School**	
Victoria Collins	10	Damonte Ranch HS	

REQUEST VACCINATION EXEMPTION PER NRS 392.437 or NRS 392.439			
Grade	**School**	**Medical**	**Religious**
K	Fritsch		X
2	Fritsch		X
1	Empire		X
4	Empire		X
1	Empire		X
4	Empire		X
2	Mark Twain		X
2	Fritsch		X
2	Fritsch		X
5	Fritsch		X
2	Fritsch		X
3	Mark Twain		X

CARSON CITY SCHOOL DISTRICT - STAFF INFORMATION

September 28, 2021

ADMINISTRATIVE 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					

CERTIFIED STAFF

NEW HIRES				
Name	Position/Subject	Location	Hire Date	New/Replace
Gregg White	LD/Special Education Teacher (Critical Shortage = 1 Year ONLY)	Eagle Valley Middle School	TBD	Replace - FY 22

RESIGNATIONS/RETIREMENTS					
Name	Position/Subject	Location	Hire Date	Term Date	Resign/Retire
None					

MINUTES OF THE MEETING OF THE
CARSON CITY SCHOOL DISTRICT
BOARD OF TRUSTEES

Tuesday, August 24, 2021 6:00 p.m.

CALL TO ORDER

The Board Workshop of the Carson City School District Board of Trustees was called to order at 6:00 p.m. by Vice President Varner in the Robert Crowell Board Room, Community Center, 851 E. William Street, Carson City, Nevada.

ROLL CALL: Members and Staff Present
Richard Varner, Vice President
Laurel Crossman, Clerk
Donald Carine, Member
Stacie Wilke-McCulloch, Member
Lupe Ramirez, Member
Richard Stokes, Superintendent
Tasha Fuson, Associate Superintendent, Educational Services
Dr. Jose Delfin, Associate Superintendent, Human Resources
Andrew Feuling, Director, Fiscal Services
Ryan Russell, Legal Counsel
Renae Cortez, Executive Board Administrative Assistant

Members and Staff Present Remotely
None

Members and Staff Absent
Joe Cacioppo, President
Mike Walker, Member

Trustee Wilke-McCulloch led the Pledge of Allegiance.

Trustee Varner reviewed the topic for the workshop; discuss the process of selecting a new Superintendent and review the proposed schedule.

Trustee Varner referred to the timeline provided by Trustee Cacioppo and asked the Trustees if they had any comments regarding the timeline; will the job be open to internal and outside candidates, etc.

Trustee Wilke-McCulloch asked Dr. Jose Delfin, Associate Superintendent, Human Resources to provide information on when people begin looking for Superintendent positions. Dr. Delfin explained that searches for Superintendent's happen anytime throughout the year. Trustee Wilke-McCulloch asked for additional information regarding the transition starting in April. Dr. Delfin believes that is handled on a case by case basis, however, concern may come up depending on the release date of the incoming Superintendent.

Trustee Crossman referred to the advertisement period and asked for additional information. Dr. Delfin explained that if the search is regional within Nevada, 4-weeks is an appropriate timeline, however, if a national search in completed, 8-weeks would be the suggested time period.

Trustee Carine believes the search should start internally within the District, and commented on the importance of having someone that wants to live and be in Carson City.

Dr. Delfin suggested that the Trustees have a third party consultant screen the applicants, as this is a better process, especially for internal applicants. A third party consultant typically uses their system to accept applications, which is vetted through non-district staff. Dr. Delfin referred to Dr.

DRAFT

Debb Oliver, Executive Director, Nevada Association of School Boards (NASB) as another possible contact for resources.

Trustee Crossman explained that Dr. Oliver provides assistance for Superintendent searches, as she assisted with Elko County, Nye County, as well as several others.

Trustee Varner asked if NASB provides the job description. Dr. Delfin believes the definition of what is wanted in a Superintendent needs to be defined first, which can be accomplished several ways, either by the Trustees or with input from the community. Dr. Delfin has seen the process accomplished both ways and commented on having input from stakeholders.

Trustee Varner reminded everyone that masks are required in public buildings.

Trustee Varner confirmed that funding is available to use a third party consultant. Dr. Delfin commented on the investment the Board is making in hiring a Superintendent for approximately 1,000 staff and 7,500 students. Depending on the geographical area, a reasonable cost is $15,000.

Trustee Ramirez asked if there is any hesitation with opening the job up statewide. After a brief discussion, the Trustees have no hesitation opening the Superintendent position statewide. Trustee Crossman commented on the reduced number of years a Superintendent stays in the specific position.

Due to Christmas break, Trustee Wilke-McCulloch asked if the interview date of January 4, 2022 needs to be changed. Dr. Delfin explained that the January 4, 2022 date can be rescheduled, it would likely be best to schedule candidate interviews after the holidays.

Trustee Varner asked if District staff would be able to prepare the job announcement, if funding was not available to hire a third party consultant to oversee the hiring process. Dr. Delfin reiterated the importance of having a third party consultant involved in the process.

Trustee Crossman expressed concerns with how things might appear if Dr. Delfin is involved in the hiring process, as he is an employee that reports to Mr. Stokes. Trustee Crossman commented on the timing of receiving feedback from the public. Dr. Delfin explained that most school districts survey their staff and community, which results in the qualities that people are looking for. Dr. Delfin summarized the top three characteristics that are typically sought in a Superintendent; trustworthiness, high communication skills, and ability to lead in conflict. In addition, school districts usually look for the top 10 characteristics to match what the Board is looking for in a Superintendent, which is done through a survey that can be done anytime. Dr. Delfin noted that results will likely differ between the community and staff.

