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May 26, 2026  
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7 STATE OF NEVADA

8 GOVERNMENT EMPLOYEE-MANAGEMENT RELATIONS BOARD

9 CLYDE SMITH,

10 Complainant,

11 v.

12 CLARK COUNTY SCHOOL DISTRICT  
13 (CCSD) and CLARK COUNTY  
14 EDUCATION ASSOCIATION (CCEA),

15 Respondent.

CASE NO.: 2026-007

**CLARK COUNTY SCHOOL  
DISTRICT'S MOTION TO DISMISS**

16  
17 CLARK COUNTY SCHOOL DISTRICT (“the District” or “CCSD”), by and through its  
18 undersigned counsel, moves to dismiss Clyde Smith’s (“Complainant’s”) Complaint as not raising  
19 a justiciable controversy or probable cause for consideration. The Complaint seeks to argue that  
20 the District committed a unilateral change to the terms and conditions negotiated with Clark  
21 County Education Association (“CCEA”) in the 2023-2025 Negotiated Agreement. However, what  
22 Complainant refuses to acknowledge is that the District is consistently applying terms and  
23 conditions as negotiated between the District and CCEA. Complainant may not like the terms and  
24 how they apply to his circumstances, but he cannot maintain a claim for a unilateral change or  
25 disparate treatment when a change does not exist and the negotiated terms have been applied to  
26 him.

27 ///

28 ///

1     **I.     INTRODUCTION**

2             There is no justiciable issue or probable cause for the Board’s consideration in the instant  
3     Complaint as against the Clark County School District. Complainant has needlessly charged the  
4     District with a unilateral claim, when the District has not committed any change without  
5     bargaining. Rather, what Complainant seeks to attack through his Complaint are the salary terms  
6     that the District negotiated with CCEA through the collective bargaining process.

7             CCEA is the exclusive bargaining representative for licensed teachers within the District,  
8     and it negotiated certain salary terms for the current negotiated agreement (the “2025-2027  
9     Negotiated Agreement”) with the District, as well as the negotiated agreements between the  
10    entities since 2018, that are at issue in the instant Complaint. Complainant seeks to conflate or  
11    collaterally attack the negotiated terms under the guise of a unilateral change. He alleges that the  
12    District failed to consistently apply the terms of the Professional Growth System (“PGS”),  
13    utilized the PGS Guide to deny him credit for coursework, and that this constituted “contract  
14    repudiation.” However, the PGS Guide was jointly drafted by CCEA and CCSD and is  
15    specifically incorporated into the 2025-2027 Negotiated Agreement. The District cannot commit a  
16    unilateral change or disparate treatment by applying terms that were agreed upon by the parties.  
17    Nor is there support that the District has applied the terms any differently to Complainant than  
18    others. Therefore, the claim against the District is without basis and should be dismissed.

19    **II.    STATEMENT OF FACTS**

20            **A.    The Negotiated Agreements Between CCEA and the District.**

21            The District is a local government employer within the meaning of NRS 288.060, and  
22    CCEA is the recognized, exclusive bargaining representative for teachers within the District in  
23    accordance with NRS 288.160 and NRS 288.133. The parties entered into the 2018-2021  
24    Negotiated Agreement, the terms of which applied to Complainant at the time he was hired as a  
25    licensed employee on July 29, 2020. *See* Relevant Pages of 2018-2021 Negotiated Agreement,  
26    attached hereto as **Exhibit A**; *see also, Reno Police Protective Assoc. v. City of Reno*, Item No.  
27    175, EMRB Case No. A1-045390 (1985). The terms governed his initial placement on the salary  
28    table and how he could advance on the salary table after placement. *Id.* at Article 26. Notably, in

1 2017, the EMRB found that the Professional Growth System Reference Guide that had been  
2 jointly drafted and worked on by an Advisory Committee made up of CCSD Management and  
3 CCEA representatives throughout 2016 was a bargained-for written reference guide that affected  
4 the terms and conditions of licensed employees utilizing the Professional Growth System outlined  
5 in the Negotiated Agreement. *See Clark County Education Association v. Clark County School*  
6 *District*, Item No. 824, EMRB Case No. 2017-008 (2017).

7 The parties entered into the 2023-2025 Negotiated Agreement, which was in effect when  
8 Complainant successfully completed coursework for which he accrued contact units (“CUs”), and  
9 on the date he was conferred a Master's in Education from UNLV. *See Relevant Pages of 2023-*  
10 *2025 Negotiated Agreement*, attached hereto as **Exhibit B**.

11 The parties also entered into the 2025-2027 Negotiated Agreement, which is currently in  
12 effect. This agreement specifically incorporates the PGS Reference Guide, stating, “CUs may be  
13 earned only as provided in the PGS Reference Guide, which the parties agree to update and revise  
14 as soon as possible. The update and revisions may include additional requirements for earning  
15 CUs, including but not limited to pre-approved professional growth plan and more stringent  
16 requirements to ensure knowledge acquisition and improvement in performance.” *See Relevant*  
17 *Pages of 2025-2027 Negotiated Agreement*, attached hereto as **Exhibit C**, Article 26-3-1.

18 Throughout the above-referenced three Negotiated Agreements (*i.e.* 2018-2021; 2023-  
19 2025 and 2025-2027), Article 26-2-1 has remained unchanged and provides: “Licensed Personnel  
20 shall move from one column to the next on the salary table in accordance with the provisions  
21 below... 26-2-1(a) With the exception noted in Article 26-2-2, all licensed personnel shall only  
22 move from one column to the next column on the salary table once every three years, and such  
23 movement shall occur as follows: Licensed employees may move across one column every three  
24 years consecutive or combined if the employee has completed 225 contact units in accordance  
25 with that individual’s professional growth plan.” *See Exhibit A, Exhibit B, Exhibit C*. In other  
26 words, once placed on the salary table upon hire, a licensed teacher’s movement across the salary  
27 table is based on coursework completion while employed by the School District, as outlined in the  
28

1 PGS Guide, which is measured by contact units and may be applied for every three years. *Id.*; see  
2 also Professional Growth System Reference Guides 2017 and 2023, attached hereto as **Exhibit D**.

3 **B. Complainant's Employment with the District.**

4 Complainant was last employed by the District on December 22, 2019, as a substitute.  
5 Substitutes are not covered under the CCEA contract. See **Exhibit A**, Article 1-2. Complainant  
6 was subsequently hired as a licensed teacher on July 29, 2020. As a licensed teacher, his salary  
7 placement and wages were dictated by the 2018-2021 Negotiated Agreement between the District  
8 and CCEA. **Exhibit A** at Article 26. Complainant was placed on the salary schedule in  
9 accordance with its negotiated terms. *Id.*

10 In the Spring of 2020, Complainant began to enroll in secondary education classes at  
11 UNLV. The Spring and Summer 2020 coursework was completed when Complainant was NOT a  
12 licensed employee covered by the CCEA contract. See Declaration of Erik Skramstad, attached  
13 hereto as **Exhibit E**. Complainant withdrew from the classes he had enrolled in for the Fall 2020  
14 semester, so they were not completed. *Id.* Complainant failed the coursework in Spring 2021,  
15 Summer 2021, and Fall 2022, so he did not earn credit for those courses. *Id.* Complainant  
16 completed coursework in Summer 2023, Fall 2023, and Spring 2024, which accrued 200 CUs  
17 based on the Negotiated Agreement and the PGS Guide. *Id.*; see also **Exhibit C** and **Exhibit D**.  
18 Complainant earned a Master of Education degree on August 16, 2024. **Exhibit E**.

19 Complainant was made aware of why and how his requests for certain CUs were denied.  
20 *Id.* and **Exhibit F**. Nevertheless, he has now filed a unilateral change and disparate treatment  
21 claim against the District before this Board.

22 **III. LEGAL AUTHORITY**

23 NAC 288.200 identifies that a complaint must include:

24 (c) A clear and concise statement of the facts constituting the alleged practice  
25 sufficient to raise a justiciable controversy under chapter 288 of NRS, including  
26 the time and place of the occurrence of the particular acts and the names of  
persons involved; and

27 (d) The legal authority under which the complaint is made.  
28

1 NAC 288.375 further provides that the Board may dismiss a matter for any of the  
2 following related reasons:

3 1. If the Board determines that no probable cause exists for the complaint, or if  
4 the complaint has been settled and notice of the settlement has been received by  
5 the Board.

6 ...

7 5. If an applicant, petitioner or complainant files a spurious or frivolous  
8 complaint or a complaint which presents only issues that have been previously  
9 decided by the Board.

10 In this case, the Complaint should be dismissed as against the District because there is no  
11 justiciable controversy concerning a unilateral change or disparate treatment. The change  
12 Complainant complains of is the one bargained for and negotiated with his recognized bargaining  
13 agent. Complainant has been apprised of that information, which further renders his complaint  
14 spurious and frivolous.

#### 15 **IV. MEMORANDUM OF POINTS AND AUTHORITIES**

16 The EMRB has jurisdiction over unfair labor practices, and an unfair labor practice  
17 includes the prohibited practice of unilaterally changing a subject of mandatory bargaining. Under  
18 the unilateral change theory, an employer commits a prohibited labor practice when it changes the  
19 terms and conditions of employment that fall under the subjects of mandatory bargaining listed in  
20 NRS 288.150 without first bargaining in good faith with the recognized bargaining agent. *See*  
21 *City of Reno v. Reno Police Protective Ass'n.*, 118 Nev. 889, 59 P.3d 1212 (2002). This Board  
22 generally looks to what the established terms of employment were before the alleged change, then  
23 looks to what the terms of employment were after the alleged change, and then comparing the two  
24 to determine if a change by the employer has in fact taken place. *Service Empl. Int'l Union, Local*  
25 *1107 v. Clark County*, Item No. 713A, EMRB Case No. AI-04596 (2010).

26 Here, Complainant's claim against the District fails because there is no change to support  
27 a unilateral change claim, as utilization of the PGS Guide in determining accrual of CUs was  
28 bargained for between CCEA and the District. A mandatory subject of bargaining includes  
"salary or wage rates or other forms of direct monetary compensation." NRS 288.150(2)(a). As  
provided in the 2018-2021 and 2025-2027 Negotiated Agreements, the parameters concerning

1 salary placement and accrual of CUs are bargained for with CCEA. **Exhibit A** at Article 26 and  
2 **Exhibit C** at Article 26. Upon being hired with the District as a licensed teacher in July 2020,  
3 Complainant was placed on the salary schedule consistent with the existing contract with CCEA.  
4 **Exhibit A** at Article 26. Complainant does not dispute this in the Complaint.

5 Complainant's completion of coursework after his hiring is a separate matter. Indeed,  
6 complainant enrolled in coursework at UNLV over a period of four years, completing some  
7 classes, withdrawing from some classes, and failing others. Complainant earned a Master of  
8 Education in 2024, four years after his initial placement on the salary table. The current 2025-  
9 2027 Negotiated Agreement specifically incorporated the PGS Guide to determine how CUs are  
10 earned. **Exhibit C** at Article 26-3-1. These terms were applied to Complainant's successful  
11 completion of coursework while employed by the District. **Exhibit D**. Further, unlike what  
12 Complainant seeks to argue or have occur, there is no provision that gives him the right to change  
13 his initial salary placement four years later based on an earned degree post-hire. Therefore,  
14 Complainant's salary placement/wages and advancements followed the negotiated terms and  
15 long-standing practice, and the District did not perform any unilateral change of the terms and  
16 conditions of Complainant's employment.

17 Complainant himself seems to conflate what he is requesting and what the contract allows.  
18 Complainant avers that there are two mechanisms of salary advancement: Contact Unit  
19 Advancement (PGS Path) and Degree-Based Advancement. Complainant appears to argue that he  
20 is entitled to advancement on the salary table based on the CUs he accrued when he pursued his  
21 master's degree, and also that his *initial* salary placement should be changed based on having  
22 earned a master's degree four years after he was hired as a licensed teacher. Complainant appears  
23 to argue that he should have accrued 296 contact units, and disputes the use of the PGS in  
24 determining whether coursework would count toward accrued units. He then turns around and  
25 states that this is an "Article 26 salary placement issue," seemingly contending that his initial  
26 salary placement should be changed to reflect the master's degree, and not utilizing the PGS that  
27 was bargained for. Complaint p. 2, ¶¶ 6-21. Notably absent from the argument are contractual  
28 provisions supporting his position. That is because they do not exist in the manner argued. His

1 attempt to argue a unilateral change or disparate treatment fall flat because they are based on a  
2 fundamental misunderstanding of what was negotiated and in place between the parties.

3 The District did not make a unilateral change regarding the terms of salary placement or  
4 salary advancement pursuant to PGS. Nor did the District apply such terms differently to  
5 Complainant. A unilateral change claim cannot be maintained when there is no change. And, a  
6 disparate treatment claim cannot be maintained when terms are being applied as negotiated.  
7 Complainant's pursuit of a unilateral change and disparate treatment claim against the District not  
8 only fails to support a justiciable controversy and probable cause, but represent a spurious and  
9 frivolous claim that should be dismissed.

10 **V. CONCLUSION**

11 For these reasons, the Board should dismiss the instant Complaint as against the District.

12 DATED this 26<sup>th</sup> day of May, 2026.

13 CLARK COUNTY SCHOOL DISTRICT  
14 OFFICE OF THE GENERAL COUNSEL

15 By: /s/ Crystal J. Pugh  
16 CRYSTAL J. PUGH, ESQ.  
17 Nevada Bar No. 12396  
18 BETTY J. FOLEY, ESQ.  
19 Nevada Bar No. 14517  
20 5100 West Sahara Avenue  
21 Las Vegas, Nevada 89146  
22 *Attorney for Respondent,*  
23 *Clark County School District*

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**CERTIFICATE OF SERVICE**

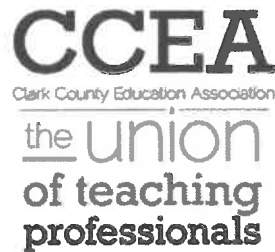
I hereby certify that on the 26<sup>th</sup> day of May, 2026, I sent a true and correct copy of the foregoing **CLARK COUNTY SCHOOL DISTRICT'S MOTION TO DISMISS** by U.S. Mail with first-class postage fully prepaid to the following:

Clyde Smith  
4040 Lady Fern Avenue  
Las Vegas, NV 89084  
*Complainant, pro se*

/s/ Elsa C. Peña  
An employee of the  
Office of the General Counsel,  
Clark County School District

# **EXHIBIT A**

**Negotiated Agreement**  
**between the**  
**Clark County School District**  
**and the**  
**Clark County Education Association**



**2018-2021**

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## **PREAMBLE**

This Agreement is made and entered into by and between the Clark County School District in the City of Las Vegas, County of Clark, in the State of Nevada and the Clark County Education Association effective September 13, 2018.

WHEREAS, the Clark County Board of School Trustees in the City of Las Vegas, County of Clark, State of Nevada, and the Clark County Education Association, the parties of this Agreement recognize and declare that providing the highest standards of education for the children of the District is their mutual aim and that the character of such education depends predominantly upon the quality and morale of the teaching staff, and

WHEREAS, the Board of School trustees is the duly elected governing body of the District, with the powers as delegated by the laws of the State of Nevada, to formulate programs and policies for the operations of the District to be directed through their designated representative, the superintendent of schools, and

WHEREAS, the members of the teaching profession are particularly qualified to assist in the improvement of educational standards, and

WHEREAS, a free and open exchange of views is desirable and necessary by and between the parties hereto in their efforts to negotiate in good faith and with respect to wages, hours, and conditions of employment, and

WHEREAS, members of the teaching staff in the District have the right to join, or not join, any organization for their professional or economic improvements:

NOW THEREFORE IT IS AGREED:

**ARTICLE 1  
DEFINITIONS**

- 1-1 The term "NRS 288," as used in this Agreement, shall refer to the Statutes of Nevada enacted by the 1969 Session of the Nevada Legislature and revised by subsequent sessions of the Nevada Legislature.
- 1-2 The term "Teachers," as used in this Agreement, shall refer to all licensed staff members eligible for membership in the Clark County Education Association.
- 1-3 The term "School Trustees," as used in this Agreement, shall mean the Board of School Trustees of the Clark County School District, and is the entity known as the Local Government Employer in NRS 288.060.
- 1-4 The term "Association," as used in this Agreement, shall mean the Clark County Education Association and is the entity known as the Employee Organization in NRS 288.040.
- 1-5 The term "School District," as used in this Agreement, shall mean the Clark County School District.
- 1-6 The term "Superintendent," as used in this Agreement, shall mean the Superintendent of Schools of the Clark County School District or his/her designated representative.
- 1-7 The terms "School Trustees" and "Association" shall include authorized officers, representatives, and agents. Despite references herein to "School Trustees" and "Association," as such, each reserves the right to act hereunder by committee or designated representative.
- 1-8 The term "School Year" shall be as defined in NRS 388.080 which states: "The public school year shall commence on the first day of July and shall end on the last day of June." The term "Contracted School Year," as used in this Agreement, shall mean the period of time of the first contracted day in the fall until the beginning of the next contracted school year.
- 1-9 The term "Board" means the Local Government Employee-Management Relations Board (EMRB), as provided in NRS 288.030.
- 1-10 The term "Agreement" refers to the name of this document, being the Professional Negotiation Agreement between the Clark County School District and the Clark County Education Association.
- 1-11 The term "Immediate Family" pertaining to the use of sick leave shall mean mother, father, husband, wife, son, daughter, brother, sister, mother-in-law, father-in-law, foster child, step child, step parent, or any person living in the immediate household of the employee. The term "Immediate Family" pertaining to the use of bereavement leave shall include those persons named above or any person living in the immediate household of the employee and also grandmother, grandfather, grandchild, brother-in-law, sister-in-law, son-in-law, daughter-in-law, foster parent, aunt and uncle.
- 1-12 The term "Personnel Officer," as used in this Agreement, refers to the Superintendent's designee.
- 1-13 The term "Day" shall be defined as any day in which a covered employee is required to be and is present on the job.

- 1-14 The term "Trust," as used in this Agreement, shall mean the Teachers Health Trust as established by the Clark County Education Association.
- 1-15 The term "Adjusted Hire Date", as used in this Agreement, shall mean the original hire date less any breaks in service as a result of resignation or leave of absence.
- 1-16 The Contract Maintenance Committee shall be a committee established and staffed by the parties to meet regularly and to discuss appropriate issues. The Committee shall meet at least four times annually on a quarterly basis.

## **ARTICLE 2 RECOGNITION**

- 2-1 Excluding the Superintendent and employees paid on the Unified Administrative Salary Schedule, the School Trustees recognize the Association as the exclusive representative of all licensed personnel employed or to be employed by the School District.
- 2-2 It is acknowledged and understood by the parties hereto that recognition was and is granted in accordance with NRS 288. Recognition is granted only so long as the Association complies with the provisions of NRS 288, and it may only be withdrawn during the term of this Agreement in accordance with NRS 288.
- 2-3 All rights and privileges granted to the Association under the provisions of this Agreement shall be for the exclusive use of the Association subject to the exception of NRS 288.140.

## **ARTICLE 3 IMPASSE PROCEEDINGS**

- 3-1 It is understood, if the parties fail to reach agreement as a result of direct negotiations, impasse proceedings may be invoked by either party in accordance with the provisions of NRS 288.

## **ARTICLE 4 GRIEVANCE AND ARBITRATION PROCEDURE**

- 4-1 A grievance is defined as any dispute which arises regarding an interpretation, application or alleged violation of any of the provisions of this Agreement. A grievance may be filed by an employee of the School District covered by this Agreement, or by the Association. The Association may also file a grievance on behalf of a class of employees of the School District covered by this Agreement. A grievance shall not include any matter or action taken by the School Trustees, or any of its agents, for which relief is granted by the statutes of Nevada. No precedent shall be set between the District and the Association as a result of a grievance filed by an individual unless the Association submits the matter to Step Three, Arbitration.
- 4-2 The provisions of this Article are for the purpose of setting forth the full grievance procedure including the time limits relating to these procedures which may culminate in arbitration.

- 22-11 It is the intent of the District that the time added to the teachers' workday beyond the seven (7) hours shall be implemented with the start of the 1990-91 contracted school year and shall be used to increase existing periods at the secondary level and subject areas at the elementary level.

**ARTICLE 23  
NO STRIKES/WORK STOPPAGES**

- 23-1 It is hereby agreed by the Association that there will be no strikes, stoppages of work or slowdown of the operations of the School District during the term of this Agreement.
- 23-2 It is hereby agreed by the School District that there will be no lock-out of employees during the term of this Agreement.

**ARTICLE 24  
GENERAL SAVINGS CLAUSE**

- 24-1 It is not the intent of either party hereto to violate any laws of the State of Nevada or of the United States. The parties agree that in the event any provision of this Agreement is held by a court of competent jurisdiction to be in contravention of any such laws, they will enter into immediate negotiations thereon. The remainder of the Agreement shall remain in full force and effect.

**ARTICLE 25  
TEACHERS' CONTRACT OF EMPLOYMENT**

- 25-1 This Agreement shall be incorporated by reference and become a part of the teachers' contract of employment.

**ARTICLE 26  
PROFESSIONAL COMPENSATION**

- 26-1 The following definition of terms shall apply to Article 26 and any other applicable portions of this Agreement.
- a. Professional Salary Table (PST): The salary table in effect from March 1, 2016, through end of the 2015-2016 school year (Table 1), and, subsequently, the salary table in effect for the 2016-2017 school year (Table 2), which contains a cost of living increase of 2.25% on each step.
  - b. Salary Schedule (SS): The salary schedule in effect for the 2015-2016 school year (Table 4).
  - c. Transitional Salary Schedule (TSS): The transitional salary schedule (Table 3) which includes an additional new step on each column, the value of which is \$1321.00 higher than the highest step in the same column. Other than the additional step, the TSS is the same table as the SS.
  - d. Contact units earned for participation in designated coursework or professional development, as follows:

1. One (1) contact unit shall be earned for each one hundred eighty (180) minutes of participation outside the licensed employee's contracted work day and as approved by the principal/designee or appropriate administrator.
  2. Five (5) contact units shall be earned for each college/university semester credit.
  3. Three and one half (3.5) contact units shall be earned for each college/university quarter credit.
  4. Five (5) contact units shall be earned for one CCSD Professional Development Education Unit.
  5. Five (5) contact units shall be earned for one Continuing Education Unit (CEU). One (1) CEU = fifteen (15) contact hours.
- e. Professional Salary Table Column: On the PST the columns across which those who earn contact units advance.
  - f. Professional Salary Table Step: On the PST the steps by which those who earn service credit advance.
  - g. Joint Hearing Panel: The panel which will hear past and transitional disputes with regard to placement, i.e., steps as they relate to current placement on the salary schedule (SS), the transitional salary schedule (TSS), or the professional salary table (PST).
  - h. Professional Salary Table Joint Committee (PST-JC): The committee of not less than four CCEA members and four CCSD appointed administrators representatives of CCSD and CCEA who shall meet twice a year to review the salary schedule and any emergent issues or implementation problems.
  - i. NEPF: The Nevada Educator Performance Framework or any licensed personnel evaluation framework mandated by Nevada statute and/or CCSD policy (as applicable) for use during the time period of this Agreement.

26-2

Licensed personnel shall move from one column to the next on the salary table in accordance with the provisions below. For purposes of this section, use of the term NEPF shall refer to the Nevada Educator Performance Framework or to any licensed personnel evaluation framework mandated for use during the time period of this agreement.

26-2-1

With the exception noted in Article 26-2-2, all licensed personnel shall only move from one column to the next column on the salary table once every three years, and such movement shall occur as follows:

- a. Licensed employees may move across one column every three years if the employee has completed 225 contact units in accordance with that individual's professional growth plan.
- b. Movement to a new column on the salary schedule shall be to the next column and then one step, as part of regular step movement, down on the salary schedule, i.e., move across and one step down. No licensed employee will be eligible for more than one step movement per year, in total.
- c. These provisions apply to Articles 26-2-1 and 26-2-2.

- d. The process for licensed employees to move across one column pursuant to this Article shall begin in the school year 2016-2017.
- e. Accumulated units may only be utilized to move across one column at a time; in other words, the same units may not be utilized as the basis for multiple column moves.