In addition to characteristics, Trustee Wilke-McCulloch commented on the possibility of finding out the type of culture the community would like to see in schools, as well as the District. Dr. Delfin explained that a third party consultant might work with the Board President and several trustees on developing questions for a survey so honest feedback can be provided.

Trustee Varner asked if a third party consultant would develop the minimum qualifications for a Superintendent. Dr. Delfin explained that a partnership is created between the District and a third party consultant to determine the qualifications sought for the position; types of license held by candidate, years of experience, etc. Trustee Varner asked if the Board has input in developing questions for the interviews or does a third party consultant develop the questions.

Trustee Wilke-McCulloch commented on the information that has been used in other superintendent searches in Nevada, and the accessibility of information available from the national level; National School Board Association (NSBA). Dr. Delfin explained that it has been almost 30 years since the Superintendent position has been opened and not appointed. Dr. Delfin referred to Trustee Varner's inquiry regarding interview questions and explained that most third party consultants have a variety of questions that can be selected or modified.

DRAFT

Trustee Varner asked what the timeline might look like if an agreement were made with Dr. Oliver, NASB to serve as the third party consultant. Trustee Crossman explained that she is unsure of Dr. Oliver's schedule, she would need to be contacted regarding her availability.

Trustee Wilke-McCulloch confirmed that the proposed timeline is flexible. Dr. Delfin suggested that all documents pertaining to hiring a new superintendent be identified as a "draft" until decisions are made, then documents can be identified as "final".

Trustee Varner suggested that the Trustees provide questions to Mrs. Renae Cortez, Executive Administrative Assistant. Prior to formulating questions, Trustee Crossman suggested that the Trustees identify the characteristics they are looking for in a Superintendent, and would like to see a draft copy of the survey that would be sent to staff and the community. Dr. Delfin commented on the possibility that Dr. Oliver may have survey questions available for review. Dr. Delfin explained that the process of hiring a Superintendent typically takes 4 to 5 months; starting now provides ample time to hire someone by July 1.

Mr. Russell reminded the Trustees that action cannot be taken, the agenda topic is for discussion only, and is flexible until action is taken to finalize a document, etc.

Trustee Crossman asked if a Superintendent's committee should be established to work through the process of hiring a superintendent. Mr. Russell explained that the District has used Superintendent's committees that are appointed by the Superintendent. A Board appointed committee may be subject to the Open Meeting Law (OML).

Trustee Varner commented on the development of a screening tool and process to review the applicants to ensure that the minimum qualifications are met.

Trustee Wilke-McCulloch asked Mr. Dan Davis, Public Information Officer about the timeline necessary to complete and have a survey available to staff and the community. Mr. Davis would need several days to complete and upload a survey.

Trustee Ramirez asked how long the survey would be available for the community to respond. To allow ample time, Dr. Delfin believes a survey should be open for a month and that a 30-40% sample size should be returned. Dr. Delfin commented on the importance of determining the number of questions included in the survey, which should be concise.

Trustee Varner inquired as to the best way to get the survey out to the community, and confirmed that the information can be sent to parents via Parent Square.

Trustee Wilke-McCulloch inquired about the possibility of having a meeting to allow the public to provide input, or limit input to a survey? Trustee Varner also commented on the possibility of scheduling a community meeting. Dr. Delfin commented on various ways the superintendent search can take place; have a survey with community input, representation from focus groups can provide feedback, etc.

Trustee Crossman commented on having workshops to review and receive input on a survey, etc.

Trustee Wilke-McCulloch referred to the Strategic Plan, Empower Carson City 2022 that has the five pillars of what the District wants in a Superintendent. Dr. Delfin explained that the survey questions could be based on current successes in the District.

Trustee Varner asked if it is a normal practice to have the top three candidates visit schools in the District. Dr. Delfin confirmed that it is common for the top two or three candidates to meet the public and make introductions, which usually takes one day per person. In addition, the successful candidate is selected during an open meeting.

Trustee Wilke-McCulloch confirmed that all seven Trustees could attend and participate in public meetings.

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Trustee Varner confirmed that decisions requiring Board action would need to be agendized for a future meeting. Mr. Russell confirmed that action items can be agendized during a Board workshop.

Dr. Delfin commented on the number of ways available in hiring a Superintendent; what is the best fit for the District.

Trustee Wilke-McCulloch commented on the importance of finding the right person.

Trustee Crossman commented on the importance of remaining flexible during the process.

Dr. Delfin noted that the Board can also appoint the next Superintendent.

Trustee Varner adjourned the workshop at 6:41 p.m. Trustee Varner called the Board meeting to order at 7:00 p.m.

Trustee Varner reminded everyone in attendance that facemasks are required in public buildings.

In honor of Mr. Paul Brown, longtime custodian at Fritsch Elementary School, Trustee Varner asked for a moment of silence.

ACTION TO ADOPT THE AGENDA

It was moved by Trustee Crossman, seconded by Trustee Ramirez that **the Carson City School District Board of Trustees adopt the agenda as submitted.** Motion passed 5-0. (Trustees Cacioppo and Walker were not present for the vote.)

SUPERINTENDENT'S REPORT

Mr. Stokes welcomed everyone to the meeting, and provided the following report:

- Joint meeting with the Board of Supervisors will be held on September 2, 2021 at 6:00 p.m. in the Bob Boldrick Theater at the Community Center.
- Update on the smoky skies due to current fires burning in the area; Caldor Fire is currently 9% contained, which could impact schools for a period of time. AirNow.gov is the system that will be used to determine the air quality based on the zip code 89701, and the Air Quality Index (AQI) of 400 will be used to determine whether schools will be open. If school is cancelled, information is sent to local media, posted on the District website, www.carsoncityschools.com, and a message is sent home to families via Parent Square. Notifications are not sent when school is in session. The Nevada Interscholastic Activities Association (NIAA) has a chart that correspondences with AirNow.gov that identifies how schools should conduct daily operations. The hazardous designation ranges between 301 to 500, and according to the NIAA, the events at school can proceed using caution. The District will use the recommendation from the NIAA, however, not at the highest level of 500. If the AQI reaches 400 at 5:30 a.m., school would be cancelled and a message would be sent home. If students are at school and the AQI increases to 400 or higher, students will not be sent home, they will remain at school. School buildings are equipped with air handlers that include high quality filtration systems. Additional information regarding the cancellation of school is available on the District website.

Trustee Crossman asked for additional information regarding the possibility of having remote learning days when the air quality is poor. Mr. Stokes explained that the Nevada Department of Education (NDE) has notified the District that the only way remote learning can be utilized is in the event of a public health condition, it is not permitted during inclement weather.

BOARD REPORTS

Julia Kaiser reported on the following activities at Carson High School:

- Upcoming include:
    - Homecoming will be the week of September 20-24, 2021 which will include various lunchtime and night time activities

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- Fall sports have started; football, cheerleading, cross country, volleyball, boys and girls tennis.

Trustee Wilke-McCulloch welcomed everyone back to school and thanked the custodial staff for their hard work over the summer and for making sure everything was ready for the start of school.

Trustee Ramirez reported on activities at the following school:

- Seeliger Elementary School
  - Students are happy to be back to school and their Back to School night was well attended.
  - Students have started their Measures of Academic Progress (MAP) testing

Trustee Ramirez acknowledged Dr. Lee Conley, Principal, Eagle Valley Middle School for hiring a former student, Mr. German Fernandez-Hernandez as a Math teacher.

Trustee Crossman reported on activities at the following schools:

- Fritsch Elementary School
  - Thank you extended to all staff and parents for an awesome start to the school year
- Fremont Elementary School
  - Parent Teacher Association (PTA) meeting will be held on August 25, 2021 at 7:30 p.m. in the library
  - Parent Information and Support meeting will be held on August 31, 2021 at 5:30 p.m. in the library

Trustee Varner reported on activities at the following schools:

- Bordewich Bray Elementary School
  - Staff is happy to have students back on campus and extended a thank you to the families for their support and attendance at the Back to School Night/Meet and Greet on August 13, 2021.
  - Bordewich Bray Elementary School Day at the Reno Aces is Sunday, September 19, 2021; tickets can be purchased online via the link provided through Parent Square. A portion of the sales will be donated back to the school.
- Carson Middle School
  - Thank you extended to the PTA for providing lunch to staff on August 20, 2021
  - Students will start MAP testing on September 8-10, 2021
  - Open House will be held on September 16, 2021 from 5:30 – 7:30 p.m.; parents/guardians will follow a student schedule

ASSOCIATION REPORTS

Mr. Brian Wallace, President, Ormsby County Education Association (OCEA) reported that everyone is excited to be back at school and the new hire event was successful. OCEA is looking forward to strengthening the continued partnership with the District. Mr. Wallace extended a thank you to the custodial staff at each site for their hard work in preparation of a new school year. On behalf of OCEA, Mr. Wallace extended a thank you to everyone at Eagle Valley Middle School for their work during the construction project. Currently OCEA represents 80% of the teachers in the District and looks forward to another great school year.

On behalf of the Nevada Association of School Boards (NASB), Trustee Crossman provided the following update:

- Training will be available to Trustees on September 10-11, 2021 in Las Vegas, Nevada or October 8-9, 2021 in Reno, Nevada.

PRESENTATION ON THE DIFFERENCES BETWEEN SCHOOL SOCIAL WORKERS AND SCHOOL GUIDANCE COUNSELORS

Ms. Nicki Hendee, Lead Counselor, Carson High School and Ms. Alejandra Ayala Ayala, Lead Social Worker, Carson High School provided a presentation on the differences between school social workers and school guidance counselors that included a power point presentation. (A copy is included in the permanent record.)

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District School Counselors:

- 14 counselors at the high schools and middle schools; none at the elementary schools
- Some counselors are certified to teach English Language Learner (ELL) students or have certifications in Gifted and Academically Talented Education (GATE)
- Ms. Bridget Gordon is the Professional Learning Community (PLC) Lead
- School counselors are required to have a Master's Degree in School Counseling with 600 internship hours. In addition, classes are required in individual and group counseling, educational assessments, career counseling, comprehensive school counseling programs, multi-cultural counseling, family engagement, and school based practices.
- Many counselors are certified to teach, and have worked as teachers before

Ms. Hendee read a quote from a senior who will be graduating in 2022.

District School Social Workers:

- 12 counselors, one at each school
- Ms. Ayala Ayala is the PLC Lead
- Everyone working for the District has a Master's Degree; licensure recently changed from a Licensed Social Worker (LSW) to Licensed Master Degree Social Worker (LMSW) or a Licensed Clinical Social Worker (LCSW) has an additional 3,000 clinical internship hours. LCSWs can provide clinical therapy services.
- The NDE requires an endorsement for Social Worker in Schools

Ms. Ayala Ayala shared, in Spanish a quote from an 8th grade student.

Ms. Hendee presented an overview of services from the NDE that overlaps between various school support professionals; school counselors, psychologists, school social workers, etc. They work together to support students through numerous means.