26-2-2 For the term of this 2015 through 2017 agreement, licensed employees who are assigned to work in any designated Title 1, Tier 1, or Title 1, Tier 2, school for two consecutive school years, commencing with the 2016-2017 school year, and who are otherwise eligible to move across one column on the salary table may do so once every two school years, provided that:

- a. The licensed employee remains working in a Title 1, Tier 1, or Title 1, Tier 2 school for the two years while completing 225 contact units and;
- b. Title 1, Tier 1, and Title 1, Tier 2, schools as utilized in this section mean schools identified as Title 1, Tier 1, or Title 1, Tier 2, as of January of the prior school year as determined by the Nevada Department of Education, and;
- c. If the licensed employee transfers to a school that is not a Title 1, Tier 1, or Title 1, Tier 2, school, then column movement will be implemented pursuant to Article 26-6, and the employee shall notify Human Resources that he/she is moving to the three-year track column movement.
- d. If the employee elects to move from a Title 1, Tier 1, and Title 1, Tier 2 school to one that is not in that category, then the contact units accumulated during the two-year time period shall apply to a three-year track column movement.

26-2-3 The "Professional Salary Table Joint Committee" (PSTJC) shall prescribe terms for movement across columns for those who earn "Master Practitioner" status, and such terms shall govern requirements for movement across no more than two columns within one four school-year time period upon achievement of Master Practitioner status. Such provisions shall provide the "Master Practitioner" licensed employee with the compensation equivalent of one column movement plus two steps, or not more than \$7,926.00.

- a. Terms shall be agreed to by no later than February 1, 2016.
- b. Once such terms are agreed to, they will be incorporated into the language above and become Article 26-2-3.
- c. If the PSTJC cannot agree on terms, the Superintendent shall make the final determination.

26-2-4 Any dispute arising from a supervisor's denial of coursework and/or contact units toward column movement shall be handled in the following manner:

- a. The licensed employee shall seek informally to resolve the dispute by discussing the denial with his/her supervisor.
- b. If the dispute is not resolved at that level, the licensed employee shall submit a standard appeal form to the Joint Hearing Panel. The appeal form shall be developed by the Joint Hearing Panel and shall, at a minimum, include the following information from the licensed employee:

description of professional learning opportunities, applicable NEPF standard to which the professional learning opportunities apply, and reason(s) for requesting approval. The appeal form shall also include the reason(s) from the supervisor regarding why the course was not approved. This process shall be completed within two (2) weeks from the date of the submitted appeal.

- c. If the dispute is not resolved at that level, the appeal form shall be forwarded to the cabinet member who oversees that unit/division for review and determination. This process shall be completed within (7) seven working days from the date of the cabinet member receiving the appeal.
- d. If the dispute is not resolved at that level, the appeal form shall be forwarded to the Office of the Superintendent. The Superintendent shall issue a decision within seven (7) working days of receiving the appeal.
- e. The decision of the Superintendent is final.
- f. The Superintendent's decision is not subject to the grievance and arbitration procedures of this Agreement.
- g. If a licensed employee wishes to utilize the grievance and arbitration provisions of this Agreement to dispute salary placement under this provision (26-2-4), the licensed employee may do so provided that:

26-2-4-1 The employee provides notification on the appropriate grievance form utilizing the timelines prescribed under the grievance and arbitration provisions of this Agreement.

26-2-4-2 The employee waives his/her option to utilize the Joint Hearing Panel Process described herein in Article 26-2-4.

26-2-5 A licensed employee shall advance one (1) step on the professional salary table for each additional year during the term of this Agreement. Even if licensed employees move across to the next column in accordance with the provisions of Article 26-2-1, they are only eligible to move one step for each school year.

26-2-6 Notwithstanding any provision of this Agreement to the contrary, there are licensed positions which may be determined by the District to be critical needs positions. In an effort to encourage licensed employees to accept and then to remain in those positions, the parties may negotiate new terms related to this issue under Article 26-5 of this Agreement.

26-2-7 Licensed personnel shall move one pay step on the Professional Salary Table (PST) effective June 1, 2018. There will be no pay step retroactivity prior to June 1, 2018 for pay step movement.

26-2-8 For the 2018-2019 contracted school year only, licensed employees who qualify for column movement in accordance with the provisions of Article 26-2 shall be moved across one column. Except for the column movement specified in the preceding sentence, there shall be no step movement, column movement or other wage, compensation or benefit increases (unless those matters are subject to a current grievance or arbitration proceeding) during the term of the 2018-2021 Negotiated Agreement unless changes are agreed to by the parties pursuant to Article 42.

26-3 Professional Growth System

26-3-1 The CCSD and CCEA believe it is important to maintain a professional learning system which leads to improvement in student learning and educator/licensed professional practice. The PST shall recognize professional growth which promotes significant contributions to student learning and educator/licensed professional practice, and is equally accessible by all members of the bargaining unit. The PST shall reward and encourage educators/licensed professionals to remain career-long learners in order to increase student learning, enhance and update relevant skills, and have educators/licensed professionals be visible models as learners to their students and colleagues. Therefore, the Professional Growth System ("PGS") referenced in Article 26-3-3 herein shall encourage Professional Growth Plan (PGP) proposals which use evidence of updated skills and measures of student performance as the basis for column movement along the PST.

26-3-2 The purpose of the PGS is as follows:

- a. Provide career options for licensed professionals who want to seek additional responsibility without leaving the classroom;
- b. Recognize and reward licensed professionals who attain and demonstrate knowledge and skills that improve instructional and professional practice, and;
- c. Recognize and reward improved licensed professional practices that are a factor in student learning and other student outcomes.

26-3-3 Consistent with the Professional Growth System Memorandum of Agreement between the CCSD and CCEA, the process for developing and implementing a Professional Growth Plan shall be as follows:

- a. Develop an Action Plan.
- b. Design the PGP.
- c. Propose and receive authorization for the PGP.
- d. Maintain evidence of the PGP.
- e. Undergo a yearly review of the PGP.
- f. Document accomplishments pertaining to the PGP.

26-4 The Joint Hearing Panel comprised of three (3) CCSD designees and three (3) CCEA designees shall be established to review disputed educational attainment credits or placement concerns, i.e., steps as they relate to current placement on the salary schedule (SS), the transitional salary schedule (TSS), or the professional salary table (PST).

26-4-1 Employees who dispute their current step/column placement on the salary schedule in effect at the beginning of the 2015-2016 school year shall submit their dispute to the panel by January 29, 2016. The Joint Hearing Panel must make a determination of those issues by February 12, 2016.

26-4-2 Employees who dispute their placement on the TSS shall have until March 15, 2016, to submit issues to the panel. The Joint Hearing Panel must make a determination of those issues by March 30, 2016.

26-4-3 Determination of employee placement and transition to the (new) PST salary schedule shall be governed by the provisions set forth in the "Memorandum of Agreement for Transition of Current Licensed Staff to the New Professional

Salary Table” and shall be finalized by February 15, 2016. CCSD and CCEA representatives shall meet on February 15, 2016, to review the placement and discuss any emergent issues. Employees shall be placed on the new salary schedule effective March 1, 2016.

26-4-4 If the Joint Hearing Panel cannot reach agreement, the Superintendent shall make the final determination, and such decision is not subject to the grievance and arbitration provisions of this agreement.

If a licensed employee wishes to utilize the grievance and arbitration provisions of this Agreement to dispute salary placement under this provision (26-4), the licensed employee may do so provided that:

26-4-4-1 The employee provides notification on the appropriate grievance form utilizing the timelines prescribed in Article 26-4 and in the “Memorandum of Agreement for Transition of Current Licensed Staff to the New Professional Salary Table,” and;

26-4-4-2 The employee waives his/her option to utilize the Joint Hearing Panel Process described herein in Article 26-4.

26-4-5 Only pay for the 2015-16 school year, and the associated transition to the PST, is eligible for reconsideration of the Joint Hearing Panel. In other words, no retro pay for previous school years shall be provided, regardless of the decision of the Joint Hearing Panel.

26-4-6 It is acknowledged by each party that CCSD may require an adjusted timeline for the transition, should unanticipated difficulties arise. Should the timeline need to be adjusted, CCSD shall establish a new timeline, and the new timeline shall be communicated to the CCEA.

26-5 Representatives of CCSD and CCEA shall meet twice a year as the Professional Salary Table Joint Committee (PSTJC) to review the salary schedule and any emergent issues or implementation problems and by mutual consent can modify the terms of Articles 26-1 through Article 26-5. Those meetings shall take place in the first and last quarter of each fiscal year’s budget.

26-6 Recruiting and retaining qualified classroom teachers in at-risk schools (as outlined in Article 26-2-2) is an important outcome of the new professional salary schedule. Employees in at-risk schools as identified in Article 26-2-2, who are eligible for the two-year column movement track, shall move one column in the year following successful completion of the two-year program as long as they remain in an at-risk school as defined by Article 26-2-2. Accordingly, the parties agree to monitor progress on achieving that outcome, and if needed, shall consider modifying this Agreement to ensure that placing and retaining qualified classroom teachers in at-risk schools is being accomplished.

26-7 If using college/university credits as part of the employee’s Professional Growth Plan, only units as awarded in semester hours or the equivalent quarter hours secured after the requirements for the degree have been completed for the degree, in upper division or graduate courses recognized by the Commission on Professional Standards in Education, will be recognized for use in the Professional Growth Plan

26-8 Initial placement for licensed employees who are hired by the District, and who have no previous contracted licensed employee experience, shall be on Column 1, Step A.

26-8-1 A licensed employee hired after January 31, who has no previous teaching experience recognized by the District, shall not be eligible for advancement to

the next step until one year from the beginning of the ensuing school year. Licensed employees hired after January 31 must also complete the New Teacher Induction Program by the end of the third school year to advance to the next step. If a licensed employee fails to complete the New Teacher Induction Program, the individual will remain at Step B for the ensuing two school years and will not be able to advance to Step C until then.

- 26-8-2 A licensed employee who has no previous licensed experience recognized by the District, hired prior to February 1, must complete the New Teacher Induction Program by the end of the second school year. If an individual fails to complete the New Teacher Induction Program by the end of the second school year, the teacher will remain at Step B for the ensuing two years and will not be able to advance to Step C until then. New Teacher Induction Program contact units may also be accumulated and utilized for column movement.
- 26-9 Initial placement provisions for an experienced licensed employee new to the District who has been employed as a licensed employee within the last three years shall be as follows:
- 26-9-1 The licensed employee shall submit the employee's most recent licensed employee contract to Human Resources.
- 26-9-2 Human Resources shall determine the licensed employee's base salary contract amount from the employee's previous position.
- 26-9-3 Human Resources shall place the licensed employee on the Professional Salary Table (PST) in the following manner:
- a. Determine the value of the PST step closest to, but not less than, the licensed employee's previous licensed base salary.
  - b. On the PST, place the employee on the closest corresponding step that is on the column farthest to the left, but no farther down the schedule than Step G.
  - c. In other words, no new licensed employee shall be placed on step H, I or J.
- 26-10 An experienced licensed employee new to the District who has not been employed as a licensed employee within the previous three school years shall be placed on the PST as follows for the 2016-2017 and 2017-2018 school years.
- 26-10-1 The District will utilize the experienced employee's accumulated credits and experience to place the licensed employee on the Transitional Salary Schedule (TSS) in use for the 2015-2016 transition to the new Professional Salary Table (PST).
- 26-10-2 The District will then move the licensed employee to the PST in accordance with the provisions of this Article and the Article 26 Transition Memorandum of Agreement (MOA).
- 26-10-3 Placement of an experienced licensed employee new to the District who has not been employed as a licensed employee within the previous three school years shall be discussed no later than November 30, 2017, for determination of placement processes in future years.
- 26-10-4 When determining such placement, the following provisions shall be in effect:

26-10-4-1 In addition to complying with Nevada Revised Statutes for placement of licensed personnel with licensed experience in the state of Nevada, the District shall credit the licensed employee with professional growth credit for placement on the TSS for any course(s) taken that is related to:

- (a) The licensed employee's PK-20 related major or minor field of preparation, and for this section PK-20 is defined as a degree in the education of students at any of the following levels:

PK-14: Pre-School to Two-Year Degree

PK-16: Pre-School to Four-Year Degree

PK-18: Pre-School to Master's degree

PK-20: Pre-School to Graduate Degree

- (b) The teacher's most recent licensed assignment, or
- (c) The licensed employee's present endorsement(s), excluding a substitute endorsement, or PK-20 related degree(s), or
- (d) Additional endorsement(s), excluding a substitute endorsement, being pursued by the licensed employee, or
- (e) Additional PK-20 related degree(s) being pursued by the licensed employee.
- (f) Professional development credits ONLY if such credits were received after a Bachelor's degree and were required for an "alternative route to licensure" program leading to a standard teaching license in another state.

26-10-4-2 "Most recent licensed assignment" is defined as the class or classes the employee was assigned or licensed to teach in the most recent school year he/she worked or the class or classes the employee was notified would be taught in the subsequent school year.

26-10-4-3 "Related to" is defined as courses in the subject area taught at the secondary level and the basic core subjects such as, but not limited to, English, reading, math, and science at the elementary level.

26-10-4-4 "Additional endorsement(s) being pursued" is defined as taking the minimum number of courses which would qualify for an endorsement, or ten semester credit hours or the equivalent, approved by the Nevada Department of Education as meeting the requirements for an endorsement.

26-10-4-5 "Additional PK-20-related degree(s) being pursued" is defined as enrollment in a program leading to a PK-20-related degree, or other evidence which would indicate that the courses taken will lead to the awarding of a PK-20-related degree and which may be used for placement on the salary schedule in accordance with provisions of this Article.

- 26-10-4-6 With the exception of Article 26-10-4-1 (f), specifically excluded are courses which are not credit bearing toward a degree or in-service courses not offered by the District. In addition, the District may deny credit for courses which it deems are of a frivolous nature or which are not related to the established curriculum of the District. The definition of frivolous shall be grievable.
- 26-10-4-7 Only PK-20-related, advanced degrees awarded by an accredited institution recognized by the Commission on Professional Standards in Education in a field pertinent to the position and valid in their entirety for Nevada certification for level and subject taught will be recognized for advancement on the salary schedule.
- 26-10-4-8 Non-educational, "professional" degrees such as doctors of chiropractic, homeopathy, veterinary or other medicine, dentistry, divinity, juris doctor, business, MBA and similar degrees shall be awarded degree class placement on the licensed employees' salary schedule only if substantively related to the licensed employee's current assignment.
- 26-10-4-9 Licensed personnel required to take CEUs to maintain a professional accreditation that is required by the appropriate agency as determined by that state's licensing regulations shall be subject to the requirements and may use CEUs in lieu of professional growth. CEUs earned during the 2004-2005 school year and beyond may be used in lieu of professional growth credits at the rate of fifteen contact hours to one professional growth credit. CEUs must be earned through an appropriate, accredited provider.
- 26-11 The contracted salary of a licensed employee as specified in the schedules named in Article 26-1 shall be made in twenty-four (24) equal installments payable twice monthly, not to exceed twenty-four (24) payments per year.
- 26-12 ROTC instructors/ROTC instructor assistants shall be placed in accordance with the applicable provisions of Article 26-9, and in accordance with the ROTC instructor's/assistant's minimum instructor pay (MIP) in accordance with the applicable Defense Department regulations pertaining to minimum military instructor pay for ROTC instructors.
- 26-13 In order to place newly hired licensed nurses on the PST, the licensed nurse shall first be placed on the TSS and then shall be placed on the PST in accordance with Article 26-10. On the TSS, the licensed nurse is eligible for placement on Class D at the Step the nurse would otherwise have been eligible for in accordance with the provisions of Article 26-10.
- 26-14 Newly hired employees who possess an earned specialist degree will be placed first on the TSS and then will transition to the PST in accordance with Article 26-10 and the following provisions:
  - 26-14-1 If the degree consists of no less than 65 credit hours after completion of a bachelor's degree, the newly hired licensed employee shall be eligible for placement on Class F on the TSS.

- 26-14-2 Any school psychologist who completes an equivalent program as that of a specialist and who receives a master's degree in school psychology from a university whose program is accredited by the National School Psychology Certification System and who is certified as such by the National Association of School Psychologists shall be eligible for placement in Class E on the TSS if the program consists of at least 49 credit hours after completion of the bachelor's degree and for placement in Class F on the TSS if the program consists of at least 65 credit hours after completion of the bachelor's degree.
- 26-15 District support staff employees who are hired as licensed employees within one (1) year of resignation or retirement from service as a District support staff employee shall be placed in accordance with the provisions of Article 26-10, utilizing the support staff employee's previous base salary.
- 26-16 Newly hired social studies teachers who possess a juris doctor degree shall first be placed on the TSS and then will transition to the PST in accordance with Article 26-10 and the following: the juris doctor degree shall be applicable for payment at Class D on the TSS salary schedule. Those eligible for placement under this sub Article shall be eligible for placement in Classes E and F if the requirements for placement in those classes have been otherwise met, provided that such credits have not been previously utilized for placement in Classes A, B, or C and were earned after awarding of the juris doctor degree.
- 26-17 Those licensed employees who, while serving in the U.S. Armed Forces, went to formal instructor training and taught full-time in a military training program shall be placed in accordance with the provisions of Article 26-9 or Article 26-10, as applicable, utilizing the instructor's previous base salary.
- 26-18 Licensed occupational teachers with an endorsement in business and industry assigned to teach a vocational subject at Southern Nevada Vocational Technical Center and Area Technical Trade Center or other non-comprehensive senior high schools or institutional programs where a degree is not required, and physical therapists and occupational therapists shall first be placed on the TSS and then will transition to the PST in accordance with Article 26-10 and the following: The licensed employee will be initially placed on Class D, Step 3, of the TSS salary schedule. This shall also apply to teachers in comprehensive high schools who are assigned to teach in nonacademic subjects which require a business and industry endorsement which endorsement is ineligible to be received on an educational elementary, secondary or special license.
- 26-19 The Superintendent or designee may, after consultation and agreement with the Association, recognize additional "service" credit for those covered under Articles 26-12 through Article 26-19.
- 26-20 Shared Contracts / Half-Time Contracts
- Any licensed employee who accepts a shared contract shall be entitled to only one-half of the contribution paid by the District for health insurance benefits. This is not to be construed as an entitlement on the part of any licensed employee to a shared contract which may be conferred or renewed at the sole discretion of the District.
- A shared contract shall consist of one full-time position at one school shared during one school year by two licensed employees who have agreed to accept such a contract.
- Currently existing shared contracts will be allowed for the 2010-2011 school year. The status of establishing new shared contracts will be reviewed annually. A shared contract will be eliminated when one partner leaves the shared contract for any reason, when the

school decides to eliminate the shared contract, or when one partner in the shared contract falls below the surplus line.

If one partner leaves mid-year, (i.e. resigns, dismissed, LOA), the remaining partner may request to assume the full contract or to resign.

If one partner submits resignation effective the end of the school year, remaining partner must take the full contract for the ensuing school year or resign.

If the school decides to allow the shared contract to continue in the ensuing year and both partners are above the surplus line, both are allowed to remain in the shared contract.

If one partner falls below the surplus line, the partner below the line is surplus, and the partner above the line must take the full contract or resign. If both partners fall below the surplus line, both are surplus, and their position becomes a vacancy.

If the shared contract will be eliminated at the end of the school year, the full contract shall be offered to both partners. If only one partner wants the position, he/she gets it, and the other resigns. If neither wants the full contract, they both resign. If both want the position, the partner with more District-wide seniority gets it, and the junior partner must be placed into a vacancy, or if there is no vacancy, be surplus, regardless of seniority (even if more senior than others on staff).

An employee in a shared contract cannot participate in Voluntary Transfer unless the school decides that the shared contract will be eliminated or it is determined that it is possible the employee will be surplus from the school. However, an employee in a shared contract may participate in the Second Voluntary Transfer after surplus, if one occurs.

If an employee in a shared contract participates in Voluntary Transfer in anticipation of being surplus, and obtains a position, the employee is not entitled to return to his/her previous position even if it turns out that the employee would not have been surplus (i.e., after Voluntary Transfer, school does not have to surplus anyone). In other words, once an employee participates in Voluntary Transfer and obtains a position, that employee cannot return to his/her previous position.

An employee who is surplus out of a shared contract:

1. May select a full-time position in Involuntary Transfer (at the surplus meeting); and
2. Shall be treated as a full-time employee in the RIF process.

The District will continue to pay the entire health benefit contribution on behalf of half-time licensed employees.

Half-Time Contract Rules:

- a. May only seek a half-time position in Voluntary Transfer.
- b. May only select a half-time position in Involuntary Transfer.

26-21

For the 2010-2011 school year, \$155,459, which was money previously earmarked and designated for new hire orientation, shall be used for the new hire orientation and for reimbursement to the District under Article 17-1-1. The amount shall be increased by two percent (2%) annually for the duration of the contract.

**CLARK COUNTY SCHOOL DISTRICT  
TABLE ONE (1): LICENSED PROFESSIONAL SALARY TABLE (PST)  
FISCAL YEAR 2015-2016  
EFFECTIVE MARCH 1, 2016**

	Column →							
	I	II	III	IV	V	VI	VII	VIII
<b>A</b>	\$40,000	\$45,284	\$50,568	\$55,852	\$61,136	\$66,420	\$71,704	\$76,988
<b>B</b>	41,321	46,605	51,889	57,173	62,457	67,741	73,025	78,309
<b>C</b>	42,642	47,926	53,210	58,494	63,778	69,062	74,346	79,630
<b>D</b>	43,963	49,247	54,531	59,815	65,099	70,383	75,667	80,951
<b>E</b>	45,284	50,568	55,852	61,136	66,420	71,704	76,988	82,272
<b>F</b>	46,605	51,889	57,173	62,457	67,741	73,025	78,309	83,593
<b>G</b>	47,926	53,210	58,494	63,778	69,062	74,346	79,630	84,914
<b>H</b>	49,247	54,531	59,815	65,099	70,383	75,667	80,951	86,235
<b>I</b>	50,568	55,852	61,136	66,420	71,704	76,988	82,272	87,556
<b>J</b>	51,889	57,173	62,457	67,741	73,025	78,309	83,593	88,877

Step ↓

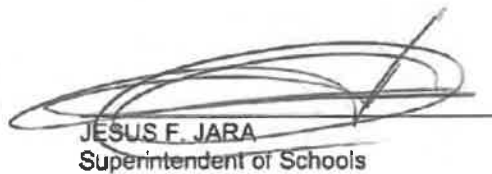
employee compensation or benefits, CCEA reserves the right to meet and confer about that same agreement.

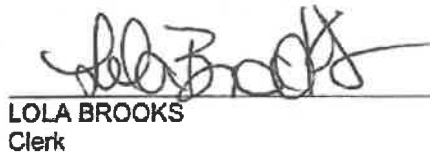
- 42-14 The parties agree to consider "Pilot Projects" that advance student achievement, educator recruitment, and retention in high need areas. These Pilot Projects, unless mutually agreed to by the parties, shall not alter the 2018-2021 Negotiated Agreement.

IN WITNESS WHEREOF, the parties have hereunto set their hands this 13<sup>th</sup> Day of September 2018.

**BOARD OF SCHOOL TRUSTEES FOR THE CLARK COUNTY SCHOOL DISTRICT**

  
DEANNA WRIGHT  
President

  
JESUS F. JARA  
Superintendent of Schools

  
LOLA BROOKS  
Clerk

**FOR THE CLARK COUNTY EDUCATION ASSOCIATION**

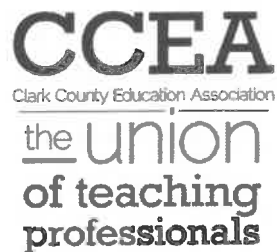
  
DAN PRICE  
Negotiations Committee Chair

  
VICTORIA COURTNEY  
President

  
JOHN VELLARDITA  
Executive Director

# **EXHIBIT B**

**Negotiated Agreement**  
**between the**  
**Clark County School District**  
**and the**  
**Clark County Education Association**



**2023-2025**

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## **PREAMBLE**

This Agreement is made and entered into by and between the Clark County School District in the City of Las Vegas, County of Clark, in the State of Nevada and the Clark County Education Association effective per the Arbitrator decision on December 20, 2023.

WHEREAS, the Clark County Board of School Trustees in the City of Las Vegas, County of Clark, State of Nevada, and the Clark County Education Association, the parties of this Agreement recognize and declare that providing the highest standards of education for the children of the District is their mutual aim and that the character of such education depends predominantly upon the quality and morale of the teaching staff, and

WHEREAS, the Board of School trustees is the duly elected governing body of the District, with the powers as delegated by the laws of the State of Nevada, to formulate programs and policies for the operations of the District to be directed through their designated representative, the superintendent of schools, and

WHEREAS, the members of the teaching profession are particularly qualified to assist in the improvement of educational standards, and

WHEREAS, a free and open exchange of views is desirable and necessary by and between the parties hereto in their efforts to negotiate in good faith and with respect to wages, hours, and conditions of employment, and

WHEREAS, members of the teaching staff in the District have the right to join, or not join, any organization for their professional or economic improvements:

**NOW THEREFORE IT IS AGREED:**

- 22-8 When a teacher specialist is in charge of the entire student class of a regularly assigned classroom teacher, the regularly assigned classroom teacher may, with the permission of the principal, leave the classroom and use that time for professional purposes. The principal shall not unreasonably withhold such permission from the requesting teacher.
- 22-9 Travel time of any teacher required to travel during the normal school day shall be considered as a part of such teacher's teaching day.
- 22-10 The provisions of 22-1 through 22-9 above relate to the time classroom teachers and other employees covered by this Agreement are required to remain at the school premises where their primary functions are performed. It is further recognized by the parties that all employees covered by this Agreement will find it necessary to work additional time either at such premises or away from such premises to fulfill the full scope of their professional responsibility. As a result, the employees covered by this Agreement agree to perform that additional work necessary to adequately fulfill their professional responsibility without additional compensation except as otherwise provided by specific provisions of this Agreement.
- 22-11 It is the intent of the District that the time added to the teachers' workday beyond the seven (7) hours shall be implemented with the start of the 1990-91 contracted school year and shall be used to increase existing periods at the secondary level and subject areas at the elementary level.

**ARTICLE 23  
NO STRIKES/WORK STOPPAGES**

- 23-1 It is hereby agreed by the Association that there will be no strikes, stoppages of work or slowdown of the operations of the School District during the term of this Agreement.
- 23-2 It is hereby agreed by the School District that there will be no lock-out of employees during the term of this Agreement.

**ARTICLE 24  
GENERAL SAVINGS CLAUSE**

- 24-1 It is not the intent of either party hereto to violate any laws of the State of Nevada or of the United States. The parties agree that in the event any provision of this Agreement is held by a court of competent jurisdiction to be in contravention of any such laws, they will enter into immediate negotiations thereon. The remainder of the Agreement shall remain in full force and effect.

**ARTICLE 25  
TEACHERS' CONTRACT OF EMPLOYMENT**

- 25-1 This Agreement shall be incorporated by reference and become a part of the teachers' contract of employment.

**ARTICLE 26  
PROFESSIONAL COMPENSATION**

- 26-1 The following definition of terms shall apply to Article 26 and any other applicable portions of this Agreement.

- a. Professional Salary Table (PST): The salary table shall be effective on July 1, 2023, with an implementation date of February 1, 2024, and retroactive payments in accordance with Article 26-21 of this Agreement, for each employee pursuant to their contract (Table 1).
- b. Contact units earned for participation in designated coursework or professional development, in accordance with the September 1, 2023, PGS Reference Guide (see addendum).
- c. Professional Salary Table Column: On the PST the columns across which those who earn contact units advance.
- d. Professional Salary Table Step: On the PST the steps by which those who earn service credit advance.
- e. PGS Advisory Panel (made up of representatives from CCSD and CCEA): The panel which will hear disputes related to the interpretation and implementation of the PGS advancement process.
- f. NEPF: The Nevada Educator Performance Framework or any licensed personnel evaluation framework mandated by Nevada statute and/or CCSD policy (as applicable) for use during the time period of this Agreement.

26-2 Licensed personnel shall move from one column to the next on the salary table in accordance with the provisions below. For purposes of this section, use of the term NEPF shall refer to the Nevada Educator Performance Framework or to any licensed personnel evaluation framework mandated for use during the time period of this agreement.

26-2-1 With the exception noted in Article 26-2-2, all licensed personnel shall only move from one column to the next column on the salary table once every three years, and such movement shall occur as follows:

- a. Licensed employees may move across one column every three years consecutive or combined if the employee has completed 225 contact units in accordance with that individual's professional growth plan.
- b. Movement to a new column on the salary schedule shall be to the next column and then one step, as part of regular step movement, down on the salary schedule, i.e., move across and one step down. No licensed employee will be eligible for more than one step movement per year, in total.
- c. These provisions apply to Articles 26-2-1 and 26-2-2.
- d. The process for licensed employees to move across one column pursuant to this Article shall begin in the school year 2016-2017.
- e. Accumulated units may only be utilized to move across one column at a time; in other words, the same units may not be utilized as the basis for multiple column moves.

26-2-2 For the term of this agreement, licensed employees who are assigned to work in any designated Title 1, Tier 1, or Title 1, Tier 2, school for two consecutive school years, commencing with the 2016-2017 school year, and who are otherwise eligible to move across one column on the salary table may do so once every two school years, provided that:

- a. The licensed employee remains working in a Title 1, Tier 1, or Title I, Tier 2 school for the two years while completing 225 contact units and;
- b. Title 1, Tier 1, and Title 1, Tier 2, schools as utilized in this section mean schools identified as Title 1, Tier 1, or Title 1, Tier 2, as of January of the prior school year as determined by the Nevada Department of Education, and;
- c. If the licensed employee transfers to a school that is not a Title 1, Tier 1, or Title 1, Tier 2, school, then column movement will be implemented pursuant to Article 26-6, and the employee shall notify Human Resources that he/she is moving to the three-year track column movement.
- d. If the employee elects to move from a Title 1, Tier 1, and Title 1, Tier 2 school to one that is not in that category, then the contact units accumulated during the two-year time period shall apply to a three-year track column movement.

26-2-3 Master Practitioner and Leader Pathway

- a. **Eligibility:** Educators applying for participation in the Master Practitioner and Leader Pathway (MPLP) are required to have earned a Master's Degree, National Board Certification, or have completed five years of teaching experience. Additionally, all applicants must be post-probationary and can demonstrate two years of effective or highly-effective evaluations.
- b. **Selection:** Educator participation is determined through a jointly created selection process.
- c. **Size of Pool:** Two cohorts will be offered annually with no more than twenty-five educators in each cohort participating for a total of 50 potential participating educators.
- d. **Population:** The eligibility and selection of the MPLP candidates will be contingent upon current and maintained placement in chronically underperforming schools as annually defined by the Parties, unless no position is available within the candidate's licensure.
- e. **Required to Attain:** Once selected, each candidate will be required to complete a four-year program. Failure to complete may result in candidates being dropped from the program. During each year, candidates will be expected to complete coursework, portfolios, and micro-credentials in the areas of high-leverage instructional practices, intentional coaching, student and staff culture, family and community partnerships, and transforming school-wide practices, as assigned. Candidates understand that expectations and assignments may change over the course of the program.
- f. Upon completion, the licensed employee shall be awarded the status of Master Practitioner and shall advance one column movement plus two steps, unless the salary schedule is modified and agreed upon by the parties.
- g. Activities completed for the MPLP may not be utilized for the accrual of contact units for a column advancement under Article 26-2-1 or Article 26-2-2 unless the candidate fails to complete the MPLP. Candidates who fail to complete the MPLP may utilize activities completed for the MPLP for the accrual of contact units after their participation in the program ends.

- h. Nothing in this agreement will prevent or delay an educator from utilizing contact units accrued from activities outside of the MPLP to receive a column advancement pursuant to the terms of Article 26-2-1 or 26-2-2 of this Agreement.

26-2-4 Any dispute arising from a supervisor's denial of coursework and/or contact units toward column movement shall be handled in the following manner:

- a. The licensed employee shall seek informally to resolve the dispute by discussing the denial with his/her supervisor.
- b. If the dispute is not resolved at that level, the licensed employee shall submit a standard appeal form to the PGS Advisory Panel. The appeal form shall include the reason(s) from the supervisor regarding why the course was not approved. This process shall be completed within two (2) weeks from the date of the submitted appeal.
- c. If the dispute is not resolved at that level, the appeal form shall be addressed through the grievance and arbitration process.
- d. If a licensed employee wishes to utilize the grievance and arbitration provisions of this Agreement to dispute salary placement under this provision (26-2-4), the licensed employee may do so provided that:

26-2-4-1 The employee provides notification on the appropriate grievance form utilizing the timelines prescribed under the grievance and arbitration provisions of this Agreement.

26-2-4-2 The employee waives his/her option to utilize the PGS Advisory Panel Process described herein in Article 26-2-4.

26-2-5 A licensed employee shall advance one (1) step on the professional salary table for each additional year during the term of this Agreement. Even if licensed employees move across to the next column in accordance with the provisions of Article 26-2-1, they are only eligible to move one step for each school year. However, a licensed employee hired after January 31, who has no previous teaching experience recognized by the School District, shall not be eligible for advancement to the next step until one year from the beginning of the ensuing school year.

26-2-6 Notwithstanding any provision of this Agreement to the contrary, there are licensed positions which may be determined by the District to be critical needs positions. In an effort to encourage licensed employees to accept and then to remain in those positions, the parties may negotiate new terms related to this issue under Article 26-5 of this Agreement.

26-2-7 The parties agree that the District will pay a column advancement for every employee who has completed their PGS requirements of meeting the 225 CUs per Article 26 of the CBA for each year of the contract (2023-2024 and 2024-2025). Effective date of the column advancement shall be the first pay period of each school year for that employee pursuant to their contract.

26-3 Professional Growth System

26-3-1 The CCSD and CCEA believe it is important to maintain a professional learning system which leads to improvement in student learning and educator/licensed

professional practice. The PST shall recognize professional growth which promotes significant contributions to student learning and educator/licensed professional practice, and is equally accessible by all members of the bargaining unit. The PST shall reward and encourage educators/licensed professionals to remain career-long learners in order to increase student learning, enhance and update relevant skills, and have educators/licensed professionals be visible models as learners to their students and colleagues. Therefore, the Professional Growth System ("PGS") referenced in Article 26-3-3 herein shall encourage Professional Growth Plan (PGP) proposals which use evidence of updated skills and measures of student performance as the basis for column movement along the PST.

- 26-3-2 The purpose of the PGS is as follows:
- a. Provide career options for licensed professionals who want to seek additional responsibility without leaving the classroom;
  - b. Recognize and reward licensed professionals who attain and demonstrate knowledge and skills that improve instructional and professional practice, and;
  - c. Recognize and reward improved licensed professional practices that are a factor in student learning and other student outcomes.

26-3-3 Consistent with the Professional Growth System Memorandum of Agreement between the CCSD and CCEA, the process for developing and implementing a Professional Growth Plan shall be as follows:

- a. Develop an Action Plan.
- b. Design the PGP.
- c. Propose and receive authorization for the PGP.
- d. Maintain evidence of the PGP.
- e. Undergo a yearly review of the PGP.
- f. Document accomplishments pertaining to the PGP.

26-4 Recruiting and retaining qualified classroom teachers in at-risk schools (as outlined in Article 26-2-2) is an important outcome of the new professional salary schedule. Employees in at-risk schools as identified in Article 26-2-2, who are eligible for the two-year column movement track, shall move one column in the year following successful completion of the two-year program as long as they remain in an at-risk school as defined by Article 26-2-2. Accordingly, the parties agree to monitor progress on achieving that outcome, and if needed, shall consider modifying this Agreement to ensure that placing and retaining qualified classroom teachers in at-risk schools is being accomplished.

26-5 If using college/university credits as part of the employee's Professional Growth Plan, only units as awarded in semester hours or the equivalent quarter hours secured after the requirements for the degree have been completed for the degree, in upper division or graduate courses recognized by the Commission on Professional Standards in Education, will be recognized for use in the Professional Growth Plan

26-6 Initial placement for licensed employees who are hired by the District, and who have no previous contracted licensed employee experience, shall be on Column 1, Step A.

26-7 If a licensed employee has previously worked for School District within the past three school years, the employee will be placed on the PST step closest to, but not less than, the employee's previous licensed base salary with School District.

26-8 An experienced licensed employee new to the School District who has not been employed as a licensed employee within the previous three school years shall be placed on the PST as follows.

26-8-1 The School District will utilize the experienced employee's accumulated credits and experience to place the licensed employee on the PST.

26-8-2 Placement of an experienced licensed employee new to the District who has not been employed as a licensed employee within the previous three school years shall be discussed no later than November 30, 2017, for determination of placement processes in future years.

26-8-3 When determining such placement, the following provisions shall be in effect:

26-8-3-1 In addition to complying with Nevada Revised Statutes for placement of licensed personnel with licensed experience in the state of Nevada, the District shall credit the licensed employee with professional growth credit for placement on the PST for any course(s) taken that is related to:

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(a) The licensed employee's PK-20 related major or minor field of preparation, and for this section PK-20 is defined as a degree in the education of students at any of the following levels:

PK-14: Pre-School to Two-Year Degree  
PK-16: Pre-School to Four-Year Degree  
PK-18: Pre-School to Master's degree  
PK-20: Pre-School to Graduate Degree

(b) The teacher's most recent licensed assignment, or

(c) The licensed employee's present endorsement(s), excluding a substitute endorsement, or PK-20 related degree(s), or

(d) Additional endorsement(s), excluding a substitute endorsement, being pursued by the licensed employee, or

(e) Additional PK-20 related degree(s) being pursued by the licensed employee.

(f) Professional development credits ONLY if such credits were received after a Bachelor's degree and were required for an "alternative route to licensure" program leading to a standard teaching license in another state.

26-8-3-2 "Most recent licensed assignment" is defined as the class or classes the employee was assigned or licensed to teach in the most recent school year he/she worked or the class or classes the employee was notified would be taught in the subsequent school year.

26-8-3-3 "Related to" is defined as courses in the subject area taught at the secondary level and the basic core subjects such as, but not limited to, English, reading, math, and science at the elementary level.

- 26-8-3-4 "Additional endorsement(s) being pursued" is defined as taking the minimum number of courses which would qualify for an endorsement, or ten semester credit hours or the equivalent, approved by the Nevada Department of Education as meeting the requirements for an endorsement.
- 26-8-3-5 "Additional PK-20-related degree(s) being pursued" is defined as enrollment in a program leading to a PK-20-related degree, or other evidence which would indicate that the courses taken will lead to the awarding of a PK-20-related degree and which may be used for placement on the salary schedule in accordance with provisions of this Article.
- 26-8-3-6 With the exception of Article 26-8-3-1 (f), specifically excluded are courses which are not credit bearing toward a degree or in-service courses not offered by the District. In addition, the District may deny credit for courses which it deems are of a frivolous nature or which are not related to the established curriculum of the District. The definition of frivolous shall be grievable.
- 26-8-3-7 Only PK-20-related, advanced degrees awarded by an accredited institution recognized by the Commission on Professional Standards in Education in a field pertinent to the position and valid in their entirety for Nevada certification for level and subject taught will be recognized for advancement on the salary schedule.
- 26-8-3-8 Non-educational, "professional" degrees such as doctors of chiropractic, homeopathy, veterinary or other medicine, dentistry, divinity, juris doctor, business, MBA and similar degrees shall be awarded degree class placement on the licensed employees' salary schedule only if substantively related to the licensed employee's current assignment.
- 26-8-3-9 Licensed personnel required to take CEUs to maintain a professional accreditation that is required by the appropriate agency as determined by that state's licensing regulations shall be subject to the requirements and may use CEUs in lieu of professional growth. CEUs earned during the 2004-2005 school year and beyond may be used in lieu of professional growth credits at the rate of fifteen contact hours to one professional growth credit. CEUs must be earned through an appropriate, accredited provider.
- 26-9 The contracted salary of a licensed employee as specified in the schedules named in Article 26-1 shall be made in twenty-four (24) equal installments payable twice monthly, not to exceed twenty-four (24) payments per year.
- 26-10 ROTC instructors/ROTC instructor assistants shall be placed in accordance with the applicable provisions of Article 26-8, or in accordance with the ROTC instructor's/assistant's minimum instructor pay (MIP) in accordance with the applicable Defense Department regulations pertaining to minimum military instructor pay for ROTC instructors, whichever is higher.
- 26-11 Newly hired licensed nurses shall be placed on the PST in accordance with Section 26-7 or 26-8 whichever is applicable. Newly-hired licensed nurses shall be eligible for compensation on the Differentiated Salary Schedule after one (1) year of employment.

26-12 Newly hired employees who possess an earned specialist degree will be placed on the PST in accordance with Article 26-8 and the following provisions:

26-12-1 Any school psychologist who completes (a) a specialist degree or (b) an equivalent program as that of a specialist and who receives a master's degree in school psychology from a university whose program is accredited by the National School Psychology Certification System and who is certified as such by the National Association of School Psychologists shall be eligible for placement on the PST in accordance with Section 26-6 or 26-8 whichever is applicable.

26-13 School District support professionals who are hired as licensed employees within one (1) year of resignation or retirement from service as a School District support professional shall be placed in the greater of:

(1) If the former support professional earned a Master's Degree or Doctorate in order to attain Nevada teacher licensure, the employee shall be placed on the PST column ~~TSS~~ commensurate with his/her degree, and the School District shall recognize up to a maximum of three (3) years' experience as a School District support professional for salary placement; or

(2) On the PST step closest to, but not less than, the employee's support professional previous base salary, annualized to full time if less than 12-month employees.

26-14 Newly hired social studies teachers who possess a juris doctor degree shall first be placed on the PST in accordance with Article 26-8.

26-15 Those licensed employees who, while serving in the U.S. Armed Forces, went to formal instructor training and taught full-time in a military training program shall be placed in accordance with the provisions of Article 26-7 or Article 26-8, as applicable, utilizing the instructor's previous base salary.

26-16 Licensed occupational teachers with an endorsement in business and industry assigned to teach a vocational subject at Southern Nevada Vocational Technical Center and Area Technical Trade Center or other non-comprehensive senior high schools or institutional programs where a degree is not required, and physical therapists and occupational therapists shall be placed on the PST in accordance with Article 26-8 and the following: This shall also apply to teachers in comprehensive high schools who are assigned to teach in nonacademic subjects which require a business and industry endorsement which endorsement is ineligible to be received on an educational elementary, secondary or special license.

26-17 The Superintendent or designee may, after consultation and agreement with the Association, recognize additional "service" credit for those covered under Articles 26-7 through Article 26-16.

26-18 Shared Contracts / Half-Time Contracts

Any licensed employee who accepts a shared contract shall be entitled to only one-half of the contribution paid by the District for health insurance benefits. This is not to be construed as an entitlement on the part of any licensed employee to a shared contract which may be conferred or renewed at the sole discretion of the District.

A shared contract shall consist of one full-time position at one school shared during one school year by two licensed employees who have agreed to accept such a contract.

Currently existing shared contracts will be allowed. The status of establishing new shared contracts will be reviewed annually. A shared contract will be eliminated when one partner leaves the shared contract for any reason, when the school decides to eliminate the shared contract, or when one partner in the shared contract falls below the surplus line.

If one partner leaves mid-year, (i.e. resigns, dismissed, LOA), the remaining partner may request to assume the full contract or to resign.

If one partner submits resignation effective the end of the school year, remaining partner must take the full contract for the ensuing school year or resign.

If the school decides to allow the shared contract to continue in the ensuing year and both partners are above the surplus line, both are allowed to remain in the shared contract.

If one partner falls below the surplus line, the partner below the line is surplus, and the partner above the line must take the full contract or resign. If both partners fall below the surplus line, both are surplus, and their position becomes a vacancy.

If the shared contract will be eliminated at the end of the school year, the full contract shall be offered to both partners. If only one partner wants the position, he/she gets it, and the other resigns. If neither wants the full contract, they both resign. If both want the position, the partner with more District-wide seniority gets it, and the junior partner must be placed into a vacancy, or if there is no vacancy, be surplus, regardless of seniority (even if more senior than others on staff).

An employee in a shared contract cannot participate in Voluntary Transfer unless the school decides that the shared contract will be eliminated or it is determined that it is possible the employee will be surplus from the school. However, an employee in a shared contract may participate in the Second Voluntary Transfer after surplus, if one occurs.

If an employee in a shared contract participates in Voluntary Transfer in anticipation of being surplus, and obtains a position, the employee is not entitled to return to his/her previous position even if it turns out that the employee would not have been surplus (i.e., after Voluntary Transfer, school does not have to surplus anyone). In other words, once an employee participates in Voluntary Transfer and obtains a position, that employee cannot return to his/her previous position.

An employee who is surplus out of a shared contract:

1. May select a full-time position in Involuntary Transfer (at the surplus meeting); and
2. Shall be treated as a full-time employee in the RIF process.

The District will continue to pay the entire health benefit contribution on behalf of half-time licensed employees.

Half-Time Contract Rules:

- a. May only seek a half-time position in Voluntary Transfer.
- b. May only select a half-time position in Involuntary Transfer.

26-19

Effective July 1, 2023, the Professional Salary Table shall be adjusted ten percent (10%) as already reflected in the PST below and all employees shall receive the corresponding ten percent (10%) adjustment in their base compensation implemented February 1, 2024. CCSD shall process retroactive payment for the period of July 1, 2023, to February 1, 2024, for all eligible employees no later than the first paycheck after March 1, 2024. The PST shall be used for initial placement.

Effective the first paycheck in February 2024 for CEY employees and the first paycheck in March 2024 for CER employees, all eligible employees shall receive a 1.875% supplemental adjustment in their compensation paid with SB 231 funds which will be tracked separately on the employee pay details and will be subject to Article 41 of this Agreement. The Professional Salary Table shall be adjusted 1.875% for illustrative purposes

Effective September 1, 2024, for CEY employees and October 1, 2024, for CER employees the Professional Salary Table shall be adjusted eight percent (8%) and all employees shall receive an eight percent (8%) adjustment in their compensation.

Effective July 1, 2024, all Special Education teachers (licensed self-contained and non-self-contained personnel as recognized by Nevada Department of Education) shall receive an additional \$5,000 in supplemental compensation paid with SB 231 funds and subject to Article 41 of this Agreement.

Effective July 1, 2024, for all educators teaching in Title 1 schools with a 5% vacancy rate (determined at the end of the 2023-2024 school year) shall receive an additional \$5,000 in supplemental compensation as long as they remain in that school paid with SB 231 funds and subject to Article 41 of this Agreement.

- 26-20 The Parties also agree that the District will pay a step increase in each year of the contract (2023-2024 and 2024-2025) for every eligible employee of the bargaining unit. Effective date of the step increases shall be on the first pay period of each school year (2023-2024 and 2024-2025) for that employee pursuant to their contract. First year employees are not eligible for a step increase in their first year.
- 26-21 Licensed employees whose most recent licensed contract was as a licensed school/district administrator shall be placed on the PST utilizing Article 26.8.
- 26-22 Licensed employees whose most recent teaching experience was for another country and paid in that country's currency, shall be placed on the PST utilizing Article 26.8.
- 26-23 Licensed employees who are special education case managers with a ninety-five percent (95%) compliance rate on their IEPs will be compensated for two (2) additional days of pay at their contractual rate of pay at the conclusion of each semester (which is not PERS sensitive). Licensed employees shall receive no more than four (4) additional days of pay for the completion of their IEPs each school year.
- 26-24 Beginning July 1, 2022, CCSD will offer all Licensed employees assigned to a Tier-1 school an opportunity to achieve their TESL/ELAD endorsement. CCSD will pay for the cost of the TESL/ELAD endorsement for the licensed educators referenced in this article.
- 26-25 The Differentiated Salary Program is detailed in the below table.

**Clark County School District  
Licensed Professional Salary Table FY 2023-2024  
Effective July 1, 2023 with an implementation Date of February 1, 2024  
(For Illustrative Purposes)**

Years	Education	BA & B&I	BA+16	BA+32	MA	MA+16	MA+32	MA+48	PhD			
	PST	I	II	III	IV	V	VI	VII	VIII	IX	X	XI
1	A	\$55,127	\$61,376	\$67,626	\$73,876	\$80,126	\$86,375	\$92,627	\$98,876	\$105,126	\$111,376	\$117,626
2	B	\$56,689	\$62,939	\$69,188	\$75,437	\$81,688	\$87,937	\$94,189	\$100,438	\$106,688	\$112,938	\$119,188
3	C	\$58,249	\$64,501	\$70,750	\$77,001	\$83,251	\$89,502	\$95,751	\$102,001	\$108,251	\$114,501	\$120,751
4	D	\$59,814	\$66,064	\$72,314	\$78,563	\$84,813	\$91,064	\$97,314	\$103,563	\$109,813	\$116,063	\$122,313
5	E	\$61,376	\$67,626	\$73,876	\$80,126	\$86,375	\$92,627	\$98,876	\$105,126	\$111,376	\$117,626	\$123,876
6	F	\$62,939	\$69,188	\$75,437	\$81,688	\$87,937	\$94,189	\$100,438	\$106,688	\$112,938	\$119,188	\$125,438
7	G	\$64,501	\$70,750	\$77,001	\$83,251	\$89,502	\$95,751	\$102,001	\$108,251	\$114,501	\$120,751	\$127,001
8	H	\$66,064	\$72,314	\$78,563	\$84,813	\$91,064	\$97,314	\$103,563	\$109,813	\$116,063	\$122,313	\$128,563
9	I	\$67,626	\$73,876	\$80,126	\$86,375	\$92,627	\$98,876	\$105,126	\$111,376	\$117,626	\$123,876	\$130,126
10	J	\$69,188	\$75,437	\$81,688	\$87,937	\$94,189	\$100,438	\$106,688	\$112,938	\$119,188	\$125,438	\$131,689

**10% COLA JULY 2023**

**1.875% has been added to the salaries herein for illustrative purposes pursuant to Article 26-12**

Employees can progress on the salary schedule through the PGS system without having to attain degrees or college credits.