Ms. Hendee summarized the work of elementary school counselors, if they were in the schools; classroom lessons about career exploration, college culture, write 504 plans, Social and Emotional Learning (SEL) that consists of conflict resolution, anger management, meet with students individually or in groups, attend Individualized Educational Plans (IEPs), collaborate with teachers, etc.

Trustee Varner asked for additional information regarding a 504 plan. Ms. Hendee explained that a 504 plan is for students who have a disability that does not require an IEP.

Ms. Ayala Ayala outlined the work for elementary school social workers; provide support with 504s, organize school-wide events; Week of Respect, etc., provide group support with anger management, friendship club, SEL, suicide screenings, advocacy for students and families, home visits, etc.

School counselors at the middle and high schools:

- Class planning and placement for students; work with students on a yearly basis to develop and review their four-year plan
- Individual problem solving
- Classroom lessons; academic and SEL
- Individual support and referrals
- College and career events
- New student and individual supports
- Work with local colleges and businesses to provide pathways

School Social Workers:

- Organize school-wide events
- Group work; social skills, anxiety
- Participation and support with IEPs and 504 plans
- Individual student and family support
- Follow-ups and case management; referralsto community resources

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- Collaborate with teachers/staff and community partners
- Mental health screenings and home visits

In summary, the counselors and school social workers work collaboratively with each other to help students and families access the resources needed to make learning possible.

Trustee Wilke-McCulloch requested a brief overview of the last school year and asked what the plan is this year to help students regarding COVID-19. Ms. Hendee acknowledged the difficulty that occurred last year, as they typically see students throughout the year. There were students that reached out to the counselors for emotional support. The counselors are working with teachers to ensure that students are in the correct classes this year.

Ms. Ayala Ayala explained that school social workers are seeing an increase in students dealing with anxiety due to being back at school in large classroom settings and crowded hallways.

Trustee Wilke-McCulloch commented on the number of suicides that have been seen in the Washoe County School District and expressed her appreciation for the work counselors and school social workers do on behalf of students.

Trustee Ramirez thanked the counselors and school social workers for providing a safe environment for students.

Trustee Varner commented on how school social workers helped his granddaughter get through a personal matter.

PUBLIC COMMENT

Trustee Varner called for public comment that was provided in person, and electronically via email, which was read by Mrs. Cortez.

Nick Maier recognized the Trustees for the difficult situation they are in regarding emergency directives from Governor Sisolak, and the medical decisions they are being asked to make and the delicate situation the District is dealing with regarding the health of children. Mr. Maier believes the Center for Disease Control (CDC) is providing bad information regarding COVID-19 and commented on the effectiveness of facemasks; respiratory viruses are spread through airborne transmissions. Mr. Maier explained that there is no definitive study that the District has provided to citizens to show that facemasks are effective. If the Board is going to enforce students to wear facemasks, Mr. Maier believes data needs to be provided to the public. Mr. Maier commented on mandated testing for unvaccinated coaches, students and staff and referred to a study that identifies that vaccinated people spread the virus as much, if not more than unvaccinated people. Mr. Maier referred to a recent article in a scientific magazine called Nature that includes four separate studies that shows that the Delta variant is spread by individuals that are vaccinated. Mr. Maier asked why only unvaccinated athletes are tested, if everyone can spread the virus.

Michelle Long believes the Board, over the last twenty months, has conspired with the tyrannical leadership of Nevada that is beyond their authority, and can be interrupted as illegal, unconstitutional and unethical. In addition, Ms. Long believes the Board has failed to listen to and act on the will of the community. The Board has implemented policy surrounding COVID-19, which is medically proven ineffective in preventing the spread of the virus, and has dangerous consequences. As a result, Ms. Long believes the safety and welfare of children has been put at risk. Ms. Long explained that it is forbidden to influence or force any person to be a part of an experimental medical treatment. Ms. Long reminded the Board that the Constitution continues to reign in the United States of America, and that they have no right to infringe on a person's constitutional right by mandating anyone to wear a facemask. Ms. Long noted that parents are on duty.

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Casey Rodgers referred to information that has been hidden by the federal government; 45,000 people have died from COVID-19 vaccines. Ms. Rodgers provided several documents and read a prepared statement regarding facemasks, which she believes do not work. Ms. Rodgers commented on the segregation of student athletes for COVID-19 testing; unvaccinated vs. vaccinated.

Dr. Fred Simon, medical doctor who is board certified by the American Board of Surgery and Critical Care Medicine oversaw an Intensive Care Unit (ICU) and trauma center and volunteered in a COVID-19 ICU last year. Dr. Simon explained that the National Institutes of Health (NIH) and the CDC do not have data to support the use of facemasks. Due to facemask mandates, Dr. Simon believes Governor Sisolak is practicing medicine without a license, and the District is liable. As a legal medical expert in 42 states, Dr. Simon stated that medicine is based on evidence. Dr. Simon reiterated that the District needs to provide data to parents, and based on the standards of medicine, explained that if a child suffers a mental or physical event, the District could be held liable.

Joy Trushenski explained that everyone has a birth right given by God, which is based on liberty. This truth is expressed in the Declaration of Independence, which states that all men are created equal and endowed by their creator with certain rights, which include Life, Liberty and the Pursuit of Happiness. The United States Constitution outlines the powers given to federal and state governments, and gives the supreme power to the people. Ms. Truschenski explained that the United States Constitution is the supreme law of the land and any law passed by Congress or a State Legislature that violates the United States Constitution is not valid. Ms. Truschenski referred to the Supreme Court in 1803, Marbury vs. Madison that stated that all laws which are repugnant to the United States Constitution are null and void. Ms. Truschenski commented on how the government has violated the constitutional rights of others by lockdowns and facemask mandates due to the COVID-19 virus, which she believes is similar to the flu. Ms. Truschenski referred to cures that were provided by several physicians by using various medications. Ms. Truschenski believes the doctors that were saying that facemasks do not protect against the COVID-19 virus were telling the truth and referred to the following website www.AmericansFrontlineDoctors.org .