**Definition of Classes- all must have a valid Nevada certification for the level or subject taught**

- BA-** Bachelor Degree from an accredited institution and a field pertinent to subject taught
- BA + 16-** Bachelor Degree plus 16 college credits from an accredited institution and a field pertinent to subject taught
- BA + 32-** Bachelor Degree plus 32 college credits from an accredited institution and a field pertinent to subject taught
- MA-** Master's Degree from an accredited institution and a field pertinent to subject taught
- MA +16 -** Master's Degree plus 16 college credits from an accredited institution and a field pertinent to subject taught
- MA +32-** Master's Degree plus 32 college credits from an accredited institution and a field pertinent to subject taught
- MA +48-** Master's Degree plus 48 college credits from an accredited institution and a field pertinent to subject taught
- PhD-** Doctorate degree from an accredited institution in a field pertinent to subject taught.

**Clark County School District  
Licensed Professional Salary Table FY 2024-2025  
Effective September 1, 2024 for CEY personnel and October 1, 2024 for CER personnel  
(For Illustrative Purposes)**

Years	Education	BA & B&I	BA+16	BA+32	MA	MA+16	MA+32	MA+48	PhD			
	PST	I	II	III	IV	V	VI	VII	VIII	IX	X	XI
1	A	\$59,537	\$66,286	\$73,036	\$79,786	\$86,536	\$93,285	\$100,037	\$106,786	\$113,536	\$120,286	\$127,036
2	B	\$61,224	\$67,974	\$74,723	\$81,472	\$88,223	\$94,972	\$101,724	\$108,473	\$115,223	\$121,973	\$128,723
3	C	\$62,909	\$69,661	\$76,410	\$83,161	\$89,911	\$96,662	\$103,411	\$110,161	\$116,911	\$123,661	\$130,411
4	D	\$64,599	\$71,349	\$78,099	\$84,848	\$91,598	\$98,349	\$105,099	\$111,848	\$118,598	\$125,348	\$132,098
5	E	\$66,286	\$73,036	\$79,786	\$86,536	\$93,285	\$100,037	\$106,786	\$113,536	\$120,286	\$127,036	\$133,786
6	F	\$67,974	\$74,723	\$81,472	\$88,223	\$94,972	\$101,724	\$108,473	\$115,223	\$121,973	\$128,723	\$135,473
7	G	\$69,661	\$76,410	\$83,161	\$89,911	\$96,662	\$103,411	\$110,161	\$116,911	\$123,661	\$130,411	\$137,161
8	H	\$71,349	\$78,099	\$84,848	\$91,598	\$98,349	\$105,099	\$111,848	\$118,598	\$125,348	\$132,098	\$138,848
9	I	\$73,036	\$79,786	\$86,536	\$93,285	\$100,037	\$106,786	\$113,536	\$120,286	\$127,036	\$133,786	\$140,536
10	J	\$74,723	\$81,472	\$88,223	\$94,972	\$101,724	\$108,473	\$115,223	\$121,973	\$128,723	\$135,473	\$142,224

**8% COLA September/October 2024**

**1.875% has been added to the salaries herein for illustrative purposes pursuant to Article 26-12**

Employees can progress on the salary schedule through the PGS system without having to attain degrees or college credits.

**Definition of Classes- all must have a valid Nevada certification for the level or subject taught**

- BA-** Bachelor Degree from an accredited institution and a field pertinent to subject taught
- BA + 16-** Bachelor Degree plus 16 college credits from an accredited institution and a field pertinent to subject taught
- BA + 32-** Bachelor Degree plus 32 college credits from an accredited institution and a field pertinent to subject taught
- MA-** Master's Degree from an accredited institution and a field pertinent to subject taught
- MA +16 -** Master's Degree plus 16 college credits from an accredited institution and a field pertinent to subject taught
- MA +32-** Master's Degree plus 32 college credits from an accredited institution and a field pertinent to subject taught
- MA +48-** Master's Degree plus 48 college credits from an accredited institution and a field pertinent to subject taught
- PhD-** Doctorate degree from an accredited institution in a field pertinent to subject taught.

**Clark County School District  
Licensed Professional Salary Table FY 2023-2024  
Effective July 1, 2023 with an Implementation Date of February 1, 2024  
(For use for District SB 231 Reporting Purposes)**

Years	Education	BA & 8&I	BA+16	BA+32	MA	MA+16	MA+32	MA+48	PhD			
	PST	I	II	III	IV	V	VI	VII	VIII	IX	X	XI
1	A	\$54,093	\$60,225	\$66,358	\$72,491	\$78,624	\$84,756	\$90,890	\$97,022	\$103,155	\$109,288	\$115,420
2	B	\$55,626	\$61,759	\$67,891	\$74,022	\$80,157	\$86,288	\$92,423	\$98,554	\$104,688	\$110,821	\$116,953
3	C	\$57,157	\$63,291	\$69,423	\$75,557	\$81,690	\$87,823	\$93,955	\$100,088	\$106,221	\$112,354	\$118,487
4	D	\$58,692	\$64,825	\$70,958	\$77,090	\$83,223	\$89,356	\$95,489	\$101,621	\$107,754	\$113,887	\$120,020
5	E	\$60,225	\$66,358	\$72,491	\$78,624	\$84,756	\$90,890	\$97,022	\$103,155	\$109,288	\$115,420	\$121,553
6	F	\$61,759	\$67,891	\$74,022	\$80,157	\$86,288	\$92,423	\$98,554	\$104,688	\$110,821	\$116,953	\$123,086
7	G	\$63,291	\$69,423	\$75,557	\$81,690	\$87,823	\$93,955	\$100,088	\$106,221	\$112,354	\$118,487	\$124,619
8	H	\$64,825	\$70,958	\$77,090	\$83,223	\$89,356	\$95,489	\$101,621	\$107,754	\$113,887	\$120,020	\$126,153
9	I	\$66,358	\$72,491	\$78,624	\$84,756	\$90,890	\$97,022	\$103,155	\$109,288	\$115,420	\$121,553	\$127,686
10	J	\$67,891	\$74,022	\$80,157	\$86,288	\$92,423	\$98,554	\$104,688	\$110,821	\$116,953	\$123,086	\$129,220

**10% COLA JULY 2023**

**1.875% will be added to these salaries pursuant to Article 26-12 and tracked separately on the pay details**

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**PhD-** Doctorate degree from an accredited institution in a field pertinent to subject taught.

**Clark County School District  
Licensed Professional Salary Table FY 2024-2025  
Effective September 1, 2024 for CEY personnel and October 1, 2024 for CER personnel  
(For use for District SB 231 Reporting Purposes)**

Years	Education	BA & 8&I	BA+16	BA+32	MA	MA+16	MA+32	MA+48	PhD			
	PST	I	II	III	IV	V	VI	VII	VIII	IX	X	XI
1	A	\$58,420	\$65,043	\$71,666	\$78,290	\$84,914	\$91,536	\$98,161	\$104,784	\$111,407	\$118,031	\$124,654
2	B	\$60,076	\$66,699	\$73,322	\$79,944	\$86,569	\$93,192	\$99,816	\$106,439	\$113,063	\$119,686	\$126,310
3	C	\$61,730	\$68,355	\$74,977	\$81,602	\$88,226	\$94,849	\$101,472	\$108,095	\$114,719	\$121,342	\$127,966
4	D	\$63,387	\$70,011	\$76,635	\$83,257	\$89,881	\$96,505	\$103,128	\$109,751	\$116,374	\$122,998	\$129,621
5	E	\$65,043	\$71,666	\$78,290	\$84,914	\$91,536	\$98,161	\$104,784	\$111,407	\$118,031	\$124,654	\$131,277
6	F	\$66,699	\$73,322	\$79,944	\$86,569	\$93,192	\$99,816	\$106,439	\$113,063	\$119,686	\$126,310	\$132,933
7	G	\$68,355	\$74,977	\$81,602	\$88,226	\$94,849	\$101,472	\$108,095	\$114,719	\$121,342	\$127,966	\$134,589
8	H	\$70,011	\$76,635	\$83,257	\$89,881	\$96,505	\$103,128	\$109,751	\$116,374	\$122,998	\$129,621	\$136,245
9	I	\$71,666	\$78,290	\$84,914	\$91,536	\$98,161	\$104,784	\$111,407	\$118,031	\$124,654	\$131,277	\$137,901
10	J	\$73,322	\$79,944	\$86,569	\$93,192	\$99,816	\$106,439	\$113,063	\$119,686	\$126,310	\$132,933	\$139,557

**8% COLA September/October 2024**

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assess the sources of funding and determine whether funding is available to continue the pay increases for 'hard to fill vacant positions' and SPED positions; and shall negotiate over the additional compensation for SPED and Hard-to-fill positions for the 2025-2027 biennium. If no agreement is reached within 30 days, the SPED and Hard-to-fill position additional compensation will not be continued, subject to further negotiations and/or impasse resolution.

IN WITNESS WHEREOF, the parties have hereunto set their hands this 20 Day of December, 2023.


  
BOARD OF SCHOOL TRUSTEES FOR THE CLARK COUNTY SCHOOL DISTRICT

\_\_\_\_\_  
JESUS F. JARA  
Superintendent of Schools

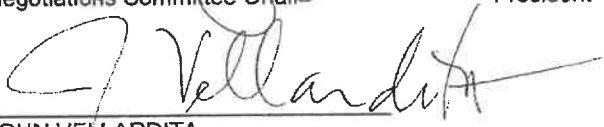
  
\_\_\_\_\_  
EVELYN GARCIA-MORALES  
President

  
\_\_\_\_\_  
LISA GUZMAN  
Clerk

FOR THE CLARK COUNTY EDUCATION ASSOCIATION

  
\_\_\_\_\_  
ANGIE JOYE  
Negotiations Committee Chair

  
\_\_\_\_\_  
MARIE NEISESS  
President

  
\_\_\_\_\_  
JOHN VELLARDITA  
Executive Director

## MEMORANDUM OF AGREEMENT

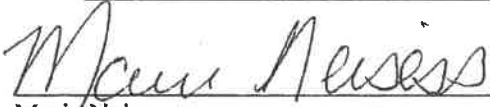
This Memorandum of Agreement (“Agreement”) is entered into between the Clark County School District (the “District”) and the Clark County Education Association (the “CCEA”). The parties agree as follows:

1. On December 20, 2023, an arbitrator certified as final and binding a collective bargaining agreement between the District and the CCEA (the “certified collective bargaining agreement”) pursuant to NRS 288.217(6).
2. The certified collective bargaining agreement includes the Licensed Professional Salary Tables (“PSTs”) attached hereto as Attachment A.
3. Upon further review of the PSTs attached hereto as Attachment A, the District and the CCEA agree that there the PSTs in Attachment A contain inadvertent errors.
4. Accordingly, the District and the CCEA agree to substitute the PSTs in Attachment A with the PSTs in Attachment B to correct the inadvertent errors.
5. This substitution will not result in any other changes to the certified collective bargaining agreement, including any other PSTs.

**CLARK COUNTY EDUCATION  
ASSOCIATION**

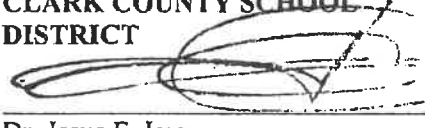
  
John Vellardita,  
Executive Director

Date: 1-29-24

  
Marie Neisess  
CCEA, President

Date: 1/29/24

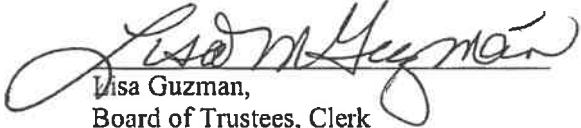
**CLARK COUNTY SCHOOL  
DISTRICT**

  
Dr. Jesus F. Jara  
Superintendent of Schools

Date: \_\_\_\_\_

  
Evelyn Garcia-Morales  
Board of Trustees, President

Date: 2/13/24

  
Lisa Guzman,  
Board of Trustees, Clerk

Date: 2/8/24

**Clark County School District**  
**Licensed Professional Salary Table FY 2023 - 2024**  
**Effective July 1, 2023 with an Implementation Date of February 1, 2024**  
**(For Illustrative Purposes)**

Years	Education	BA & BS1	BA+16	BA+32	MA	MA+16	MA+32	MA+48	PhD	IX	X	XI
	PST	I	II	III	IV	V	VI	VII	VIII			
1	A	\$55,127	\$61,376	\$67,626	\$73,876	\$80,126	\$86,375	\$92,627	\$98,876	\$105,126	\$111,376	\$117,626
2	B	\$56,689	\$62,939	\$69,188	\$75,437	\$81,688	\$87,937	\$94,189	\$100,438	\$106,688	\$112,938	\$119,188
3	C	\$58,249	\$64,501	\$70,750	\$77,001	\$83,251	\$89,502	\$95,751	\$102,001	\$108,251	\$114,501	\$120,751
4	D	\$59,814	\$66,064	\$72,314	\$78,563	\$84,813	\$91,064	\$97,314	\$103,563	\$109,813	\$116,063	\$122,313
5	E	\$61,376	\$67,626	\$73,876	\$80,126	\$86,375	\$92,627	\$98,876	\$105,126	\$111,376	\$117,626	\$123,876
6	F	\$62,939	\$69,188	\$75,437	\$81,688	\$87,937	\$94,189	\$100,438	\$106,688	\$112,938	\$119,188	\$125,438
7	G	\$64,501	\$70,750	\$77,001	\$83,251	\$89,502	\$95,751	\$102,001	\$108,251	\$114,501	\$120,751	\$127,001
8	H	\$66,064	\$72,314	\$78,563	\$84,813	\$91,064	\$97,314	\$103,563	\$109,813	\$116,063	\$122,313	\$128,563
9	I	\$67,626	\$73,876	\$80,126	\$86,375	\$92,627	\$98,876	\$105,126	\$111,376	\$117,626	\$123,876	\$130,126
10	J	\$69,188	\$75,437	\$81,688	\$87,937	\$94,189	\$100,438	\$106,688	\$112,938	\$119,188	\$125,438	\$131,689

**10% COLA JULY 2023**

1.875% has been added to the salaries herein for illustrative purposes pursuant to Article 26-12

Employees can progress on the salary schedule through PGS system without having to attain degrees or college credits.

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**Clark County School District**  
**Licensed Professional Salary Table FY 2024 - 2025**  
**Effective September 1, 2024 for CEY personnel and October 1, 2024 for CER personnel**  
**(For Illustrative Purposes)**

STEPS	Education	BA & BS1	BA+16	BA+32	MA	MA+16	MA+32	MA+48	PhD	IX	X	XI
	PST	I	II	III	IV	V	VI	VII	VIII			
1	A	\$59,537	\$66,286	\$73,036	\$79,786	\$86,536	\$93,285	\$100,037	\$106,786	\$113,536	\$120,286	\$127,036
2	B	\$61,224	\$67,974	\$74,723	\$81,472	\$88,223	\$94,972	\$101,724	\$108,473	\$115,223	\$121,973	\$128,723
3	C	\$62,909	\$69,661	\$76,410	\$83,161	\$89,911	\$96,662	\$103,411	\$110,161	\$116,911	\$123,661	\$130,411
4	D	\$64,599	\$71,349	\$78,099	\$84,848	\$91,598	\$98,349	\$105,099	\$111,848	\$118,598	\$125,348	\$132,098
5	E	\$66,286	\$73,036	\$79,786	\$86,536	\$93,285	\$100,037	\$106,786	\$113,536	\$120,286	\$127,036	\$133,786
6	F	\$67,974	\$74,723	\$81,472	\$88,223	\$94,972	\$101,724	\$108,473	\$115,223	\$121,973	\$128,723	\$135,473
7	G	\$69,661	\$76,410	\$83,161	\$89,911	\$96,662	\$103,411	\$110,161	\$116,911	\$123,661	\$130,411	\$137,161
8	H	\$71,349	\$78,099	\$84,848	\$91,598	\$98,349	\$105,099	\$111,848	\$118,598	\$125,348	\$132,098	\$138,848
9	I	\$73,036	\$79,786	\$86,536	\$93,285	\$100,037	\$106,786	\$113,536	\$120,286	\$127,036	\$133,786	\$140,536
10	J	\$74,723	\$81,472	\$88,223	\$94,972	\$101,724	\$108,473	\$115,223	\$121,973	\$128,723	\$135,473	\$142,224

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Effective July 1, 2023 with an Implementation Date of February 1, 2024  
(For use for District SB 231 Reporting Purposes)**

Years	Education	BA & BS I	BA+16	BA+32	MA	MA+16	MA+32	MA+48	PhD			
	PST	I	II	III	IV	V	VI	VII	VIII	IX	X	XI
1	A	\$54,093	\$60,225	\$66,357	\$72,489	\$78,621	\$84,753	\$90,885	\$97,017	\$103,149	\$109,281	\$115,413
2	B	\$55,626	\$61,758	\$67,890	\$74,022	\$80,154	\$86,286	\$92,418	\$98,550	\$104,682	\$110,814	\$116,946
3	C	\$57,159	\$63,291	\$69,423	\$75,555	\$81,687	\$87,819	\$93,951	\$100,083	\$106,215	\$112,347	\$118,479
4	D	\$58,692	\$64,824	\$70,956	\$77,088	\$83,220	\$89,352	\$95,484	\$101,616	\$107,748	\$113,880	\$120,012
5	E	\$60,225	\$66,357	\$72,489	\$78,621	\$84,753	\$90,885	\$97,017	\$103,149	\$109,281	\$115,413	\$121,545
6	F	\$61,758	\$67,890	\$74,022	\$80,154	\$86,286	\$92,418	\$98,550	\$104,682	\$110,814	\$116,946	\$123,078
7	G	\$63,291	\$69,423	\$75,555	\$81,687	\$87,819	\$93,951	\$100,083	\$106,215	\$112,347	\$118,479	\$124,611
8	H	\$64,824	\$70,956	\$77,088	\$83,220	\$89,352	\$95,484	\$101,616	\$107,748	\$113,880	\$120,012	\$126,144
9	I	\$66,357	\$72,489	\$78,621	\$84,753	\$90,885	\$97,017	\$103,149	\$109,281	\$115,413	\$121,545	\$127,677
10	J	\$67,890	\$74,022	\$80,154	\$86,286	\$92,418	\$98,550	\$104,682	\$110,814	\$116,946	\$123,078	\$129,210

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(For use for)	Education	BA & BS I	BA+16	BA+32	MA	MA+16	MA+32	MA+48	PhD			
	PST	I	II	III	IV	V	VI	VII	VIII	IX	X	XI
1	A	\$58,420	\$65,044	\$71,668	\$78,292	\$84,916	\$91,540	\$98,164	\$104,788	\$111,412	\$118,036	\$124,660
2	B	\$60,076	\$66,700	\$73,324	\$79,948	\$86,572	\$93,196	\$99,820	\$106,444	\$113,068	\$119,692	\$126,316
3	C	\$61,732	\$68,356	\$74,980	\$81,604	\$88,228	\$94,852	\$101,476	\$108,100	\$114,724	\$121,348	\$127,972
4	D	\$63,388	\$70,012	\$76,636	\$83,260	\$89,884	\$96,508	\$103,132	\$109,756	\$116,380	\$123,004	\$129,628
5	E	\$65,044	\$71,668	\$78,292	\$84,916	\$91,540	\$98,164	\$104,788	\$111,412	\$118,036	\$124,660	\$131,284
6	F	\$66,700	\$73,324	\$79,948	\$86,572	\$93,196	\$99,820	\$106,444	\$113,068	\$119,692	\$126,316	\$132,940
7	G	\$68,356	\$74,980	\$81,604	\$88,228	\$94,852	\$101,476	\$108,100	\$114,724	\$121,348	\$127,972	\$134,596
8	H	\$70,012	\$76,636	\$83,260	\$89,884	\$96,508	\$103,132	\$109,756	\$116,380	\$123,004	\$129,628	\$136,252
9	I	\$71,668	\$78,292	\$84,916	\$91,540	\$98,164	\$104,788	\$111,412	\$118,036	\$124,660	\$131,284	\$137,908
10	J	\$73,324	\$79,948	\$86,572	\$93,196	\$99,820	\$106,444	\$113,068	\$119,692	\$126,316	\$132,940	\$139,564

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	PST	I	II	III	IV	V	VI	VII	VIII	IX	X	XI
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10	J	\$69,188	\$75,437	\$81,688	\$87,937	\$94,189	\$100,438	\$106,688	\$112,938	\$119,188	\$125,438	\$131,689

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3	C	\$62,909	\$69,661	\$76,410	\$83,161	\$89,911	\$96,662	\$103,411	\$110,161	\$116,911	\$123,661	\$130,411
4	D	\$64,599	\$71,349	\$78,099	\$84,848	\$91,598	\$98,349	\$105,099	\$111,848	\$118,598	\$125,348	\$132,098
5	E	\$66,286	\$73,036	\$79,786	\$86,536	\$93,285	\$100,037	\$106,786	\$113,536	\$120,286	\$127,036	\$133,786
6	F	\$67,974	\$74,723	\$81,472	\$88,223	\$94,972	\$101,724	\$108,473	\$115,223	\$121,973	\$128,723	\$135,473
7	G	\$69,661	\$76,410	\$83,161	\$89,911	\$96,662	\$103,411	\$110,161	\$116,911	\$123,661	\$130,411	\$137,161
8	H	\$71,349	\$78,099	\$84,848	\$91,598	\$98,349	\$105,099	\$111,848	\$118,598	\$125,348	\$132,098	\$138,848
9	I	\$73,036	\$79,786	\$86,536	\$93,285	\$100,037	\$106,786	\$113,536	\$120,286	\$127,036	\$133,786	\$140,536
10	J	\$74,723	\$81,472	\$88,223	\$94,972	\$101,724	\$108,473	\$115,223	\$121,973	\$128,723	\$135,473	\$142,224

8% COLA September/October 2024

1.875% has been added to the salaries herein for illustrative purposes pursuant to Article 26-12

Employees can progress on the salary schedule through the PGS system without having to attain degrees or college credits.

**Definition of Classes- all must have a valid Nevada certification for the level or subject taught**

- BA-** Bachelor Degree from an accredited institution and a field pertinent to subject taught
- BA + 16-** Bachelor Degree plus 16 college credits from an accredited institution and a field pertinent to subject taught
- BA + 32-** Bachelor Degree plus 32 college credits from an accredited institution and a field pertinent to subject taught
- MA-** Master's Degree from an accredited institution and a field pertinent to subject taught
- MA +16-** Master's Degree plus 16 college credits from an accredited institution and a field pertinent to subject taught
- MA +32-** Master's Degree plus 32 college credits from an accredited institution and a field pertinent to subject taught
- MA +48-** Master's Degree plus 48 college credits from an accredited institution and a field pertinent to subject taught
- PhD-** Doctorate degree from an accredited institution in a field pertinent to subject taught.

**Clark County School District**  
**Licensed Professional Salary Table FY 2023-2024**  
**Effective July 1, 2023 with an implementation Date of February 1, 2024**  
**(For use for District SB 231 Reporting Purposes)**

Years	Education	BA & BS	BA+16	BA+32	MA	MA+16	MA+32	MA+48	PhD			
	PST	I	II	III	IV	V	VI	VII	VIII	IX	X	XI
1	A	\$54,093	\$60,225	\$66,358	\$72,491	\$78,624	\$84,756	\$90,890	\$97,022	\$103,155	\$109,288	\$115,420
2	B	\$55,626	\$61,759	\$67,891	\$74,022	\$80,157	\$86,288	\$92,423	\$98,554	\$104,688	\$110,821	\$116,953
3	C	\$57,157	\$63,291	\$69,423	\$75,557	\$81,690	\$87,823	\$93,955	\$100,088	\$106,221	\$112,354	\$118,487
4	D	\$58,692	\$64,825	\$70,958	\$77,090	\$83,223	\$89,356	\$95,489	\$101,621	\$107,754	\$113,887	\$120,020
5	E	\$60,225	\$66,358	\$72,491	\$78,624	\$84,756	\$90,890	\$97,022	\$103,155	\$109,288	\$115,420	\$121,553
6	F	\$61,759	\$67,891	\$74,022	\$80,157	\$86,288	\$92,423	\$98,554	\$104,688	\$110,821	\$116,953	\$123,086
7	G	\$63,291	\$69,423	\$75,557	\$81,690	\$87,823	\$93,955	\$100,088	\$106,221	\$112,354	\$118,487	\$124,619
8	H	\$64,825	\$70,958	\$77,090	\$83,223	\$89,356	\$95,489	\$101,621	\$107,754	\$113,887	\$120,020	\$126,153
9	I	\$66,358	\$72,491	\$78,624	\$84,756	\$90,890	\$97,022	\$103,155	\$109,288	\$115,420	\$121,553	\$127,686
10	J	\$67,891	\$74,022	\$80,157	\$86,288	\$92,423	\$98,554	\$104,688	\$110,821	\$116,953	\$123,086	\$129,220

10% COLA JULY 2023

1.875% will be added to these salaries pursuant to Article 26-12 and tracked separately on the pay details

Employees can progress on the salary schedule through the PGS system without having to attain degrees or college credits.

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**MA +32-** Master's Degree plus 32 college credits from an accredited institution and a field pertinent to subject taught  
**MA +48-** Master's Degree plus 48 college credits from an accredited institution and a field pertinent to subject taught  
**PhD-** Doctorate degree from an accredited institution in a field pertinent to subject taught.

**Clark County School District**  
**Licensed Professional Salary Table FY 2024-2025**  
**Effective September 1, 2024 for CEY personnel and October 1, 2024 for CER personnel**  
**(For use for District SB 231 Reporting Purposes)**

Years	Education	BA & BS	BA+16	BA+32	MA	MA+16	MA+32	MA+48	PhD			
	PST	I	II	III	IV	V	VI	VII	VIII	IX	X	XI
1	A	\$58,420	\$65,043	\$71,666	\$78,290	\$84,914	\$91,536	\$98,161	\$104,784	\$111,407	\$118,031	\$124,654
2	B	\$60,076	\$66,699	\$73,322	\$79,944	\$86,569	\$93,192	\$99,816	\$106,439	\$113,063	\$119,686	\$126,310
3	C	\$61,730	\$68,355	\$74,977	\$81,602	\$88,226	\$94,849	\$101,472	\$108,095	\$114,719	\$121,342	\$127,966
4	D	\$63,387	\$70,011	\$76,635	\$83,257	\$89,881	\$96,505	\$103,128	\$109,751	\$116,374	\$122,998	\$129,621
5	E	\$65,043	\$71,666	\$78,290	\$84,914	\$91,536	\$98,161	\$104,784	\$111,407	\$118,031	\$124,654	\$131,277
6	F	\$66,699	\$73,322	\$79,944	\$86,569	\$93,192	\$99,816	\$106,439	\$113,063	\$119,686	\$126,310	\$132,933
7	G	\$68,355	\$74,977	\$81,602	\$88,226	\$94,849	\$101,472	\$108,095	\$114,719	\$121,342	\$127,966	\$134,589
8	H	\$70,011	\$76,635	\$83,257	\$89,881	\$96,505	\$103,128	\$109,751	\$116,374	\$122,998	\$129,621	\$136,245
9	I	\$71,666	\$78,290	\$84,914	\$91,536	\$98,161	\$104,784	\$111,407	\$118,031	\$124,654	\$131,277	\$137,901
10	J	\$73,322	\$79,944	\$86,569	\$93,192	\$99,816	\$106,439	\$113,063	\$119,686	\$126,310	\$132,933	\$139,557

8% COLA September/October 2024

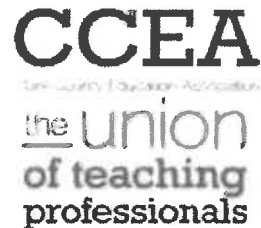
1.875% will be added to these salaries pursuant to Article 26-12 and tracked separately on the pay details

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**MA-** Master's Degree from an accredited institution and a field pertinent to subject taught  
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**MA +48-** Master's Degree plus 48 college credits from an accredited institution and a field pertinent to subject taught  
**PhD-** Doctorate degree from an accredited institution in a field pertinent to subject taught.

# **EXHIBIT C**

**Negotiated Agreement**  
**between the**  
**Clark County School District**  
**and the**  
**Clark County Education Association**



**2025-2027**

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**PREAMBLE**

This Agreement is made and entered into by and between the Clark County School District in the City of Las Vegas, County of Clark, in the State of Nevada, and the Clark County Education Association, effective August 14, 2025.

WHEREAS, the Clark County Board of School Trustees in the City of Las Vegas, County of Clark, State of Nevada, and the Clark County Education Association, the parties of this Agreement recognize and declare that providing the highest standards of education for the children of the District is their mutual aim and that the character of such education depends predominantly upon the quality and morale of the teaching staff, and

WHEREAS, the Board of School Trustees is the duly elected governing body of the District, with the powers as delegated by the laws of the State of Nevada, to formulate programs and policies for the operations of the District to be directed through their designated representative, the superintendent of schools, and

WHEREAS, the members of the teaching profession are particularly qualified to assist in the improvement of educational standards, and

WHEREAS, a free and open exchange of views is desirable and necessary by and between the parties hereto in their efforts to negotiate in good faith and with respect to wages, hours, and conditions of employment, and

WHEREAS, members of the teaching staff in the District have the right to join, or not join, any organization for their professional or economic improvements:

**NOW THEREFORE IT IS AGREED:**

**ARTICLE 25  
TEACHERS' CONTRACT OF EMPLOYMENT**

25-1 This Agreement shall be incorporated by reference and become a part of the teachers' contract of employment.

**ARTICLE 26  
PROFESSIONAL COMPENSATION**

26-1 The following definition of terms shall apply to Article 26 and any other applicable portions of this Agreement.

- a. Professional Salary Table (PST): The salary table shall be effective on July 1, 2025 (Table 1).
- b. Contact units earned for participation in designated coursework or professional development, in accordance with the September 1, 2023, PGS Reference Guide (see addendum).
- c. Professional Salary Table Column: On the PST, the columns across which those who earn contact units advance.
- d. Professional Salary Table Step: On the PST, the steps by which those who earn service credit advance.
- e. PGS Advisory Panel (made up of representatives from CCSD and CCEA): The panel which will hear disputes related to the interpretation and implementation of the PGS advancement process.
- f. NEPF: The Nevada Educator Performance Framework or any licensed personnel evaluation framework mandated by Nevada statute and/or CCSD policy (as applicable) for use during the time period of this Agreement.

26-2 Licensed personnel shall move from one column to the next on the salary table in accordance with the provisions below. For purposes of this section, use of the term NEPF shall refer to the Nevada Educator Performance Framework or to any licensed personnel evaluation framework mandated for use during the time period of this agreement.

26-2-1 With the exception noted in Article 26-2-2, all licensed personnel shall only move from one column to the next column on the salary table once every three years, and such movement shall occur as follows:

- a. Licensed employees may move across one column every three years consecutive, or combined, if the employee has completed 225 contact units in accordance with that individual's professional growth plan.
- b. Movement to a new column on the salary schedule shall be to the next column and then one step, as part of regular step movement, down on the salary schedule, i.e., move across and one step down. No licensed employee will be eligible for more than one step movement per year, in total.
- c. These provisions apply to Articles 26-2-1 and 26-2-2.
- d. The process for licensed employees to move across one column pursuant to this Article shall begin in the school year 2016-2017.

- e. Accumulated units may only be utilized to move across one column at a time; in other words, the same units may not be utilized as the basis for multiple column moves.

26-2-2 For the term of this agreement, licensed employees who are assigned to work in any designated Title 1, Tier 1, or Title 1, Tier 2, school for two consecutive school years, commencing with the 2016-2017 school year, and who are otherwise eligible to move across one column on the salary table may do so once every two school years, provided that:

- a. The licensed employee remains working in a Title 1, Tier 1, or Title 1, Tier 2 school for the two years while completing 225 contact units and;
- b. Title 1, Tier 1, and Title 1, Tier 2, schools as utilized in this section mean schools identified as Title 1, Tier 1, or Title 1, Tier 2, as of January of the prior school year, as determined by the Nevada Department of Education, and;
- c. If the licensed employee transfers to a school that is not a Title 1, Tier 1, or Title 1, Tier 2, school, then column movement will be implemented pursuant to Article 26-6, and the employee shall notify Human Resources that he/she is moving to the three-year track column movement.
- d. If the employee elects to move from a Title 1, Tier 1, and Title 1, Tier 2 school to one that is not in that category, then the contact units accumulated during the two-year time period shall apply to a three-year track column movement.

26-2-3 Master Practitioner and Leader Pathway and Employees Who Transfer to New Positions

- a. Eligibility: Educators applying for participation in the Master Practitioner and Leader Pathway (MPLP) are required to have earned a Master's Degree, National Board Certification, or have completed five years of teaching experience. Additionally, all applicants must be post-probationary and can demonstrate two years of effective or highly effective evaluations.
- b. Selection: Educator participation is determined through a jointly created selection process.
- c. Size of Pool: Two cohorts will be offered annually with no more than twenty-five educators in each cohort participating for a total of 50 potential participating educators.
- d. Population: The eligibility and selection of the MPLP candidates will be contingent upon current and maintained placement in chronically underperforming schools as annually defined by the Parties, unless no position is available within the candidate's licensure.
- e. Required to Attain: Once selected, each candidate will be required to complete a four-year program. Failure to complete may result in candidates being dropped from the program. During each year, candidates will be expected to complete coursework, portfolios, and micro-credentials in the areas of high-leverage instructional practices, intentional coaching, student and staff culture, family and community partnerships, and transforming

school-wide practices, as assigned. Candidates understand that expectations and assignments may change over the course of the program.

- f. Upon completion, the licensed employee shall be awarded the status of Master Practitioner and shall advance one column movement plus two steps, unless the salary schedule is modified and agreed upon by the parties.
- g. Activities completed for the MPLP may not be utilized for the accrual of contact units for a column advancement under Article 26-2-1 or Article 26-2-2 unless the candidate fails to complete the MPLP. Candidates who fail to complete the MPLP may utilize activities completed for the MPLP for the accrual of contact units after their participation in the program ends.
- h. Nothing in this agreement will prevent or delay an educator from utilizing contact units accrued from activities outside of the MPLP to receive a column advancement pursuant to the terms of Article 26-2-1 or 26-2-2 of this Agreement
- i. Licensed employees who transfer to the following positions that require a master's degree or doctorate shall be provided with a new placement on the PST in accordance with Article 26-8:

Audiologist  
Counselor  
School Mental Health Professional  
School Psychologist  
Social Worker  
Speech Language Pathologist

The School District, in its sole discretion, may decide to adjust the salary of current licensed employees who previously transferred to one of these positions. The School District shall determine the effective date of any such adjustment with no retroactive application.

26-2-4 Any dispute arising from a supervisor's denial of coursework and/or contact units toward column movement shall be handled in the following manner:

- a. The licensed employee shall seek informally to resolve the dispute by discussing the denial with his/her supervisor
- b. If the dispute is not resolved at that level, the licensed employee shall submit a standard appeal form to the PGS Advisory Panel. The appeal form shall include the reason(s) from the supervisor regarding why the course was not approved. This process shall be completed within two (2) weeks from the date of the submitted appeal.
- c. If the dispute is not resolved at that level, the appeal form shall be addressed through the grievance and arbitration process.
- d. If a licensed employee wishes to utilize the grievance and arbitration provisions of this Agreement to dispute salary placement under this provision (26-2-4), the licensed employee may do so provided that:

26-2-4-1 The employee provides notification on the appropriate grievance form utilizing the timelines prescribed under the grievance and arbitration provisions of this Agreement.

26-2-4-2 The employee waives his/her option to utilize the PGS Advisory Panel Process described herein in Article 26-2-4.

26-2-5 A licensed employee shall advance one (1) step on the professional salary table for each additional year during the term of this Agreement. Even if licensed employees move across to the next column in accordance with the provisions of Article 26-2-1, they are only eligible to move one step for each school year. However, a licensed employee hired after January 31, who has no previous teaching experience recognized by the School District, shall not be eligible for advancement to the next step until one year from the beginning of the ensuing school year.

26-2-6 Notwithstanding any provision of this Agreement to the contrary, there are licensed positions which may be determined by the District to be critical needs positions. In an effort to encourage licensed employees to accept and then to remain in those positions, the parties may negotiate new terms related to this issue under Article 26-5 of this Agreement.

26-2-7 The parties agree that the District will pay a column advancement for every employee who has completed their PGS requirements of meeting the 225 CUs per Article 26 of the CBA for each year of the contract (2025-2026 and 2026-2027). The effective date of the column advancement shall be the first pay period of each school year for that employee pursuant to their contract. The parties recognize that during the term of this agreement only, funding for column advancements comes in part from SB 500 of the 83<sup>rd</sup> (2025) Session of the Nevada Legislature.

26-3 Professional Growth System

26-3-1 The CCSD and CCEA believe it is important to maintain a professional learning system which leads to improvement in student learning and educator/licensed professional practice. The PST shall recognize professional growth which promotes significant contributions to student learning and educator/licensed professional practice, and is equally accessible by all members of the bargaining unit. The PST shall reward and encourage educators/licensed professionals to remain career-long learners in order to increase student learning, enhance and update relevant skills, and have educators/licensed professionals be visible models as learners to their students and colleagues. Therefore, the Professional Growth System ("PGS") referenced in Article 26-3-3 herein shall encourage Professional Growth Plan (PGP) proposals which use evidence of updated skills and measures of student performance as the basis for column movement along the PST.

CUs may be earned only as provided in the PGS Reference Guide, which the parties agree to update and revise as soon as possible. The update and revisions may include additional requirements for earning CUs, including but not limited to a pre-approved professional growth plan and more stringent requirements to ensure knowledge acquisition and improvement in performance.

26-3-2 The purpose of the PGS is as follows:  
a. Provide career options for licensed professionals who want to seek additional responsibility without leaving the classroom;

- b. Recognize and reward licensed professionals who attain and demonstrate knowledge and skills that improve instructional and professional practice, and;
- c. Recognize and reward improved licensed professional practices that are a factor in student learning and other student outcomes.

26-3-3 Consistent with the Professional Growth System Memorandum of Agreement between the CCSD and CCEA, the process for developing and implementing a Professional Growth Plan shall be as follows:

- a. Develop an Action Plan.
- b. Design the PGP.
- c. Propose and receive authorization for the PGP.
- d. Maintain evidence of the PGP.
- e. Undergo a yearly review of the PGP.
- f. Document accomplishments pertaining to the PGP.

26-4 Recruiting and retaining qualified classroom teachers in at-risk schools (as outlined in Article 26-2-2) is an important outcome of the professional salary schedule. Employees in at-risk schools, as identified in Article 26-2-2, who are eligible for the two-year column movement track, shall move one column in the year following successful completion of the two-year program as long as they remain in an at-risk school as defined by Article 26-2-2. Accordingly, the parties agree to monitor progress on achieving that outcome, and if needed, shall consider modifying this Agreement to ensure that placing and retaining qualified classroom teachers in at-risk schools is being accomplished.

26-5 If using college/university credits as part of the employee's Professional Growth Plan, only units as awarded in semester hours or the equivalent quarter hours secured after the requirements for the degree have been completed for the degree, in upper division or graduate courses recognized by the Commission on Professional Standards in Education, will be recognized for use in the Professional Growth Plan

26-6 Initial placement for licensed employees who are hired by the District, and who have no previous contracted licensed employee experience, shall be on Column 1, Step A

26-7 If a licensed employee has previously worked for School District within the past three school years, the employee will be placed on the PST step closest to, but not less than, the employee's previous licensed base salary with School District.

26-8 An experienced licensed employee new to the School District who has not been employed as a licensed employee within the previous three school years shall be placed on the PST as follows:

26-8-1 The School District will utilize the experienced employee's accumulated credits and experience to place the licensed employee on the PST.

26-8-2 Placement of an experienced licensed employee new to the District who has not been employed as a licensed employee within the previous three school years shall be discussed no later than November 30, 2017, for determination of placement processes in future years.

26-8-3 When determining such placement, the following provisions shall be in effect:

26-8-3-1 In addition to complying with Nevada Revised Statutes for placement of licensed personnel with licensed experience in the state of Nevada, the District shall credit the licensed employee with

professional growth credit for placement on the PST for any course(s) taken that is related to:

- (a) The licensed employee's PK-20 related major or minor field of preparation, and for this section PK-20 is defined as a degree in the education of students at any of the following levels:

- PK-14: Pre-School to Two-Year Degree
- PK-16: Pre-School to Four-Year Degree
- PK-18: Pre-School to Master's degree
- PK-20: Pre-School to Graduate Degree

- (b) The teacher's most recent licensed assignment, or
- (c) The licensed employee's present endorsement(s), excluding a substitute endorsement, or PK-20 related degree(s), or
- (d) Additional endorsement(s), excluding a substitute endorsement, being pursued by the licensed employee, or
- (e) Additional PK-20 related degree(s) being pursued by the licensed employee.
- (f) Professional development credits ONLY if such credits were received after a Bachelor's degree and were required for an "alternative route to licensure" program leading to a standard teaching license in another state.

26-8-3-2 "Most recent licensed assignment" is defined as the class or classes the employee was assigned or licensed to teach in the most recent school year, he/she worked, or the class or classes the employee was notified would be taught in the subsequent school year.

26-8-3-3 "Related to" is defined as courses in the subject area taught at the secondary level and the basic core subjects, such as, but not limited to, English, reading, math, and science at the elementary level.

26-8-3-4 "Additional endorsement(s) being pursued" is defined as taking the minimum number of courses which would qualify for an endorsement, or ten semester credit hours or the equivalent, approved by the Nevada Department of Education as meeting the requirements for an endorsement.

26-8-3-5 "Additional PK-20-related degree(s) being pursued" is defined as enrollment in a program leading to a PK-20-related degree, or other evidence which would indicate that the courses taken will lead to the awarding of a PK-20-related degree and which may be used for placement on the salary schedule in accordance with provisions of this Article.

26-8-3-6 With the exception of Article 26-8-3-1 (f), specifically excluded are courses which are not credit bearing toward a degree or in-service courses not offered by the District. In addition, the District may deny credit for courses which it deems are of a frivolous

nature or which are not related to the established curriculum of the District. The definition of frivolous shall be grievable.

26-8-3-7 Only PK-20-related, advanced degrees awarded by an accredited institution recognized by the Commission on Professional Standards in Education in a field pertinent to the position and valid in their entirety for Nevada certification for level and subject taught will be recognized for advancement on the salary schedule.

26-8-3-8 Non-educational, "professional" degrees such as doctors of chiropractic, homeopathy, veterinary or other medicine, dentistry, divinity, juris doctor, business, MBA, and similar degrees shall be awarded degree class placement on the licensed employees' salary schedule only if substantively related to the licensed employee's current assignment.

26-8-3-9 Licensed personnel required to take CEUs to maintain a professional accreditation that is required by the appropriate agency, as determined by that state's licensing regulations, shall be subject to the requirements and may use CEUs in lieu of professional growth. CEUs earned during the 2004-2005 school year and beyond may be used in lieu of professional growth credits at the rate of fifteen contact hours to one professional growth credit. CEUs must be earned through an appropriate, accredited provider.

26-9 The contracted salary of a licensed employee as specified in the schedules named in Article 26-1 shall be made in twenty-four (24) equal installments payable twice monthly, not to exceed twenty-four (24) payments per year.

26-10 ROTC instructors/ROTC instructor assistants shall be placed in accordance with the applicable provisions of Article 26-8, or in accordance with the ROTC instructor's/assistant's minimum instructor pay (MIP) in accordance with the applicable Defense Department regulations pertaining to minimum military instructor pay for ROTC instructors, whichever is higher.

26-11 Newly hired licensed school nurses shall be placed on the PST in accordance with Section 26-7 or 26-8, whichever is applicable. Newly-hired licensed school nurses shall be eligible for compensation on the Differentiated Salary Schedule after one (1) year of employment.

Licensed employees who teach a CTE Business and Industry Certified Nursing Assistant course shall be placed on PST in the same manner as licensed school nurses. Any licensed employee who currently teaches a CTE Business and Industry Certified Nursing Assistant Course shall have his/her salary adjusted accordingly.

26-12 Newly hired employees who possess an earned specialist degree will be placed on the PST in accordance with Article 26-8 and the following provisions:

26-12-1 Any school psychologist who completes (a) a specialist degree or (b) an equivalent program as that of a specialist and who receives a master's degree in school psychology from a university whose program is accredited by the National School Psychology Certification System and who is certified as such by the National Association of School Psychologists shall be eligible for placement on the PST in accordance with Section 26-6 or 26-8, whichever is applicable.

26-13 School District support professionals who are hired as licensed employees within one (1) year of resignation or retirement from service as a School District support professional shall be placed in the greater of:

(1) If the former support professional earned a Master's Degree or Doctorate in order to attain Nevada teacher licensure, the employee shall be placed on the PST column commensurate with his/her degree, and the School District shall recognize up to a maximum of three (3) years' experience as a School District support professional for salary placement; or

(2) On the PST step closest to, but not less than, the employee's support professional previous base salary, annualized to full-time if less than 12-month employees.

26-14 Newly hired social studies teachers who possess a juris doctor degree shall first be placed on the PST in accordance with Article 26-8.

26-15 Those licensed employees who, while serving in the U.S. Armed Forces, went to formal instructor training and taught full-time in a military training program shall be placed in accordance with the provisions of Article 26-7 or Article 26-8, as applicable, utilizing the instructor's previous base salary.

26-16 Licensed occupational teachers with an endorsement in business and industry assigned to teach a vocational subject at Southern Nevada Vocational Technical Center and Area Technical Trade Center or other non-comprehensive senior high schools or institutional programs where a degree is not required, and physical therapists and occupational therapists shall be placed on the PST in accordance with Article 26-8 and the following: This shall also apply to teachers in comprehensive high schools who are assigned to teach in nonacademic subjects which require a business and industry endorsement which endorsement is ineligible to be received on an educational elementary, secondary or special license.

26-17 The Superintendent or designee may, after consultation and agreement with the Association, recognize additional "service" credit for those covered under Articles 26-7 through Article 26-16.

26-18 Shared Contracts / Half-Time Contracts

Any licensed employee who accepts a shared contract shall be entitled to only one-half of the contribution paid by the District for health insurance benefits. This is not to be construed as an entitlement on the part of any licensed employee to a shared contract which may be conferred or renewed at the sole discretion of the District.

A shared contract shall consist of one full-time position at one school shared during one school year by two licensed employees who have agreed to accept such a contract.

Currently existing shared contracts will be allowed. The status of establishing new shared contracts will be reviewed annually. A shared contract will be eliminated when one partner leaves the shared contract for any reason, when the school decides to eliminate the shared contract, or when one partner in the shared contract falls below the surplus line.

If one partner leaves mid-year (i.e. resigns, dismissed, LOA), the remaining partner may request to assume the full contract or to resign.

If one partner submits resignation effective the end of the school year, remaining partner must take the full contract for the ensuing school year or resign.

If the school decides to allow the shared contract to continue in the ensuing year and both partners are above the surplus line, both are allowed to remain in the shared contract.

If one partner falls below the surplus line, the partner below the line is surplus, and the partner above the line must take the full contract or resign. If both partners fall below the surplus line, both are surplus, and their position becomes a vacancy.

If the shared contract will be eliminated at the end of the school year, the full contract shall be offered to both partners. If only one partner wants the position, he/she gets it, and the other resigns. If neither wants the full contract, they both resign. If both want the position, the partner with more District-wide seniority gets it, and the junior partner must be placed into a vacancy, or if there is no vacancy, be surplus, regardless of seniority (even if more senior than others on staff).

An employee in a shared contract cannot participate in Voluntary Transfer unless the school decides that the shared contract will be eliminated or it is determined that it is possible the employee will be surplus from the school. However, an employee in a shared contract may participate in the Second Voluntary Transfer after surplus, if one occurs.

If an employee in a shared contract participates in Voluntary Transfer in anticipation of being surplus, and obtains a position, the employee is not entitled to return to his/her previous position even if it turns out that the employee would not have been surplus (i.e., after Voluntary Transfer, school does not have to surplus anyone). In other words, once an employee participates in Voluntary Transfer and obtains a position, that employee cannot return to his/her previous position.