Lorrie Cusick played a pre-recorded message and song.

Kate Morra referred to the Memorandum of Understanding (MOU) the District has with National Education Equity Labs and expressed concerns with their tagline; “Talent is Equally Distributed, Opportunity is Not”. Ms. Morra commented on the founding of equality, and how God endowed each person with talents unique to them. The view of equality through the founders eyes, allows individuals the right to possess what is earned, which lends dignity to work. Ms. Morra encouraged the Trustees to take a look at America’s history and not indoctrinate youth with a false ideology.

Ashley Stewart expressed concerns with what is happening to students. Miss Stewart had COVID-19 last year, and explained how she had to be quarantined and how she was treated when she returned to school. Due to random COVID-19 testing, Miss Stewart is concerned with how students will be treated by others.

Michael Morrissey with Battle Born Patriots, Taking Nevada Back noted that this is the most intelligent “disease” the world has known; can travel 6’, lives on all surfaces except those that come in the mail, harmless during protests, riots, looting, etc., and only deadly in bars and restaurants when you enter. In addition, it is not deadly in hair salons, and only deadly on school buses until students get off.

Barb Mathers addressed the Board regarding equity vs. equality that was discussed during the May 4, 2021 Community Professional Learning Community (PLC) regarding the Strategic Plan, Empower Carson City 2022. Ms. Mathers referred to a picture provided by Mr. Stokes during the PLC that demonstrated equality vs. equity; community version of equity is different vs. School Board version of equity. Ms. Mathers believes the District says the right things, however, does not do the right things. Ms. Mathers referred to an example shared at the PLC; equality is that

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everyone gets shoes and equity is that everyone gets the right pair of shoes. To distribute equity, Ms. Mathers believes things are taken away from other students. Ms. Mathers believes that to get one student to the level of another student, the "box" has to be removed from the "advanced" student and that equity is "dumbing" down the standards. Ms. Mathers does not want racism in the schools and referred to a quote that was included in the presentation on the differences between school social workers and school counselors, and believes if English Language Learner (ELL) students start school in Pre-K, they should be able to speak English by the time they start middle school. Ms. Mathers referred to information that is sent home with students that is provided in both English and Spanish, which she believes is a wasted resource, as students should be learning English. Ms. Mathers brought up the job description for the Director of Equity in Curriculum and Instruction that includes the Supervision of the Family Life Committee, which she believes anything associated with family should not be in schools, it should be the basics; reading, writing and arithmetic.

Trustee Varner explained that not all ELL students start school in kindergarten, they start in various grade levels.

Lee Elliott explained that a rally was recently held at the Governor's mansion regarding facemasks, which in some communities is getting ugly. Mr. Elliott as well as others work hard to control the tempers of what people want to do to those making decisions regarding the use of facemasks. Mr. Elliott expressed concerns that things could get out of hand and he has been seeking a peaceful transition. Mr. Elliott believes forcing kids to hide their smiles from one another is criminal.

Heather Koche expressed her amazement with the District wanting students to wear facemasks, and that students were sent to school in conditions when the air quality was classified as hazardous. Ms. Koche referred to a situation that occurred with her son when he had to knock on the door three times to enter the classroom. Ms. Koche would like an explanation on when, and the classes Critical Race Theory will be taught, as she does not want her child to be taught to be racist.

Karen Stephens referred to several organizations that are exempt from mandatory vaccines; Federal Drug Administration (FDA), Center for Disease Control (CDC), World Health Organization (WHO), Johnson and Johnson, as well as others. Ms. Stephens commented on how the Chief Operation Officer (COO) for Pfizer has not received the COVID-19 vaccine.

Valerie Burns would like to have it mandatory for the student school board representative to remain at the meeting so they could take comments back to their peers. Ms. Burns commented on the restrictions associated with having a school dance where students may be required to wear a facemask, be vaccinated or tested, which she believes is not normal. Ms. Burns asked the Trustees if they ever thought of putting on a facemask prior to the Governor's mandate. Ms. Burns referred to facemasks, vaccines and CRT, and believes the Trustees are the cause of division.

Charlotte Stewart referred to a conversation she had with a doctor from Stotland Medical regarding concerns and fear that vaccines will be mandated at the college level. Ms. Stewart commented on the outcome of her conversation; legally no way tests can be mandated, exemptions need to be offered, and the contents of cotton balls used for testing contain ethylene oxide, which is a carcinogenic.

For the record, Trustee Varner explained that the District is not mandating COVID-19 vaccines.

Public comment provided electronically via email was read by Mrs. Cortez:

Jason Tingle, parent of four children in the District extended a thank you to the Trustees for making the right decision regarding facemasks, as he believes parents should be able to make the choice for their child's well-being, not the District or government.

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A concerned parent expressed their shock by the behavior and comments they have witnessed during recent Board meetings, which they believe are unacceptable. Many commentators don't have children in the District, which is a waste of time. They share the same opinions and not facts; they believe American Frontline Doctors is a political organization, and not a group of doctors who have credible information regarding COVID-19. The concerned parent believes it's time for the Board to stop bowing down to the commentators and start worrying about the children. The comment included a reference to a friend that works in a nearby high school who contracted COVID-19 on the first day of school and was hospitalized in the Pediatric Intensive Care Unit (PICU) because the District did not require facemasks. Facemasks may be inconvenient, but they're a small price to pay to keep children safe and schools open. The parent commented on her child's experience at school with students wearing facemasks, which they would rather be uncomfortable vs. being hospitalized due to COVID-19. The parent believes everyone needs not to listen to personal and political biases, and listen to the experts; American Academy of Pediatrics, who recommend facemasks for children over the age of 2.