An employee who is surplus out of a shared contract:

1. May select a full-time position in Involuntary Transfer (at the surplus meeting); and
2. Shall be treated as a full-time employee in the RIF process.

The District will continue to pay the entire health benefit contribution on behalf of half-time licensed employees.

Half-Time Contract Rules

- a. May only seek a half-time position in Voluntary Transfer
- b. May only select a half-time position in Involuntary Transfer.

## 26-19 Differential Pay for Hard-to-Fill High-Vacancy Teaching Positions

26-19-1 For the 2025-2026 School Year, as determined by the vacancy rates existing as of March 31, 2025, (and March 31, 2026, for the 2026-2027 School Year), licensed employees in Title I schools that have the following vacancy rates shall be eligible for additional compensation, contingent upon funding from AB 398, in the amount of \$5,000 in addition to their base pay:

- a. For elementary schools, a vacancy rate of ten (10%) or higher
- b. For middle schools, a vacancy rate of twelve (12%) or higher
- c. For high schools, a vacancy rate of fifteen (15%) or higher

26-19-2 To receive this additional compensation, a licensed employee who works at a Title I school that meets the vacancy threshold pursuant to Article 26-19-1 must be a classroom teacher or spend a majority of their assigned duties teaching students in a classroom.

26-19-3 If a given school has used a substitute to temporarily fill an FTE licensed employee position, that position shall be designated as vacant and will count towards the vacancy percentage calculation of that school.

26-19-4 Special education teachers who teach in schools that meet the requirements above are eligible for the additional compensation regardless of whether they teach in a self-contained or non-self contained classroom.

26-19-5 To continue receiving this additional compensation, the teacher must either remain at the eligible school or transfer to another school that also meets the requirements above. If the teacher transfers to a school that meets the requirements above, the majority of the teacher's assigned duties must be teaching students in a classroom.

26-19-6 For the 2025-2026 School Year, if a teacher, who spends the majority of their assigned duties teaching students in a classroom, teaches at a Title I school that does not meet the above vacancy threshold, they will still be eligible for the additional compensation of \$5,000 if they teach in the following hard to fill subjects, and if such subjects are suffering from a critical labor shortage:

- a. English Language Arts
- b. Mathematics
- c. Science
- d. Special Education

The parties shall determine which of the above subjects, if any, qualify as critical labor shortage positions.

26-19-7 For the 2026-2027 School Year, Articles 26-19-1 through 26-19-6 shall apply.

26-20 The Parties also agree that the District will pay a step increase in each year of the contract (2025-2026 and 2026-2027) for every eligible employee of the bargaining unit. Effective date of the step increases shall be on the first pay period of each school year (2025-2026 and 2026-2027) for that employee pursuant to their contract. First-year employees are not eligible for a step increase in their first year. The parties recognize that, during the term of this agreement only, funding for step increases comes in part from SB 500 of the 83<sup>rd</sup> (2025) Session of the Nevada Legislature.

26-21 Licensed employees whose most recent licensed contract was as a CCSD School District administrator shall be placed on the PST utilizing Article 26-8 and the following provisions:

26-21-1 If the former administrator is assigned to a classroom position, he/she shall be placed on the PST pursuant to Article 26-8 and then moved two (2) columns to the left and two (2) steps up.

26-21-2 If the former administrator is assigned to a non-classroom position, he/she shall be placed on the PST pursuant to Article 26-8 and then moved four (4) columns to the left.

26-21-3 If and whenever a former administrator leaves a classroom position and is assigned to a non-classroom position, his/her salary will be adjusted according to Article 26-21-2.

- 26-21-4 Current licensed employees who were former CCSD School District administrators shall have their salaries adjusted pursuant to this Article 26-21. Any adjusted salaries will take effect on the first pay period of the 2025-2026 contract year with no retroactive application.
- 26-22 Licensed employees whose most recent teaching experience was for another country and paid in that country's currency shall be placed on the PST utilizing Article 26.8.
- 26-23 Licensed employees who are special education case managers with a ninety-five percent (95%) compliance rate on their IEPs will be compensated for two (2) additional days of pay at their contractual rate of pay at the conclusion of each semester (which is not PERS sensitive). Licensed employees shall receive no more than four (4) additional days of pay for the completion of their IEPs each school year.
- 26-24 Beginning July 1, 2022, CCSD will offer all Licensed employees assigned to a Tier-1 school an opportunity to achieve their TESL/ELAD endorsement. CCSD will pay for the cost of the TESL/ELAD endorsement for the licensed educators referenced in this article. Beginning on July 1, 2025, the amount of reimbursement for the endorsement will be capped at \$2,500.
- 26-25 The Differentiated Salary Program for Other Licensed Professionals is detailed in the below table.
- 26-26 Salary Review and Adjustment Process
- 26-26-1 A Salary Review and Adjustment Process ("SRAP") will take place during the term of this Agreement.
- 26-26-2 The School District shall have sole discretion to determine how many salary adjustments are made pursuant to the SRAP.
- 26-26-3 There shall be no retroactive implementation of any salary adjustment made pursuant to the SRAP.
- 26-26-4 There are two groups of licensed employees who may request a salary review pursuant to the SRAP:
- a. Licensed employees who were negatively affected by the compaction of salaries due to the June 2022 MOA that modified the first column of the PST.
  - b. Current licensed employees who were not placed on the February 1, 2024, salary table based upon experience and education.
- 26-26-5 Only licensed employees who provide the necessary evidence and documentation to demonstrate that they qualify for a salary adjustment will be eligible for a salary adjustment. The following documentation is required to be considered for a salary review and adjustment:
- a. CCSD Offer of Employment Letter and/or a CCSD Salary Progression Report,

- b. All licenses and endorsements from any state in which the licensed employee taught;
- c. Proof of educational attainment from an accredited institution with unofficial or official University transcripts that must include:
  - i. Major or primary area of focus
  - ii. degree awarded; and
  - iii. degree conferral date.
- d. Educational degrees and college credits pertinent to the subject matter the licensed employee currently teaches.
- e. Proof of years of experience.
  - i. When the salary schedule changed in 2015-2016, some licensed employees may not have received full credit for their experience due to the caps on steps on the previous salary schedule. Any such prior experience shall not be considered in calculating experience in the SRAP.

26-26-6 Salary Review and Adjustment Process:

- a. A licensed employee who wants to have his/her salary placement reviewed must submit a request to the Association. Licensed employees who have already submitted the required documentation to the Association are not required to resubmit a request for review.
- b. Licensed employees must submit the required documentation to the Association prior to October 1, 2025. If a licensed employee fails to submit the required documentation by this deadline, he/she shall not be eligible for a salary adjustment during the 2025-2026 contract year.
- c. The Association shall review each licensed employee's required documentation to determine if he/she meets the criteria to be eligible for a salary adjustment. This determination must be agreed upon by the School District.
- d. All licensed employees who request a review shall be notified of the results. All reviews and results are final and not subject to appeal or the grievance procedure.

26-26-7 The School District shall grant salary adjustments to eligible licensed employees based on district-wide seniority in the following order up to a maximum cost of \$10 million for fiscal year 2026:

- a. Licensed Employees who have been affected by compaction.
- b. Licensed Employees in Title 1 schools.
- c. Licensed Employees in non-Title 1 schools.
- d. The effective date of any salary adjustment granted in fiscal year 2026 shall be agreed to by the parties.

26-26-8 The SRAP shall be repeated in fiscal year 2027, subject to available funds.

- a. Licensed employees who were found eligible for a salary adjustment in fiscal year 2026 but were not given the adjustment shall be the first in line for an adjustment in fiscal year 2027, based upon available funding.
- b. Licensed employees who were hired before February 1, 2024, who have not yet submitted a request for a salary placement review, can submit a request as outlined in Articles 26-26-4 and 26-26-5(a-e) above during the period of January 1, 2026, through February 27, 2026.
- c. The January 1, 2026, through February 27, 2026, review period shall be the final phase of the SRAP.
- d. Pending available funding, the effective date of any salary adjustment granted in fiscal year 2027 shall be agreed to by the parties

26-26-9 For all licensed employees who were eligible for a salary adjustment and did not receive one due to a lack of funding, the parties agree to complete the placement process in the 2027- 2028 school year. To that end, the parties agree to jointly lobby for additional funding to address this issue during the 2027 Nevada Legislative Session.

26-27 2027-2028 Differential Pay Schedule for Hard-to-Fill High-Vacancy Positions

- 26-27-1 Effective the beginning of the 2027-2028 School Year, employees in Title I schools with a vacancy rate of seven (7%) or more, for two (2) or more consecutive school years, shall be eligible for additional compensation to their base pay.
- 26-27-2 On or before the final school day of the 2026-2027 School Year, the parties shall come to an agreement on which schools meet the above eligibility requirements
- 26-27-3 To receive additional compensation, a licensed employee who works at a school that meets the vacancy threshold pursuant to Article 26-27-1 must spend a majority of their assigned duties teaching students in a classroom.
- 26-27-4 To continue receiving this additional compensation, the teacher must either remain at the eligible school or transfer to another school that also meets the requirements above. If the teacher transfers to a school that meets the requirements above, the majority of the teacher's assigned duties must be teaching students in a classroom
- 26-27-5 Special education teachers who teach in schools that meet the requirements above are eligible for the additional compensation regardless of whether they teach in a self-contained or non self-contained classroom.
- 26-27-6 For each fiscal year, the District shall reserve an amount of funds sufficient to carry out any increase in the salary of a licensed educator.
- 26-27-7 The parties shall work together to secure funding for this differential pay schedule during the 2027 Nevada Legislative Session.

**LICENSED PROFESSIONAL SALARY TABLE**

Fiscal Year 2025-2026 Effective 07/01/2025  
 PERS increase of 3.25% (Employee Burden of 1.625%)

*Employees can progress on the salary schedule through the PGS system without having to attain degrees or college credits.*


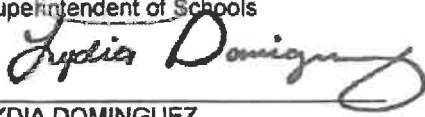
**Definition of Classes - all must have a valid Nevada certification for the level or subject taught**


- \*All Classes must be in a field pertinent to subject taught
- BA - Bachelor's degree from an accredited institution
- BA + 16 - Bachelor's degree plus 16 college credits from an accredited institution
- BA + 32 - Bachelor's degree plus 32 college credits from an accredited institution
- MA - Master's Degree from an accredited institution
- MA + 16 - Master's Degree plus 16 college credits from an accredited institution
- MA + 32 - Master's Degree plus 32 college credits from an accredited institution
- MA + 48 - Master's Degree plus 48 college credits from an accredited institution
- PhD - Doctorate degree from an accredited institution

Year	Education	BA & B&I	BA+16	BA+32	MA	MA+16	MA+32	MA+48	PhD	IX	X	XI
	PST	I	II	III	IV	V	VI	VII	VIII			
1	A	\$57,471	\$63,986	\$70,501	\$77,018	\$83,534	\$90,049	\$96,566	\$103,081	\$109,597	\$116,113	\$122,628
2	B	\$59,100	\$65,615	\$72,131	\$78,645	\$85,162	\$91,678	\$98,194	\$104,709	\$111,226	\$117,741	\$124,257
3	C	\$60,727	\$67,244	\$73,759	\$80,276	\$86,792	\$93,308	\$99,823	\$106,338	\$112,855	\$119,370	\$125,887
4	D	\$62,357	\$68,873	\$75,390	\$81,904	\$88,420	\$94,937	\$101,452	\$107,968	\$114,483	\$120,999	\$127,515
5	E	\$63,986	\$70,501	\$77,018	\$83,534	\$90,049	\$96,566	\$103,081	\$109,597	\$116,113	\$122,628	\$129,144
6	F	\$65,615	\$72,131	\$78,645	\$85,162	\$91,678	\$98,194	\$104,709	\$111,226	\$117,741	\$124,257	\$130,773
7	G	\$67,245	\$73,759	\$80,276	\$86,792	\$93,308	\$99,823	\$106,338	\$112,855	\$119,370	\$125,887	\$132,402
8	H	\$68,873	\$75,390	\$81,904	\$88,420	\$94,937	\$101,452	\$107,968	\$114,483	\$120,999	\$127,515	\$134,031
9	I	\$70,501	\$77,018	\$83,534	\$90,049	\$96,566	\$103,081	\$109,597	\$116,113	\$122,628	\$129,144	\$135,660
10	J	\$72,131	\$78,645	\$85,162	\$91,678	\$98,194	\$104,709	\$111,226	\$117,741	\$124,257	\$130,773	\$137,289

2026. IN WITNESS WHEREOF, the parties have hereunto set their hands this 26<sup>th</sup> Day of March,

**BOARD OF SCHOOL TRUSTEES FOR THE CLARK COUNTY SCHOOL DISTRICT**

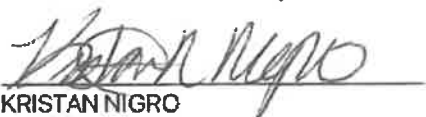
  
\_\_\_\_\_  
JHONE EBERT  
Superintendent of Schools  


  
\_\_\_\_\_  
EMILY STEVENS  
President  
Board of School Trustees

\_\_\_\_\_  
LYDIA DOMINGUEZ  
Clerk  
Board of School Trustees

**FOR THE CLARK COUNTY EDUCATION ASSOCIATION**

  
\_\_\_\_\_  
DANIELLE KNOEPEL  
Negotiations Committee Chair

  
\_\_\_\_\_  
KRISTAN NIGRO  
President

  
\_\_\_\_\_  
JOHN VELLARDITA  
Executive Director

**EXHIBIT D**

**The purpose of this guide is to provide tools and resources to develop a Professional Growth Plan (PGP) to accumulate Contact Units (CUs) to move across columns on the Professional Salary Table (PST). This guide provides parameters for professional development activities including established CU values and verification forms for professional development activities.**

Educators/licensed professionals have many options to participate in professional development activities aligned to their PGP that is developed collaboratively with their supervisor. In general, professional development activities are assigned CUs associated with the time that the educator/licensed professional participates in these activities outside of the contractual workday. Each educator/licensed professional is responsible for maintaining all documentation in alignment with his/her PGP and ensuring that the professional learning activities count toward CUs for column movement.

## Contact Units

- Each CU translates into 180 minutes (3 hours) of clock time unless specified by this document.
- Unless specified by this document, only time outside of the regular contractual workday may accrue CUs.
  - If an educator/licensed professional is paid his/her contractual rate on an hourly basis or for an extended contractual workday or year, the time is excluded from counting toward CUs.
  - Site-Based Collaboration Time is excluded from counting toward CUs.
- Professional development activities must be related to the educator/licensed professional's assignment. Please refer to Article 26-10-4 (sections 1 through 9) of the Negotiated Agreement.
- Professional development activities may be aligned to professional growth related to goals in any of the following areas:
  - Nevada Educator Performance Framework (NEPF) Goal(s)
  - School/Site Goal(s)
  - District Goal(s)
  - Career Pathway Goal(s)
  - School Community Goal(s)
- If an educator/licensed professional is paid the supplemental instruction rate or a stipend for the professional development activity, he/she will accrue CUs at the rate of one CU for 360 minutes (6 hours) of clock time.
- A minimum of 225 CUs is needed for column movement.
- Returning teachers may only accrue CUs if there is an approved annual *Professional Growth Plan* in place.
- In alignment with Employee Onboarding requirements, newly hired educators/licensed professionals may begin accruing CUs for Employee Onboarding activities on the start date of their contract without having a *Professional Growth Plan* in place, with the understanding that all educators/licensed professionals must have an approved *PGP* by the last business day of October or four weeks after their starting date.

Scan with a mobile device or enter the URL into an Internet browser to view a video of CCSD Superintendent Pat Sitorkowsky and CCEA Executive Director John Vallardita discussing the Professional Growth System.



<http://bit.ly/CCSD-PGP>

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## Title I, Tier III and Non-Title I Schools and Centrally Assigned Educators/Licensed Professionals

- Educators/licensed professionals who serve at a Title I, Tier III or Non-Title I School are eligible for the three-year track.
- Educators/licensed professionals who are centrally assigned are eligible only for the three-year track unless all assignments are in Title I, Tier I and Title I, Tier II, Schools.
- Maximum CUs refers to the limit of CUs that can be earned in that activity for each column movement.
- Each school's tier designation is annually determined by the Nevada Department of Education.

## Title I, Tier I and Title I, Tier II Schools and Self-Contained Special Education Teachers

- Educators/licensed professionals who serve exclusively at a Title I, Tier I or Title I, Tier II, School and Special Education Teachers in a Self-Contained classroom are eligible for the two-year track and eligible for different professional development activities and CU maximums.
- Specific information is provided for additional options for educators/ licensed professionals in these schools or positions.
- Maximum CUs refers to the limit of CUs that can be earned in that activity for each column movement.
- Each school's tier designation is annually determined by the Nevada Department of Education.

## Professional Growth Plan Process

The PGP will empower educators/licensed professionals to chart their own path toward instructional and professional growth. The goal of the development process is to align system activities with the natural cycle of goal setting as part of the Nevada Educator Performance Framework (NEPF). The process for making a proposal under the Professional Growth System (PGS) shall include the following steps.

### Step 1

#### Develop an Action Plan

**Choose your path according to your own needs and those of your students.**

The educator/licensed professional shall fill in the information requested in Step 1 of the *Professional Growth Plan (CCF-PGS1)*, which allows all parties to have a better understanding of the context, purpose, and expectation of the PGP. Information may include, but is not limited to:

1. Current professional position.
2. Brief description of the educator/licensed professional's current work, including whether he/she is a facilitator, mentor, teacher (grade level, subject, number of classes), etc.
3. Brief description of assignment, including any appropriate information about the students and other background information (e.g., IEP, accommodations and/or modifications) and of the method of movement along the PST that is the focus of the educator/licensed professional's PGP.

### Step 6

#### Document Accomplishments Pertaining to the Professional Growth Plan

**Submit your final documents to receive approval for your column movement.**

The documenting of accomplishments pertaining to the PGP should be evidence-based on NEPF Standards and Indicators in accordance with state law. The evidence should be clear on the connections between course work and student learning. Students' abilities should inform expectations of student academic growth.

Educator/licensed professional reflection takes time, training, and practice. Documentation of PGP accomplishments includes time spent analyzing and reflecting upon connections among documented accomplishments, focusing on instructional or professional challenges encountered, and discussing plans for continued professional growth and efforts that have an impact on student/adult learning.

#### Connecting the NEPF

- How can you develop an action plan that will align your NEPF goal(s) to your PGP? Your PGP will serve as evidence toward your NEPF Standards and Indicators.
- Reflect upon your practice and take ownership of your own professional growth through targeted and sustained professional learning opportunities.
- Incorporate your PGP into your NEPF goal setting and pre/post conferences, and use reflection as a vehicle toward a continual upward spiral of growth.

### Step 4

#### Maintain Evidence of the Professional Growth Plan

**Keep formative documentation of progress toward your PGP.**

Educators/licensed professionals will be required to maintain formative documentation of progress toward completion of the PGP. The *Contact Unit Log (CCF-PGS3)* will record CUs completed. The *Contact Unit Verification Form (CCF-PGS2)* will summarize professional learning, have attached evidence, and allow for educators/licensed professionals to review the impact on instructional and professional practice.

Professional growth opportunities shall be selected from among the provided list of options. The activities selected must connect deeply with the focus areas of the PGP in a manner that is consistent with the NEPF and District and/or department or school goals, and shall align with the needs of students served by the educator/licensed professional.

Supervisors and educators/licensed professionals will complete the questions listed in step 4 of the Professional Growth Plan document and give growth-based, reflective feedback during the Mid-Cycle Review step of the regular NEPF Evaluation Cycle. This feedback will record reflections by both supervisor and educator/licensed professional, and may serve as evidence of growth toward the professional responsibilities standard(s) for the educator/licensed professional if he/she wishes to use such evidence in that manner.

### Step 5

#### Yearly Review of The Professional Growth Plan

**Review your PGP progress annually.**

The PGP will be reviewed annually with the educator/licensed professional and the supervisor to track progress and adjust as needed. The yearly review may be incorporated as part of goal setting and pre/post NEPF conferences. The PGP shall include details of student/adult learning, class/student demographics, connections to professional learning opportunities taken, and the impact on educator/licensed professional's practice. Annually, planned activities may be adapted in order to continue and update alignment with the educator/licensed professional's professional growth goals.

## Step 2

### Design the Professional Growth Plan

Self-assess and work collaboratively with your supervisor to develop a clear path.

Using the *Professional Growth Plan (CCF-PGS1)* form, the educator/licensed professional self-assesses and then works collaboratively with the supervisor to set goals. The key actions are to analyze student data, reflect on past performance, and identify a student learning goal and/or professional practice goal that will serve as the focus of the PGP. The plan should outline a clear path for action that will support the educator/licensed professional's professional growth and improvement, align with school and/or District goals, leverage existing professional development and expertise from within the school/District where possible, impact school climate, and may include teacher-generated school and District assessment(s).

1. The PGP applies to all educators/licensed professionals and should support the NEPF's goals of:
  - a. Positively impacting the achievement of students in Nevada (Clark County);
  - b. Growing professionally through targeted, sustained professional development and other supports;
  - c. Monitoring student growth, identifying and developing quality instructional practices, and sharing effective educational methods with colleagues;
  - d. Reflecting upon practice and taking ownership for their professional growth; and
  - e. Participating in constructive dialogue and obtaining specific, supportive feedback from evaluators.
- b. The PGP shall be the exclusive work product of the educator/licensed professional who has the sole responsibility to maintain and submit evidence of progress toward professional growth under the plan for their evaluation. The plan can be mapped out as an individual, small group, or as an agreed upon schoolwide plan to address specific needs. The educator/licensed professional has the sole discretion to opt out of portions of a schoolwide PGP if there is a demonstrated reason that the proposed PGP does not meet the instructional or professional practice needs of the educator/licensed professional. Further, provisions and accommodations shall be made if an educator/licensed professional's supervisor changes in the process of working toward attainment of the 225 CUs.
- c. In order to complete an individually designed PGP, the educator/licensed professional will determine focus areas for professional growth based upon student learning goals, professional practice goals, NEPF (or current) evaluation, career pathway goals, school/site goals, school community goals, and District goals.
  - a. Development of the PGP will include both the input of the educator/licensed professional and his/her supervisor.
  - b. Those programs that follow a designated path of coursework requirements may be utilized within a PGP. Designated programs will include, but are not limited to, successful completion of: National Board Certification, applicable Master's Degree programs, and applicable Doctoral Degree programs.

*\*NOTE: Verification of qualifying coursework for license renewal shall be the sole responsibility of the educator/licensed professional. Not all CUs will apply to the Nevada license renewal process.*

## Step 3

### Finalize the Professional Growth Plan

Propose your PGP to your supervisor.

The educator/licensed professional shall present the proposed *Professional Growth Plan (CCF-PGS1)* to the supervisor for final review and feedback. If the PGP is not mutually agreed upon by the educator/licensed professional and supervisor, the educator/licensed professional shall be given no fewer than seven (7) days to make adjustments and resubmit. The PGP must be finalized by the last day of October in order to be implemented in the same academic year. While this should be a collaborative effort between the educator/licensed professional and the supervisor, the supervisor shall not substitute his/her own goal(s) for that of the educator/licensed professional's so long as the proposed PGP meets the specified criteria.

The supervisor shall authorize the final PGP according to specified criteria to be mutually agreed upon between the District and CCEA and the educator/licensed professional shall submit documentation in a manner described in this guide. Such authorization shall not be unreasonably denied. If the PGP is not authorized by the supervisor, he/she shall offer feedback and the educator/licensed professional shall be given up to twenty-one (21) calendar days to make adjustments and resubmit. If the educator/licensed professional does not agree with the supervisor's decision, an appeal can be submitted (See CCSD/CCEA Negotiated Agreement, Article 26-2.4).



## Professional Development Activities

Activity	Contact Units	Description and Limitations
District Professional Development	<ul style="list-style-type: none"> <li>1 CU for each 180 minute time period</li> <li>5 CUs for each 1 PDE credit (1 PDE credit = 15 hours)</li> </ul>	Professional development must be taken and accrued in full CUs. The minimum amount of time for 1 course must be 3 hours. For example, 1 course may occur once a week for an hour over 3 weeks. The professional development must be related to the educator/licensed professional's assignment, license, or professional growth goals.
School/Site Professional Development	<ul style="list-style-type: none"> <li>1 CU for each 180 minute time period</li> </ul>	Professional development must be taken and accrued in full CUs. The minimum amount of time for 1 course must be 3 hours. For example, 1 course may occur once a week for an hour over 3 weeks. The professional development must be related to the educator/licensed professional's assignment, license, or professional growth goals.
CCEA/The Nevada Collaboratory Professional Development	<ul style="list-style-type: none"> <li>1 CU for each 180 minute time period</li> <li>Attending a Course Series (e.g., Diversity Series, Research Series, Content Series, etc.) includes 1 CU for each 180 minute time period for both in-class and specified out-of-class time.</li> </ul>	Professional development must be taken and accrued in full CUs. The minimum amount of time for 1 course must be 3 hours. For example, 1 course may occur once a week for an hour over 3 weeks. The professional development must be related to the educator/licensed professional's assignment, license, or professional growth goals.
RPDP Professional Development Workshops or Courses	<ul style="list-style-type: none"> <li>1 CU for each 180 minute time period</li> <li>For each 3-hour session, 1 additional hour of specified out-of-class time is included.</li> </ul>	Professional development must be taken and accrued in full CUs. The minimum amount of time for 1 course must be 3 hours. For example, 1 course may occur once a week for an hour over 3 weeks. The professional development must be related to the educator/licensed professional's assignment, license, or professional growth goals.  <b>Note: RPDP courses which are taken for UNLV credits are subject to the requirements for credits from colleges and universities (see page 10).</b>

The following documentation is required for the above activities:

In addition to the completed *Contact Unit Verification Form (CCF-PGS2)*, these professional learning activities require a certificate of completion or transcript upon completion of the course.

Activity	Contact Units	Description and Limitations
Vegas PBS GOAL Courses	<ul style="list-style-type: none"> <li>1 CU for each 180 minute time period</li> <li>1.5 Vegas PBS GOAL credits are equivalent to 24 hours; therefore, 8 CUs.</li> </ul>	These courses are offered through Vegas PBS only for professional development credit. The course must be related to the educator/licensed professional's licensed assignment, license, or professional growth goals.
Professional/ Specialty License Continuing Education Units (CEUs)	<ul style="list-style-type: none"> <li>1 CU for each 180 minute time period</li> </ul>	<p>CEUs are for licensed professionals who hold a specialty professional license, such as a social worker, psychologist, or the equivalent requirements for an educator/licensed professional licensed through the business and industry route.</p> <p>CEUs must be related to the educator/licensed professional's licensed assignment, license, or professional growth goals.</p> <p>School Counselors may accrue CUs for Continuing Education Units offered through American School Counselor Association (ASCA) University.</p> <p>All educators/licensed professionals may use CEUs issued by the Nevada Department of Education to accrue CUs.</p>

The following documentation is required for the above activities:

In addition to the completed *Contact Unit Verification Form (CCF-PGS2)*, these professional learning activities require a certificate of completion or transcript upon completion of the course.

**Reminder: Any paid hours at \$22 per hour accrue CUs at the ½ rate.**

## Professional Development Activities



Activity	Contact Units	Description and Limitations
Attendance at professional development conferences provided by organizations officially recognized by the educational profession or content area at the state, local, or national levels.	<ul style="list-style-type: none"> <li>1 CU for each 180 minute time period</li> </ul>	<p>Organizations may be the National Council of Teachers of Mathematics (NCTM), the National Council of Teachers of English (NCTE), or similar state-level organizations. Attendance at conferences which contain days/hours outside of the contractual workday may be counted and travel time is not counted.</p> <p>The professional development conference must be related to the educator/licensed professional's assignment, license, or professional growth goals.</p>

The following documentation is required for the above activity:

In addition to the completed *Contact Unit Verification Form (CCF-PGS2)*, this professional learning activity requires a certificate of completion or transcript or other documentation displaying evidence of attendance at the conference, such as a documentation log of times with sessions attended and proof of registration.

Activity	Contact Units	Description and Limitations
Professional Learning Related to Extracurricular Assignment	<ul style="list-style-type: none"> <li>1 CU for each 180 minute time period</li> <li>Maximum 8 CUs</li> </ul> <p><b>Title I, Tier I and Tier II, Schools:</b></p> <ul style="list-style-type: none"> <li><b>Maximum 16 CUs</b></li> </ul>	<p>In order for this activity to count toward column movement, the professional learning session must not be required for the educator/licensed professional's licensed assignment (i.e., First Aid or Safety) and must be directly related to 1 of the following:</p> <ol style="list-style-type: none"> <li>Technical expertise in the area of the extracurricular activity;</li> <li>Motivation, team-building, or fostering of an inclusive environment;</li> <li>The coaching or instruction of students in the area of the extracurricular activity; or</li> <li>Prevention of bullying, harassment, hazing, or other factors which impede the maintenance of a positive extracurricular experience.</li> </ol>

The following documentation is required for the above activity:

In addition to the completed *Contact Unit Verification Form (CCF-PGS2)*, this professional learning activity requires a certificate of completion or transcript upon completion of the course.

For additional provisions regarding "related to the educator/licensed professional's assignment," see the Negotiated Agreement.

## Task Force Participation



Activity	Contact Units	Description and Limitations
Writing, developing, or evaluating Districtwide curriculum as part of a Districtwide or state task force	<ul style="list-style-type: none"> <li>1 CU for each 180 minute time period</li> <li>Maximum 30 CUs</li> </ul>	Individuals are selected to participate on Districtwide or state curriculum task forces, including textbook adoption.

The following documentation is required for the above activity:

In addition to the completed *Contact Unit Verification Form (CCF-PGS2)*, this professional learning activity requires pre-approval from the responsible administrator of the task force prior to participation, work evidence, and a documentation log of the hours and activities, including agendas from the sessions.

**Reminder: Any paid hours at \$22 per hour accrue CUs at the ½ rate.**



## Presenting Professional Development

Activity	Contact Units	Description and Limitations
Teaching a professional development course at a school/site for a minimum of 5 attendees.	<ul style="list-style-type: none"> <li>• 1 CU for each 180 minute time period of teaching</li> <li>• Maximum 50 CUs</li> </ul>	
Teaching a professional development course at the District level for a minimum of 5 attendees.	<ul style="list-style-type: none"> <li>• 1 CU for each 180 minute time period of teaching</li> <li>• Maximum 50 CUs</li> </ul>	
Teaching a professional development course for RPDP.	<ul style="list-style-type: none"> <li>• 1 CU for each 180 minute time period of teaching</li> <li>• Maximum 40 CUs</li> </ul>	
Teaching a professional development course for a Districtwide audience for which PDE credit is issued.	<ul style="list-style-type: none"> <li>• 1 CU for each 180 minute time period of teaching plus 1 CU for each PDE credit for ongoing preparation/planning</li> <li>• Maximum 50 CUs</li> </ul>	This is designed for educators/licensed professionals who deliver Districtwide professional development and teaching and preparation time are included. For example, a 3-credit PDE course has a value of 15 CUs (45 hours) and 3 CUs (15 hours) for ongoing preparation time for a total of 18 CUs to teach the course.

The following documentation is required for the above activities:

In addition to the completed *Contact Unit Verification Form (CCF-PGS2)*, these professional learning activities require pre-approval from the educator/licensed professional's supervisor or the responsible administrator of the professional development course prior to participation and agendas from the sessions or a PDE Instructor class on a transcript.



## Creating Professional Development

Activity	Contact Units
Presentations at conferences provided by organizations officially recognized by the educator/licensed professional's profession or content area.	<ul style="list-style-type: none"> <li>• 1 CU for each 180 minute time period</li> <li>• Up to 3 hours of documented creation time permitted for every hour of unique presentation time</li> <li>• Maximum 10 CUs.</li> </ul>

The following documentation is required for the above activity:

In addition to the completed *Contact Unit Verification Form (CCF-PGS2)*, this professional learning activity requires an agenda of the presentation/session at the conference with the presenter's name aligned to the presentation/session and a documentation log of time and activities creating the presentation.

Activity	Contact Units	Description and Limitations
Writing or developing a new professional development course for the educator/licensed professional's school/site designed for a minimum of 20 enrollees	<ul style="list-style-type: none"> <li>• 1 CU for each 180 minute time period of creating a professional development course</li> <li>• Up to 3 hours of documented creation time permitted for every hour of presentation time</li> <li>• Maximum 50 CUs</li> </ul>	This activity is designed for educators/licensed professionals who write a new course or professional development opportunity at their school/site. This is for courses that are being written and developed for the first time; however, if the original course requires significant revisions, hours may be used to update a previously taught course.
Writing or developing a new professional development course for the District designed for a minimum of 20 enrollees	<ul style="list-style-type: none"> <li>• 1 CU for each 180 minute time period of creating a professional development course</li> <li>• Up to 3 hours of documented creation time permitted for every hour of presentation time</li> <li>• Maximum 50 CUs</li> </ul>	This section is designed for educators/licensed professionals who write a new course or professional development opportunity offered at the District level. This is for courses that are being written and developed for the first time; however, if the original course requires significant revisions, hours may be used to update a previously taught course.

The following documentation is required for the above activities:

In addition to the completed *Contact Unit Verification Form (CCF-PGS2)*, these professional learning activities require pre-approval from the educator/licensed professional's supervisor or the responsible administrator of the professional development course prior to the creation of the professional development and a documentation log of time and activities creating the professional development.

## Online Professional Development



Activity	Contact Units	Description and Limitations
Micro-Credentials	<ul style="list-style-type: none"> <li>• 1 CU for each 180 minute time period</li> <li>• Maximum 30 CUs</li> </ul>	Each micro-credential must be related to the educator/licensed professional's assignment, license, or professional growth goals. Only micro-credentials approved by Digital Promise may be utilized.

The following documentation is required for the above activity:

In addition to the completed *Contact Unit Verification Form (CCF-PGS2)*, this professional learning activity requires evidence of the digital badge/credential upon completion of the course and a documentation log of the hours and activities for each micro-credential.

Activity	Contact Units	Description and Limitations
Webinars	<ul style="list-style-type: none"> <li>• 1 CU for each 180 minute time period</li> <li>• Maximum 10 CUs</li> </ul>	Accrued time is equivalent to the actual time for webinars. For example, 3, 1-hour webinars may be taken for 1 CU or 1, 2-hour webinar and 1, 1-hour webinar may be taken for 1 CU.

The following documentation is required for the above activity:

In addition to the completed *Contact Unit Verification Form (CCF-PGS2)*, this professional learning activity requires evidence of the actual time of the webinar and a certificate of completion or transcript upon completion of the webinar.

Activity	Contact Units	Description and Limitations
Massive Open Online Content Courses (MOOCs)	<ul style="list-style-type: none"> <li>• 1 CU for each 180 minute (3 hour) time period for MOOCs completed before August 21, 2017</li> <li>• 1 CU for each 600 minute (10 hour) time period for MOOCs completed after August 21, 2017</li> <li>• No maximum if completed by August 21, 2017</li> <li>• Maximum 40 CUs for MOOCs completed after August 21, 2017</li> <li>• If the maximum number of CUs (40) was accrued prior to August 21, 2017, additional CUs may not be accrued through completion of MOOCs.</li> </ul>	<p>MOOCs must be provided by a school or organization within the platforms of EdX (<a href="http://www.EdX.org">http://www.EdX.org</a>) or Coursera (<a href="http://www.coursera.org">http://www.coursera.org</a>). The course must be related to the educator/licensed professional's assignment, license, or professional growth goals, and must be active, not archived, at the time of completion.</p> <p>MOOC CUs are issued at the low end of the estimated hours per week, as stated in the course syllabus, multiplied by the number of weeks.</p>

The following documentation is required for the above activity:

In addition to the *Contact Unit Verification Form (CCF-PGS2)*, one of the following pieces of evidence is required:

- Certificate of completion as issued by the university or organization.
- Evidence of the activity progress with completion status.

The educator/licensed professional must provide evidence of the estimated hours per week for a MOOC.

For additional provisions regarding "related to the educator/licensed professional's assignment," see the Negotiated Agreement.

**Reminder: Any paid hours at \$22 per hour accrue CUs at the ½ rate.**



## Professional Learning Communities

Activity	Contact Units	Description and Limitations
Participation in a Professional Learning Community (PLC) in or among schools/sites by grade-level band, content, or course	<ul style="list-style-type: none"> <li>1 CU for each 180 minute time period</li> <li>Maximum 40 CUs</li> </ul> <p><b>Title I, Tier I and Tier II, Schools:</b></p> <ul style="list-style-type: none"> <li><b>Maximum 60 CUs</b></li> <li><b>In Title I, Tier I and Tier II, Schools, an educator/licensed professional may be paid for participating in a PLC outside the contractual workday and also receive full CUs.</b></li> </ul>	<p>Schools/sites may choose to organize PLCs within grade-level bands or content areas. Educators/licensed professionals may also be approved to participate in PLCs for focused learning across schools/sites.</p> <p>For example, PLC topics/purposes might include:</p> <ul style="list-style-type: none"> <li>Grading Practices</li> <li>Advanced Placement Courses</li> <li>IEP Standards and Practices</li> <li>International Baccalaureate Designation</li> <li>Career and Technical Education Programs</li> <li>Research Developments in a Specialty Area</li> <li>District Initiatives</li> <li>ELL Instructional Professional Learning</li> <li>Equity/Diversity</li> <li>Other Instructional Focus Areas</li> </ul>

The following documentation is required for the above activity:

In addition to the completed *Contact Unit Verification Form (CCF-PGS2)*, this professional learning activity requires pre-approval from the educator/licensed professional's supervisor prior to participation, and work evidence including agendas from the sessions.



## School & Community Activities

Activity	Contact Units	Description and Limitations
Assignment of Field Observation Students (FOS)	<ul style="list-style-type: none"> <li>1 CU for supporting a FOS no more than twice a year</li> <li>Maximum 6 CUs</li> </ul> <p><b>Title I, Tier I and Tier II, Schools:</b></p> <ul style="list-style-type: none"> <li><b>2 CUs for supporting FOS no more than twice a year</b></li> <li><b>Maximum 8 CUs</b></li> </ul>	FOS shall be assigned to an educator/licensed professional by his/her supervisor. FOS must spend 10 hours of time observing the master teacher.
Assignment of Practicum Students	<ul style="list-style-type: none"> <li>1 CU each week for supporting a practicum student no more than once a year</li> <li>Maximum 15 CUs</li> </ul> <p><b>Title I, Tier I and Tier II, Schools:</b></p> <ul style="list-style-type: none"> <li><b>2 CUs each week for supporting a practicum student no more than once a year</b></li> <li><b>Maximum 20 CUs.</b></li> </ul>	Practicum students shall be assigned to an educator/licensed professional by his/her supervisor.
Assignment of Student Teachers	<ul style="list-style-type: none"> <li>1 CU each week for supporting a student teacher no more than once a year</li> <li>Maximum 15 CUs</li> </ul> <p><b>Title I, Tier I and Tier II, Schools:</b></p> <ul style="list-style-type: none"> <li><b>2 CUs each week for supporting a student teacher no more than once a year</b></li> <li><b>Maximum 20 CUs</b></li> </ul>	Student teachers shall be assigned to an educator/licensed professional by his/her supervisor.

The following documentation is required for the above activities:

In addition to the completed *Contact Unit Verification Form (CCF-PGS2)*, these professional learning activities require pre-approval from the educator/licensed professional's supervisor prior to participation and a certificate of completion or other documentation from the teacher preparation program.

**Reminder: Any paid hours at \$22 per hour accrue CUs at the ½ rate.**

## School & Community Activities



Activity	Contact Units	Description and Limitations
Parent or Community Engagement Leadership: Designing, leading, and conducting activities designed to maintain and improve parent or community engagement with the parents/guardians at the educator/licensed professional's school/site	<ul style="list-style-type: none"> <li>• 1 CU for each 180 minute time period</li> <li>• Maximum 20 CUs</li> </ul>	Activities are designed and developed to align with the school/site's community needs. Activities must be beyond the required 3 nights. Activities might include, but are not limited to, the following: <ul style="list-style-type: none"> <li>• Conducting short seminars.</li> <li>• Developing/designing family learning nights.</li> <li>• Developing/designing college and career parent/guardian informational sessions.</li> </ul>
Serving on a School Organizational Team at the educator/licensed professional's school/site	<ul style="list-style-type: none"> <li>• 1 CU for each 180 minute time period</li> <li>• Maximum 40 CUs but by mutual agreement between CCEA and the District, this maximum may be increased</li> </ul>	The educator/licensed professional can only accrue CUs for the time in which he/she is engaged in meetings of the School Organizational Team. Time spent preparing for the meetings or completing assignments from the team do not count toward CUs.
The writing of a common assessment either for the District or as part of a schoolwide improvement plan	<ul style="list-style-type: none"> <li>• 1 CU for each 180 minute time period</li> <li>• Maximum 10 CUs</li> </ul>	

The following documentation is required for the above activities:

In addition to the completed *Contact Unit Verification Form (CCF-PGS2)*, these professional learning activities require pre-approval from the educator/licensed professional's supervisor or the responsible administrator prior to participation, work evidence, and a documentation log of hours and activities or agendas from the sessions.

Activity	Contact Units
Academic Trips or Competitions with students as requested by School Administration or the District	<ul style="list-style-type: none"> <li>• 1 CU for each 180 minute time period</li> <li>• Maximum 20 CUs</li> </ul>

The following documentation is required for the above activity:

In addition to the completed *Contact Unit Verification Form (CCF-PGS2)*, this professional learning activity requires pre-approval from the principal and the school's School Associate Superintendent (attach CCF-145) prior to participation and itinerary documentation from the academic trip/competition.

Activity	Contact Units	Description and Limitations
Group Level Professional Learning	<ul style="list-style-type: none"> <li>• Each plan may include a maximum of 60 CUs.</li> </ul>	This professional learning plan is a 1-year proposal with a coherent series of professional learning activities to target the specific needs of educators/licensed professionals at a school/site or educators/licensed professionals in the District with a similar role or assignment.

The following documentation is required for the above activity:

The *Group Level Professional Learning Proposal (CCF-PGS5)* must be completed and approved by the supervisor/principal and the school's School Associate Superintendent prior to implementation.

**Reminder: Any paid hours at \$22 per hour accrue CUs at the ½ rate.**



## College Coursework: Approved Teacher Education Programs

This category includes institutions of higher education that are approved by the Nevada Department of Education to be teacher preparation program providers or offer early childhood and other introductory education coursework.

More information regarding these institutions of higher education can be found by entering the URL below into an Internet browser:

<http://bit.ly/nvdoelist>

This category also includes institutions of higher education that are designated by the Carnegie Classification of Institutions of Higher Education as a Doctoral University of Higher Research Activity or Highest Research Activity.

More information regarding these institutions of higher education can be found by entering the URL below into an Internet browser:

<http://bit.ly/carnegieist>

It is the sole responsibility of the educator/licensed professional to ensure that the institution from which he/she takes college courses is on the Nevada Department of Education list or the Carnegie Classification System list, as referenced above.

Activity	Contact Units	Description and Limitations
1 Semester Credit in Education	<ul style="list-style-type: none"> <li>• 8 CUs per 1 semester credit</li> <li>• 5 CUs per 1 quarter credit</li> </ul>	<p>Course(s) must be in the education department and at least a 300-course level or above or a 200-course level approved by the supervisor. Course(s) must be related to the educator/licensed professional's assignment, license, or professional growth goals and taken at an institution referenced above.</p> <p>The course(s) may be taken in person, video conference, online, or a blended-learning environment.</p>
1 Semester Credit <b>not</b> in Education	<ul style="list-style-type: none"> <li>• 8 CUs per 1 semester credit</li> <li>• 5 CUs per 1 quarter credit</li> </ul>	<p>Course(s) must be at least a 300-course level or above or a 200-course level approved by the supervisor. Course(s) must be related to the educator/licensed professional's assignment, license, or professional growth goals and taken at an institution referenced above.</p> <p>The course(s) may be taken in person, video conference, online, or a blended-learning environment.</p>
Vegas PBS Teacherline Courses (1, 2, or 3 credits)	<ul style="list-style-type: none"> <li>• 8 CUs per 1 semester credit</li> </ul>	Courses must be a 200-course level or above and must be related to the educator/licensed professional's assignment, license, or professional growth goals.

The following documentation is required for the above activities:

In addition to the completed *Contact Unit Verification Form (CCF-PGS2)*, these professional learning activities require an official transcript with a "B-" (2.7) or higher. If the course is a 200-course level, pre-approval from the educator/licensed professional's supervisor is required prior to participation. Courses cannot be taken pass/fail unless the courses are taken from an institution designated by the Nevada Department of Education as an approved teacher education program provider, as described above, or which are a requirement of a graduate degree program in which one is enrolled.

For additional provisions regarding "related to the educator/licensed professional's assignment," see the Negotiated Agreement.

**Reminder: Any paid hours at \$22 per hour accrue CUs at the ½ rate.**

## College Coursework



Activity	Description and Limitations
<p>1 semester credit at a university not approved by the NV DOE to be a teacher preparation program and not a Highest Research Activity or Higher Research Activity by the Carnegie Classification of Institutions of Higher Education.</p>	<p><i>Participation in coursework at a university/college that is not approved by the NV DOE to be a teacher preparation program and not a Highest Research Activity or Higher Research Activity will receive 5 CUs per 1 semester credit or 3 CUs per 1 quarter credit.</i></p> <p>Course(s) must be at least a 300-course level or above or a 200-course level approved by the supervisor. Course(s) must be related to the educator/licensed professional's licensed assignment, license, or professional growth goals. The course(s) may be taken in person, video conference, online, or a blended-learning environment.</p>

The following documentation is required for the above activities:

In addition to the completed *Contact Unit Verification Form (CCF-PGS2)*, these professional learning activities require an official transcript with a "B-" (2.7) or higher. If the course is a 200-course level, pre-approval from the educator/licensed professional's supervisor is required prior to participation. Courses cannot be taken pass/fail unless the courses are a requirement of a graduate degree program in which one is enrolled.

Activity	Contact Units	Description and Limitations
<p>1 semester credit in a university/college course with content substantively related to multiculturalism at or above the 100-course level.</p>	<ul style="list-style-type: none"> <li>• 8 CUs per 1 semester credit</li> <li>• 5 CUs per 1 quarter credit</li> <li>• <i>Participation in coursework at a university/college that is not approved by the NV DOE to be a teacher preparation program and not a Highest Research Activity or Higher Research Activity will receive 5 CUs per 1 semester credit or 3 CUs per 1 quarter credit.</i></li> <li>• If taken at the 100-course level, maximum 30 CUs</li> <li>• No maximum if taken at or above the 200-course level</li> </ul>	<p>Courses which focus on the history and culture of diverse populations. Courses may include the 100-course level or above to become proficient in a language other than English.</p> <p>If the course is a 100-course level, pre-approval from the educator/licensed professional's supervisor is required prior to participation.</p>

The following documentation is required for the above activity:

In addition to the completed *Contact Unit Verification Form (CCF-PGS2)*, this professional learning activity requires an official transcript with a "B-" (2.7) or higher. Courses cannot be taken pass/fail unless the courses are taken from an institution designated by the Nevada Department of Education as an approved teacher education program provider as previously described.

Activity	Contact Units	Description and Limitations
<p>Annenberg Learner Courses</p>	<ul style="list-style-type: none"> <li>• Annenberg Continuing Education Units (CEU) conversions:                             <ul style="list-style-type: none"> <li>○ 1.0 CEU = 3 CUs</li> <li>○ 1.5 CEUs = 5 CUs</li> <li>○ 2.0 CEUs = 6 CUs</li> <li>○ 2.5 CEUs = 8 CUs</li> </ul> </li> <li>• Maximum 40 CUs</li> </ul>	<p>Credit taken through Colorado State University for graduate credit will accrue CUs at the rate of 8 CUs per 1 semester credit instead of the rate indicated in the Contact Unit field as Colorado State University is classified as a Highest Research Activity institution by the Carnegie Classification system. The course must be related to the educator/licensed professional's assignment, license, or professional growth goals.</p>

The following documentation is required for the above activity:

In addition to the completed *Contact Unit Verification Form (CCF-PGS2)*, this professional learning activity requires a certificate of completion or transcript upon completion of the course.