PRESENTATION OF THE CIVICS TEST RESULTS FOR THE CARSON CITY SCHOOL DISTRICT CLASS OF 2021

Mrs. Cheryl Macy, Director, Equity in Curriculum and Instruction presented the Civics Test results for the Carson City School District Class of 2021, as Ms. Brittany Witter, Social Studies Curriculum Coordinator was unable to attend. The presentation included a power point presentation. (A copy is included in the permanent record.)

Mrs. Macy provided information on Senate Bill 322 (SB322) which passed during the 79th Nevada Legislative Session which states that a student in any public high school must take an exam as a condition for graduation that contains questions determined by the District that are identical to the civics portion of the Naturalization Test adopted by the United States Citizenship and Immigration Services of the Department of Homeland Security, effective July 1, 2019. Due to school closures during the COVID-19 pandemic, the NDE provided all school districts an exemption.

Overview of SB322:

- Requires all graduating students to take the exam and is specific to participation only
- Questions must be a direct match to the US Naturalization Civics Test
- In special circumstances, students may receive a waiver

US Naturalization Test:

- Two portions
  - English; speaking, reading and writing
  - Civics; multiple choice. SB322 only requires the Civics portion of the test.

NDE requirement of Districts:

- Determine the course in which the exam will be given; Government semester course was chosen
- Establish the number of questions to be included, no fewer than 50; 50 questions were chosen
- Determine the desired score on the exam and the manner in which the results will affect the student grade; pass with 60%, which is consistent with the naturalization test. 10% of summative course grade.
- Report aggregated results to the Board

District's Process:

- Students were provided a study guide prior to taking the assessment
- Students were given a multiple choice assessment of 50 questions in their Government class
- Students had the option to retake the test, if needed; different version was provided
- Online students took the test through Mastery Connect that was administered by staff at Carson High School and Pioneer High School

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Mrs. Macy presented several sample questions:

- Which concept stops one branch of government from becoming too powerful?; Separation of Powers
- How many amendments does the Constitution have?; 27

Data for the District:

- 544 total students participated
- 461 completed the assessment
- Overall participation rate of 84%

Mrs. Macy provided several solutions to increase participation; develop protocols for administering the assessment to ensure participation, seeking 100% participation, and due to COVID-19, additional challenges were seen, which created conditions for more waivers to be approved. Teachers will be encouraged to give the assessment at the beginning of the semester as a pre-assessment.

Assessment data and passing rates:

- All students – 453 passed; 8 did not pass
- Female students – 209 passed; 3 did not pass
- Male students – 244 passed; 5 did not pass
- Caucasian – 228 passed; 3 did not pass
- Hispanic/Latino – 192 passed; 5 did not pass
- Not on an Individualized Education Plan (IEP) – 408 passed; 4 did not pass
- IEP – 45 passed; 4 did not pass
- Not Free and Reduced Lunch (FEL) – 318 passed; 4 did not pass
- FRL – 135 passed; 4 did not pass
- Not English Language Learners (ELL) – 428 passed; 7 did not pass
- ELL – 25 students passed; 1 did not pass

Next Steps:

- Develop an accepted practice for implementation of the civics test
- Develop a Spanish version, adhering to SB322
- Positive results and strong participation overall, considering the challenges associated with COVID-19 and being the first year

Trustee Wilke-McCulloch confirmed that the US Constitution is taught in Government classes.

Trustee Varner thanked Mrs. Macy for the presentation.

ADOPTION OF CCSD TEST PROCEDURES AND SECURITY PLAN FOR THE 2021-2022 SCHOOL YEAR, AS REQUIRED BY NRS 390.275

Dr. Ricky Medina, Director, Accountability and Assessment presented the Test Procedures and Security Plan for the 2021-2022 school year, as required by NRS 390.275, which included a power point presentation. (A copy is included in the permanent record.)

Dr. Medina explained that the District's test procedures and security plan must be approved every year before September 1, and other than dates, there are no other changes since last year. Dr. Medina explained that the District has received notice from the NDE regarding the possibility that End of Course (EOC) assessments could be implemented this year. At this time, the NDE does not have funding to pay for the EOC assessments, however, are looking for resources to reestablish the assessments.

Highlights:

- All students enrolled in public schools, including charter schools, at a grade level where a mandated test is administered statewide, must participate
- Students cannot have phones, smart watches, smart technology, etc. during testing
- All test irregularities are investigated by site and District staff, and reviewed by the NDE

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Dr. Medina provided several sample test irregularities; Part 2 of the test might be given prior to Part 1 or the test was accidently given to another student with the same name.

Contents of the Plan:

- NDE provides the District with their plan and related training
- District adds to the plan and training
- Site Test Director, which is the Vice Principal adds to the plan and training to make the material site specific

Trustee Varner confirmed that homeschooled students can take the test, however, not a requirement. Dr. Medina explained that homeschooled students need to provide advance notice so staff are ready to administer the test. Trustee Varner asked if there is data regarding the number of test irregularities. Dr. Medina will provide the information, which can be separated into two types: minor and major irregularities.

It was moved by Trustee Carine, seconded by Trustee Wilke-McCulloch **that the Carson City School District Board of Trustees adopt the Carson City School District *Test Procedures and Test Security Plan* for the 2021-2022 school year, as submitted in accordance with NRS 390.275.** Motion passed 5-0. (Trustees Cacioppo and Walker were not present for the vote.)

DISCUSSION AND POSSIBLE ACTION ON A RESOLUTION DESIGNATED AS THE "2021 SCHOOL BOND RESOLUTION"; DECLARING THE NECESSITY OF INCURRING A BONDED INDEBTEDNESS ON BEHALF OF THE CARSON CITY SCHOOL DISTRICT FOR THE PURPOSE OF ACQUIRING, CONSTRUCTING, IMPROVING AND EQUIPPING SCHOOL FACILITIES OF THE DISTRICT; AUTHORIZING THE ISSUANCE OF THE CARSON CITY SCHOOL DISTRICT, NEVADA, GENERAL OBLIGATION (LIMITED TAX) SCHOOL IMPROVEMENT BONDS, SERIES 2021, IN THE AGGREGATE PRINCIPAL AMOUNT NOT TO EXCEED $12,000,000; PROVIDING THE TERMS, CONDITIONS AND FORM OF THE BONDS; AND PROVIDING THE EFFECTIVE DATE

Mr. Andrew Feuling, Director, Fiscal Services presented the 2021 School Bond Resolution that, with approval would authorize the sale of a Bond not to exceed $12,000,000 for school improvement. In 2010, the voters in Carson City approved a rollover bond question that reduced the debt service property tax that is levied to the school district from $.47 to $.43; authorization is good until 2035. Mr. Feuling explained that Mr. Marty Johnson, Bond Consultant, JNA Consultants will assist with the sale of the bond and the debt service revenue will cover the principal and interest payments on the bond.

Mr. Feuling outlined several projects with the District; expansion at Eagle Valley Middle School (EMVS) will use a large portion of the funds to complete the project. In addition, if 1600 Snyder Avenue is not purchased, other projects could be completed using the available funds; roofing, pavement, etc.

Trustee Wilke-McCulloch asked for additional information on the amount that will go towards the project at EVMS. Mr. Feuling explained that due to cost increases, approximately $7 million would likely go towards the EVMS project. In addition, the Bond Oversight committee will be meeting soon; largest project on the Capital Project list is the property at 1600 Snyder Avenue. Mrs. Wilke-McCulloch confirmed that the need for the bond is due to the increasing costs associated with construction. Mr. Feuling explained that the initial cost projections for the project at EVMS were completed approximately four years ago.

Trustee Carine believes the bond sale will benefit the District in completing the project at EVMS.

Trustee Ramirez concurred with the previous comments.

It was moved by Trustee Crossman, seconded by Trustee Carine **that the Carson City School District Board of Trustees approve the 2021 School Bond Resolution as submitted; declaring the necessity of incurring a bonded indebtedness for the purpose of acquiring, constructing, improving and equipping school facilities of the District; authorizing the**

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Superintendent to arrange for the sale of General Obligation (Limited Tax) School Improvement Bonds, Series 2021 in an amount not exceeding $12,000,000. Motion passed 5-0. (Trustees Cacioppo and Walker were not present for the vote.)

ANNUAL REVIEW OF CCSD POLICY AND REGULATION 543, SAFE AND RESPECTFUL LEARNING ENVIRONMENT FREE FROM BULLYING OR CYBER-BULLYING, FOR WHICH NO CHANGES ARE PROPOSED, PER NRS 388.134, TO INCLUDE AN OUTLINE OF SAFE VOICE; ANONYMOUS REPORTING SYSTEM USED TO REPORT THREATS TO THE SAFETY AND WELL-BEING OF STUDENTS

Mrs. Tasha Fuson, Associate Superintendent, Educational Services explained that Nevada Revised Statute (NRS) 388.134 requires the Board to annually review the policy and regulation adopted regarding a Safe and Respectful Learning Environment. Mrs. Fuson presented Policy and Regulation 543, Safe and Respectful Learning Environment Free of Bullying or Cyber-bullying. Mrs. Fuson also provided an overview of Safe Voice, an anonymous reporting system used to report threats regarding the safety and well-being of students.

For the record, Mrs. Fuson read Policy 543; *"In accordance with NRS 388.121 to 388.145, the Carson City School District strives to provide a learning environment that is safe and respectful, in which persons of differing beliefs, races, colors, national origins, ancestries, religions, diverse gender identities or expressions, sexual orientations, physical or mental disability, sexes, or any other distinguishing characteristics and backgrounds can realize their full academic and personal potential. The Board of Trustees of the District declares that any form of bullying or cyber-bullying is prohibited and will not be tolerated. No member of the Board, employee of the District, or member of a club or organization which uses District or school facilities (regardless of whether the club or organization has any connection to the District or a school) shall tolerate or engage in bullying or cyber-bullying anywhere on District property, a school campus, on school transportation, or at school activities."*

Mrs. Fuson confirmed that the District applies the policy and expectations to after school activities or events held off campus. In addition, training is provided to staff, including the Trustees, information is distributed and the requirements of reporting violations must be outlined according to the NRS.

Trustee Crossman confirmed that there are no changes to Policy 543.

Mrs. Fuson reviewed the contents of Regulation 543:

- Provides the definition of bullying and cyber-bullying
- Outlines the training provided; Safe Talk was provided to administrators, school counselors, social workers and nurses where they learned to notice and respond to situations associated with the presence of suicide thoughts, apply TALK steps (Talk, Ask, Listen and Know). Signs of Suicide training is provided to staff and all secondary students. All schools organize activities during the Week of Respect which occurs annually during the first week of October. Monthly community practice meetings are held with administration.
- Reporting requirements, exceptions, potential discipline and recordkeeping; to provide continuity amongst the schools, forms and processes have been developed.

Trustee Wilke-McCulloch asked for additional information on Safe Voice; increase in number of calls, etc. Mrs. Fuson explained that Mr. Stokes, along with herself receive Safe Voice reports. Mrs. Fuson commented on the relationship families have with site administration and explained that many times, reports are made directly to school administration and not Safe Voice.

Mr. Stokes explained that due to the hybrid schedule last year, the volume of calls was lower vs. previous years.

Trustee Wilke-McCulloch thanked Mrs. Fuson and Mr. Stokes for providing staff training.

Mrs. Fuson commented on the types of reports that have been made using Safe Voice; when an issue is resolved by staff, notes are included in the program.

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Trustee Varner confirmed that investigations can be completed in the two day limit. Mrs. Fuson explained that Safe Voice reports are investigated in a timely manner, as they can be time intensive; interviews, statements, etc.
Trustee Crossman confirmed that there is enough staff to handle the requirements associated with Safe Voice. Mrs. Fuson explained that both middle schools have a Dean of Students, a vice principal, and a principal, and Carson High School has two Deans of Students, 2 vice principals and 1 principal for 2400 students.

Trustee Carine commented on the time it takes for an administrator to complete an investigation and asked if there has been an increase in cyber-bullying. Mrs. Fuson explained that there has been a slight reduction in cyber-bullying and commented on how students need to be taught the differences associated with someone being mean and someone bullying. Mrs. Fuson commented on the original definition of bullying; reoccurring, pervasive, or very intense, however, the laws changed. Mrs. Fuson referred to Social Emotional Learning (SEL) and the principles that are taught to students regarding problem solving, coping skills, etc.

Mrs. Fuson referred to the District website; www.carsoncityschools.com where families and students can find information regarding Safe Voice.

DISCUSSION ON PROPOSED CHANGES TO CCSD POLICY 303, SUPERINTENDENT OF SCHOOLS: FIRST READING
Mr. Stokes presented proposed changes to Policy 303, Superintendent of Schools that was reviewed during the August 10, 2021 Board meeting. Mr. Stokes explained that for consistency, the reference to the school board was changed to *Carson City School District Board of Trustees*.

Mr. Stokes referred to Item 5 that included the addition of language regarding the Strategic Plan.

For consistency, Trustee Crossman commented on the capitalization of Chief Executive Officer, as it is a title. Mr. Ryan Russell explained that when referring to the superintendent or associate superintendent, those are individuals vs. the Chief Executive Officer, which is a title.

Trustee Ramirez asked if the word “serve” need to be capitalized. Trustee Crossman explained that the word would not be capitalized unless the other words were capitalized as well.

Trustee Varner referred to the new Superintendent, and asked if the Board would want the person to advocate for increased funding for education during the legislative sessions.

Trustee Wilke-McCulloch believes that would be included in the goals of the Superintendent.

Trustee Carine believes that is an expectation, however, not a duty.

Trustee Crossman summarized the suggestion from Mrs. Fuson; link advocacy to the Strategic Plan.

Mr. Stokes explained that another reading will be presented during the September 14, 2021.

APPROVAL OF CONSENT AGENDA
It was moved by Trustee Wilke-McCulloch, seconded by Trustee Ramirez **that the Carson City School District Board of Trustees approve the consent agenda as submitted.** Motion passed 5-0. (Trustees Cacioppo and Walker were not present for the vote.)

INFORMATIONAL ITEMS
No additional informational items were presented or discussed.

REQUEST FOR FUTURE AGENDA TOPICS
Trustee Crossman requested to have a discussion on whether to hire a third party consultant to assist with the search for a new Superintendent

Present agenda items to Mr. Richard Stokes or President Cacioppo.

DRAFT

ANNOUNCEMENT OF MEETINGS
The next regular meeting of the Carson City School District Board of Trustees will be on Tuesday, September 14, 2021.

ADJOURNMENT
There will be no further business to come before the members of the Board in public meeting; Vice President Varner declared the meeting adjourned at 9:24 p.m.

_____ _____
Laurel Crossman, Clerk Date

DRAFT

SCHOOL BOARD MEETING

September 28, 2021

Informational Items – A

Notification of Changes in the Classified and Nursing Staff, including New Hires and Terminations

CARSON CITY SCHOOL DISTRICT - STAFF INFORMATION
September 28, 2021

CLASSIFIED STAFF

NEW HIRES				
Name	**Position/Subject**	**Location**	**Hire Date**	**New/Replace**
Diana Gurrola Graciano	Para Professional Kinder	Fremont Elementary School	TBD	Replace - FY 22
Christopher Simmons II	Safety Officer I	Safety Services - Districtwide	TBD	New - FY 22
Victoria Soriano	Special Ed Para Professional II	Fremont Elementary School	TBD	New - FY 22

RESIGNATIONS/RETIREMENTS					
Name	**Position/Subject**	**Location**	**Hire Date**	**Term Date**	**Resign/Retire**
Patricia Bean	Administrative Assistant I	Carson High School	8/16/2017	9/24/2021	Resignation
Edwin Bernal Soto	Custodian I	Mark Twain Elementary School	2/1/2021	10/6/2021	Resignation
Ingrid Kendall	Para Professional Kinder	Mark Twain Elementary School	11/16/2017	9/21/2021	Resignation
Maria Ochoa	Custodian I	Carson Middle School	8/16/2005	9/30/2021	Retirement

NURSING 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					

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					