**Reminder: Any paid hours at \$22 per hour accrue CUs at the ½ rate.**



## Mentoring

Activity	Contact Units	Description and Limitations
<p><b>Mentor</b></p> <p>Participating in a mentoring relationship as the mentor aligned with at least one of the following:</p> <ol style="list-style-type: none"> <li>1. Mentoring an experienced educator/licensed professional in need of content area or instructional support as determined by the educator/licensed professional's supervisor.</li> <li>2. Mentoring a new educator/licensed professional with no teaching experience other than substitute teaching.</li> <li>3. Mentoring an educator/licensed professional with teaching experience who is new to the District within the past calendar year.</li> <li>4. Mentoring a vacancy substitute teacher teaching in the areas of mathematics, science, English, or special education. In order for mentoring to be provided for the vacancy substitute teacher, the substitute position is anticipated to last more than 60 school days.</li> </ol>	<ul style="list-style-type: none"> <li>• 1 CU for each 180 minute time period</li> <li>• Maximum 50 CUs</li> </ul> <p><b>Title I, Tier I and Tier II, Schools:</b></p> <ul style="list-style-type: none"> <li>• <b>Maximum 120 CUs</b></li> <li>• <b>In Title I, Tier I and Tier II, Schools, an educator/licensed professional may be paid for mentoring outside the contractual workday and also receive full CUs.</b></li> </ul>	<p>Mentoring Activity (except observations of another educator/licensed professional) must occur outside of the contractual workday. Mentoring activities might include, but are not limited to, constructive dialogue, providing advice and feedback, observation and coaching, and assistance with writing lesson plans and IEPs..</p> <ul style="list-style-type: none"> <li>• The mentoring activities may be combined in any fashion.</li> </ul>
<p><b>Mentee</b></p> <p>Participating in a mentoring relationship as the mentee aligned with at least one of the following:</p> <ol style="list-style-type: none"> <li>1. Serving as an experienced educator/licensed professional in need of content area or instructional support as determined by the educator/licensed professional's supervisor.</li> <li>2. Serving as a new educator/licensed professional with no teaching experience other than substitute teaching.</li> <li>3. Serving as an educator/licensed professional with teaching experience who is new to the District within the past calendar year.</li> </ol>	<ul style="list-style-type: none"> <li>• 1 CU for each 180 minute time period</li> <li>• Maximum 20 CUs</li> </ul>	<p>Mentoring must occur outside of the contractual workday. This professional learning activity is for educators/licensed professionals who are being mentored.</p>

The following documentation is required for the above activity:

In addition to the completed *Contact Unit Verification Form (CCF-PGS2)*, these professional learning activities require pre-approval from the educator/licensed professional's supervisor prior to participation and a documentation log of the mentoring hours and activities.



## Grant Writing

Activity	Contact Units	Description and Limitations
<p>Grant writing that directly impacts students, the school, or the school community.</p>	<ul style="list-style-type: none"> <li>• 1 CU for each 180 minute time period</li> <li>• Maximum 10 CUs</li> </ul> <p><b>Title I, Tier I and Tier II, Schools:</b></p> <ul style="list-style-type: none"> <li>• <b>Maximum 30 CUs</b></li> </ul>	<p>In order for the grant writing to be eligible for CU accrual, the grant award must be for the benefit of the students, the overall classroom climate/environment, and/or the school.</p>

The following documentation is required for the above activity:

In addition to the completed *Contact Unit Verification Form (CCF-PGS2)*, this professional learning activity requires pre-approval from the educator/licensed professional's supervisor prior to participation, work evidence, a documentation log of the hours and activities, and evidence of the submission of the completed grant application.

**Reminder: Any paid hours at \$22 per hour accrue CUs at the ½ rate.**

## Supplemental Instruction



Activity	Contact Units	Description and Limitations
School-Based Tutoring in Core-Content Areas	<ul style="list-style-type: none"> <li>• 1 CU for each 180 minute time period</li> <li>• Maximum 30 CUs</li> </ul> <p><b>Title I, Tier I and Tier II, Schools:</b></p> <ul style="list-style-type: none"> <li>• <b>Maximum 50 CUs</b></li> <li>• <b>In Title I, Tier I and Tier II, Schools, an educator/licensed professional may be paid for tutoring outside the contractual workday and also receive full CUs.</b></li> </ul>	Educators/licensed professionals may deliver instruction one-on-one or in small groups of students. Instruction might include supporting, accelerating, or remediating students before or after school. Core-Content Areas are defined as: mathematics, English language arts, science, and social studies.

The following documentation is required for the above activity:  
 In addition to the completed *Contact Unit Verification Form (CCF-PGS2)*, this activity requires pre-approval from the educator/licensed professional's supervisor prior to participation and documentation of the tutoring hours and activities. For an educator/licensed professional who tutors students at a school other than his/her home school, the pre-approval section on the *Contact Unit Verification Form (CCF-PGS2)* must be signed by the administrative supervisor at the school sponsoring the tutoring program. The CU maximums and options are tied to the educator/licensed professional's home school.

Activity	Contact Units	Description and Limitations
Summer School	<ul style="list-style-type: none"> <li>• 15 CUs per session of summer school</li> <li>• Maximum 30 CUs</li> </ul>	Educators/licensed professionals will be paid \$22/hour for teaching at a District-approved credit retrieval summer school and also receive CUs.

The following documentation is required for the above activity:  
 In addition to the completed *Contact Unit Verification Form (CCF-PGS2)*, this professional learning activity requires pre-approval from the educator/licensed professional's supervisor during Summer School and documentation of days and hours teaching summer school.

## Award Applications



Activity	Contact Units	Description and Limitations
Applying for national or state professional awards for the educator/licensed professional's recognition of excellence in professional practice	<ul style="list-style-type: none"> <li>• 1 CU for each 180 minute time period spent preparing applications</li> <li>• Maximum 10 CUs with no more than 5 CUs per award application if no awards received</li> <li>• Maximum 30 CUs if the educator/licensed professional receives a national or state professional award for which he/she applied</li> </ul>	For national and state awards, this must be recognition which requires documentation and evidence of impact on school/student achievement.
Community-Based Awards	<ul style="list-style-type: none"> <li>• 1 CU for each 180 minute time period spent preparing applications</li> <li>• Maximum 12 CUs with no more than 3 CUs for each unique application</li> </ul>	Community-based awards are provided by local agencies, companies, or other organizations. This includes awards available through the District for which an educator/licensed professional may apply.

The following documentation is required for the above activities:  
 In addition to the completed *Contact Unit Verification Form (CCF-PGS2)*, this professional learning activity requires pre-approval from the educator/licensed professional's supervisor prior to participation, a documentation log of the time spent applying for awards, and evidence of the submission of the completed award applications.

**Reminder: Any paid hours at \$22 per hour accrue CUs at the ½ rate.**



## Student-Based Activities: Extracurricular Activities

Activity	Contact Units	Description and Limitations
Educators/licensed professionals who coach a sport, advise, or coordinate an extracurricular club or activity	<ul style="list-style-type: none"> <li>Maximum 30 CUs</li> <li>*The maximum 30 CUs may accrue through the fall, winter, spring, and summer seasons.</li> <li>Any educator/licensed professional who is compensated for coaching/advising a sport, extracurricular club, or activity may accrue CUs at the ½ rate.</li> </ul> <p><b>Title I, Tier I and Tier II, Schools:</b></p> <ul style="list-style-type: none"> <li><b>Maximum 40 CUs</b></li> <li>*The maximum 40 CUs may accrue through the fall, winter, spring, and summer seasons.</li> <li>Any educator/licensed professional who is compensated for coaching/advising a sport, extracurricular club, or activity may accrue CUs at the ½ rate.</li> </ul>	<p>The educator/licensed professional must be on the school's approved student activity or coaching list. CUs accrue for direct contact time for coaching / advising students in the area of an extracurricular assignment.</p> <p>Sports and activities which occur throughout the year that include more than 1 season may count toward CUs. For example, a football coach who is compensated during the fall football season may earn ½ CUs. If he/she also conducts summer weight training with the football players for no compensation, he/she may accrue full CUs.</p>

The following documentation is required for the above activity:

In addition to the completed *Contact Unit Verification Form (CCF-PGS2)*, this professional learning activity requires pre-approval from the educator/licensed professional's supervisor prior to participation and a documentation log of the coaching/extra-curricular hours and activities. For an educator/licensed professional who coaches a sport or advises an activity or extracurricular club at a school other than his/her home school, the pre-approval section on the *Contact Unit Verification Form (CCF-PGS2)* must be signed by the administrative supervisor at the school sponsoring the sport, activity, or extracurricular club. The CU maximums and options are tied to the educator/licensed professional's home school.



## Student-Based Activities: IEPs

Activity	Contact Units	Description and Limitations
Special Education Teachers and Related Services Special Education Providers: Writing IEPs and MDTs	<ul style="list-style-type: none"> <li>Maximum 22 CUs</li> </ul>	<p>Special education teachers and Related Services Special Education Providers may receive 1 CU for writing every IEP/MDT on his/her caseload for a maximum of 22 CUs.</p> <p>Note: It is understood that writing every student's IEP/MDT on his/her caseload may occur during or outside the contractual workday.</p>
Participating as a Member of the IEP/MDT Team	<ul style="list-style-type: none"> <li>Maximum 22 CUs</li> </ul>	<p>An educator/licensed professional may receive ½ CU for each student for whom the educator/licensed professional participates in the IEP/MDT writing process and attends the IEP/MDT meeting to support the goals of the IEP/MDT for a maximum of 22 CUs.</p> <p>Note: It is understood that participating in the IEP/MDT writing process and attending the IEP/MDT meeting to support the goals of the IEP/MDT may occur during or outside the contractual workday. An educator/licensed professional may not accrue CUs for both writing and participating in the same IEP/MDT.</p>

The following documentation is required for the above activities:

In addition to the completed *Contact Unit Verification Form (CCF-PGS2)*, each CU requires a copy of the signature page of the completed IEP or MDT. All identifying information concerning the student and parent(s)/guardian(s) must be redacted in alignment with the Family Educational Rights and Privacy Act prior to submitting.

**Reminder: Any paid hours at \$22 per hour accrue CUs at the ½ rate.**

## Specific Programs That Enhance Teacher Effectiveness



Activity	Contact Units	Description and Limitations
National Education Association: Teacher Leadership Initiative (TLI)	<ul style="list-style-type: none"> <li>• 1 CU for each 180 minute time period</li> <li>• Maximum 15 CUs for participation in the TLI for modules and webinars</li> <li>• Capstone Project cannot exceed 35 CUs</li> </ul>	A Capstone Project is completed to demonstrate the application of the educator/licensed professional's knowledge. The Capstone Project is submitted to the TLI Coach for approval.
NEA Early Career Leadership Fellows (ECLF) Program	<ul style="list-style-type: none"> <li>• 1 CU for each 180 minute time period</li> <li>• Maximum 15 CUs for participation in the ECLF for modules and webinars</li> <li>• Capstone Project cannot exceed 35 CUs</li> </ul>	A Capstone Project is completed to demonstrate the application of the educator/licensed professional's knowledge. The Capstone Project is submitted to the ECLF Coach for approval.
Public Education Foundation: Teacher Leadership Academy	<ul style="list-style-type: none"> <li>• 1 CU for each 180 minute time period</li> <li>• Maximum 24 CUs for participation in the required coursework</li> <li>• Capstone Project cannot exceed 6 CUs</li> </ul>	A Capstone Project is completed to demonstrate the application of the educator/licensed professional's knowledge.

The following documentation is required for the above activities:

In addition to the completed *Contact Unit Verification Form (CCF-PGS2)*, these professional learning activities require a certificate of completion or transcript, a documentation log, and documentation of the completed Capstone Project with approval from the coach and/or program sponsor.

Activity	Description and Limitations
Administrative Internship	Professional learning activities completed to fulfill Administrative Internship requirements may accrue CUs in the category of College Coursework in Education if associated with university coursework or the category of District Professional Development if associated with a District program.
New Teacher Induction Program	Professional learning activities completed to fulfill onboarding requirements, as aligned to the educator/licensed professional's assignment, may accrue CUs in the category of District Professional Development.

Activity	Contact Units	Description and Limitations
National Board for Professional Teaching Standards (NBPTS) Process and/or Certification	<ul style="list-style-type: none"> <li>• 133 CUs for initial submission of the NBPTS Components</li> <li>• 92 CUs for the NBPTS Certification</li> </ul>	Initial submission of all components of the NBPTS process may earn a total of 133 CUs. After successful certification of NBPTS is received, an additional 92 CUs may be earned.
Successful Completion of National Board Renewal	<ul style="list-style-type: none"> <li>• 40 CUs</li> </ul>	National Board Certified Teacher (NBCT) Certification Renewal Profile of Professional Growth must be successfully completed for certification.

The following documentation is required for the above activities:

In addition to the completed *Contact Unit Verification Form (CCF-PGS2)*, the NBCT certificate must be submitted as evidence.

**Reminder: Any paid hours at \$22 per hour accrue CUs at the ½ rate.**

## Contact Units Available Only While Working at Title I, Tier I and Title I, Tier II Schools or as a Special Education Teacher in a Self-Contained Classroom

### School & Community Activities

Activity	Contact Units	Description and Limitations
Parent or Community Engagement Participation	<ul style="list-style-type: none"> <li>• 1 CU for each 180 minute time period</li> <li>• Maximum 30 CUs</li> </ul>	An educator/licensed professional who takes an active role in activities designed to maintain and improve parent or community engagement with the parents/guardians of the students or at the school/site. Activities are designed and developed to align with the needs of the school community. Activities must be beyond the required 3 nights. Activities might include, but are not limited to, participating in the delivery of parent seminars or "Parent U" courses, taking an active role and participating in family learning nights, and participating in the delivery of college and career informational sessions.
Schoolwide Planning	<ul style="list-style-type: none"> <li>• 1 CU for each 180 minute time period</li> <li>• Maximum 30 CUs</li> </ul>	The program must be designed to have an impact on the school's student achievement or climate. This may include the creation and writing of schoolwide programs designed to improve student learning, climate, motivation, or writing/leading the development of schoolwide plans, such as the School Improvement Plan or the professional development and/or allocation plan as required by Title I or other regulations.

The following documentation is required for the above activities:

In addition to the completed *Contact Unit Verification Form (CCF-PGS2)*, these professional learning activities require pre-approval from the educator/licensed professional's supervisor or the responsible administrator prior to participation, agendas from the sessions, and a documentation log of hours and activities.

### Licensure

Activity	Contact Units	Description and Limitations
Maintain a second endorsement on the educator/licensed professional's license. The endorsement must be outside of the educator/licensed professional's primary teaching/licensed assignment and must be in the designated areas as noted in the box to the right. An educator/licensed professional must be rated "effective" or "highly effective" on his/her last evaluation.	<ul style="list-style-type: none"> <li>• 10 CUs for maintaining an endorsement.</li> <li>• Maximum 20 CUs.</li> </ul>	<p><b>ELEMENTARY:</b> An educator/licensed professional may receive CUs for having an endorsement(s) not required for his/her primary teaching/licensed assignment in any of the following areas: TESL, reading, literacy, mathematics, science, special education, early childhood, bilingual education, and elementary education.</p> <p>For example, a special education teacher may receive 10 CUs for maintaining an elementary education endorsement. A fifth-grade teacher may receive 20 CUs for maintaining a special education endorsement and a TESL endorsement.</p> <p><b>SECONDARY:</b> An educator/licensed professional may receive CUs for having an endorsement(s) not required for his/her primary teaching/licensed assignment in any of the following areas: TESL, English, mathematics, science, bilingual education, and special education.</p> <p>For example, a special education teacher may receive 10 CUs for maintaining an TESL endorsement. A math teacher may receive 20 CUs for maintaining a science and a TESL endorsement.</p>

The following documentation is required for the above activities:

In addition to the completed *Contact Unit Verification Form (CCF-PGS2)*, this professional learning activity requires a copy of the educator/licensed professional's license from the NV DOE website and a copy of the last evaluation showing "effective" or "highly effective" status.

### Mentoring

Activity	Contact Units	Description and Limitations
Peer Assistance and Review (PAR) Program	<ul style="list-style-type: none"> <li>• 1 CU for each 180 minute time period</li> <li>• Maximum 5 CUs</li> </ul>	PAR Consulting Teachers may participate in professional development from an outside vendor related to mentoring.

The following documentation is required for the above activity:

In addition to the completed *Contact Unit Verification Form (CCF-PGS2)*, this professional learning activity requires certificate of completion or transcript upon completion of the professional development.

#### For More Information



CCSD Professional Growth System Department: 702-799-4PGS (702-799-4747) or CCEA Professional Learning Program: 702-733-3063

Additional information, including forms and tutorial videos, may be accessed online at <http://cpd.vegas/pgs>

or by emailing [pgs@nv.ccsd.net](mailto:pgs@nv.ccsd.net)



**Reminder: Any paid hours at \$22 per hour accrue CUs at the ½ rate.**

**The purpose of this guide is to provide tools and resources to accumulate Contact Units (CUs) to move across columns on the Professional Salary Table (PST). This guide provides parameters for professional development activities including established CU values and documentation for professional development activities as framed in Article 26 of the CCEA Negotiated Agreement.**

### Contact Units

- Each CU translates into 180 minutes (3 hours) of clock time unless specified by this document.
- If an educator/licensed professional is paid the supplemental instruction rate or a stipend for the professional development activity, he/she will accrue CUs at the rate of one CU for 360 minutes (6 hours) of clock time unless specified by this document.
- Unless specified by this document, only time outside of the regular contractual workday may accrue CUs.
  - If an educator/licensed professional is paid his/her contractual rate on an hourly basis or for an extended contractual workday or year, the time is excluded from counting toward CUs.
  - Site-Based Collaboration Time is excluded from counting toward CUs.
- Professional development activities must be related to the educator/licensed professional's assignment or license. See the Negotiated Agreement.
- Column movement will occur after the successful accrual of 225 CUs.
- Courses available as District Professional Development may be registered for in the CCSD ELMS and will show CU accrual through the "Advancement Status" button within CCSD ELMS at the conclusion of each course.
- Educators/licensed professionals who participate in self-reported activities for CU accrual will enter the details for each activity through the "Add Advancement Activity" button within the CCSD ELMS.
- The required documentation for each activity, as set forth in this guide will be uploaded to the educator/licensed professional's Google Drive as a single file and then shared as a link so that "Anyone in the Clark County School District with the link can view" through the "Add Advancement Activity" button in ELMS.
- As submitted CUs are approved, they will be calculated into the total available through the "Advancement Status" button on an educator/licensed professional's CCSD ELMS dashboard.
- Audits of CU activities submitted by educators/licensed professionals may be conducted by the Professional Growth System Department at any time.
- The submission deadline for ALL activities completed during the advancement cycle is October 1 of the year the employee is advancing. Submissions of activities completed during a previous advancement window will not be accepted.
- Maximum CUs refers to the limit of CUs that can be earned in that activity for each column movement.

Additional information, including forms and tutorial videos, may be accessed online at <http://bit.ly/ccsdPGS>

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#### Non-Title I Schools & Centrally Assigned Educators/Licensed Professionals

- Educators/licensed professionals who serve at a Non-Title I School are eligible for the three-year track.
- Educators/licensed professionals who are centrally assigned are eligible only for the three-year track unless all assignments are in Title I Schools.
- Each school's Title I designation is annually determined by the Nevada Department of Education and can be found on the PGS website: <http://bit.ly/ccsdPGS>.

#### Title I Schools & Self-Contained Special Education Teachers

- Educators/licensed professionals who serve exclusively at a Title I School and Special Education Teachers in a Self-Contained classroom are eligible for the two-year track.
- Specific information is provided for additional options for educators/licensed professionals in these schools or positions.
- Each school's Title I designation is annually determined by the Nevada Department of Education and can be found on the PGS website: <http://bit.ly/ccsdPGS>.



## College Coursework

Activity	Contact Units	Description and Limitations
College Credit in Education at an Approved University Or College Credit Not in Education at an Approved University	<ul style="list-style-type: none"> <li>• 8 CUs per 1 semester credit</li> <li>• 5 CUs per 1 quarter credit</li> </ul>	<p>Course(s) must be in the education department and at least a 300-course level or above or a 200-course level approved by the supervisor.</p> <p>Course(s) must be related to the educator/licensed professional's assignment or license or may be taken to obtain an endorsement and/or lead to another position in the District.</p> <p><b>There are two distinctions to CU accrual for college coursework: Approved and Non - Approved. This activity is specific to Approved University coursework.</b></p> <p>To be categorized as an Approved University, course(s) must be taken:</p> <ul style="list-style-type: none"> <li>• at an institution of higher education that is approved by the Nevada Department of Education to be a teacher preparation program providers or offer early childhood and other introductory education coursework (available at <a href="http://bit.ly/nvdoelist">http://bit.ly/nvdoelist</a>).</li> </ul> <p>Or</p> <ul style="list-style-type: none"> <li>• at an institution of higher education designated by the Carnegie Classification of Institutions of Higher Education as a Doctoral University (available at <a href="http://bit.ly/carnegieielist">http://bit.ly/carnegieielist</a>).</li> </ul> <p>It is the sole responsibility of the educator/licensed professional to ensure that the institution from which he/she takes college courses is on one of the approved lists as linked above.</p>
College Credit in Education at a Non-Approved University or College Credit Not in Education at a Non-Approved University	<ul style="list-style-type: none"> <li>• 5 CUs per 1 semester credit</li> <li>• 3 CUs per 1 quarter credit</li> </ul>	<p>Course(s) must be in the education department and at least a 300-course level or above or a 200-course level approved by the supervisor.</p> <p>Course(s) must be related to the educator/licensed professional's assignment or license or may be taken to obtain an endorsement and/or lead to another position in the District.</p> <p><b>There are two distinctions to CU accrual for college coursework: Approved and Non-Approved. This activity is specific to Non-Approved University coursework.</b></p>
College credit with content substantively related to multiculturalism at or above the 100-course level	<ul style="list-style-type: none"> <li>• See above for CU accrual at approved and non-approved universities</li> </ul>	<p>Courses which focus on the history and culture of diverse populations. Courses may include the 100-course level or above to become proficient in a language other than English with supervisor approval.</p> <ul style="list-style-type: none"> <li>• If taken at the 100-course level, maximum 30 CUs</li> <li>• No maximum if taken at or above the 200-course level</li> </ul>

These professional learning activities require an official transcript with a "B-" (2.7) or higher.

Contact Units for this activity will be submitted through CCSD ELMS; however, the required original transcript may not be submitted through the CCSD ELMS and must be delivered to the PGS office. Information on delivering transcripts may be accessed at <http://bit.ly/ccsdPGS>.

If the course is a 200-course level (or 100-level for courses in multiculturalism), approval documentation ([Contact Unit Approval Form-- Lower-Level College Coursework](#)) from the educator/licensed professional's supervisor is required and must be uploaded to your CCSD Google Drive and submitted as a single link to the CCSD ELMS.

Courses cannot be taken pass/fail unless the courses are taken from an institution designated by the Nevada Department of Education as an approved teacher education program provider, as described above, or which are a requirement of a graduate degree program in which one is enrolled.

## District-Level Professional Development Activities



Activity	Contact Units
District Professional Development	<ul style="list-style-type: none"> <li>No Maximum</li> </ul>

Submission is not required as these courses will be recorded in the District PD report in ELMS and Contact Units will be automatically calculated.

Activity	Contact Units
Vegas PBS Professional Development Credit Courses	<ul style="list-style-type: none"> <li>No Maximum</li> <li>These NVDOE approved courses are only offered through Vegas PBS. NVDOE approval codes provided by Vegas PBS upon completion of required hours and assignments within the Vegas PBS portal: <a href="https://bit.ly/VegasPBS_Portal">https://bit.ly/VegasPBS_Portal</a>.</li> </ul>
RPDP Professional Development Workshops or Courses	<ul style="list-style-type: none"> <li>No Maximum</li> <li><b>Note: RPDP courses which are taken for university credits are subject to the requirements for credits from colleges and universities (see page 2).</b></li> </ul>
CCEA/The Nevada Collaboratory Professional Development	<ul style="list-style-type: none"> <li>No Maximum</li> <li>This includes coursework, modules, and micro-credentials through CCEA</li> </ul>

Documentation required for above activities must be uploaded to your CCSD Google Drive and submitted as a single link to the CCSD ELMS.

Documentation required for CU submissions in ELMS can be accessed online at <http://bit.ly/PGSELMSdocumentation>.

Activity	Contact Units
<p>Teaching a professional development course at the District level for a minimum of 5 attendees</p> <p>This includes professional development for:</p> <ul style="list-style-type: none"> <li>PDE credit</li> <li>CCEA</li> </ul>	<ul style="list-style-type: none"> <li>Maximum 70 CUs</li> </ul>

Documentation required for above activities must be uploaded to your CCSD Google Drive and submitted as a single link to the CCSD ELMS.

Documentation required for CU submissions in ELMS can be accessed online at <http://bit.ly/PGSELMSdocumentation>.

Activity	Contact Units	Description and Limitations
Writing or developing a new professional development course for the District, RPDP, or CCEA designed for a minimum of 20 enrollees	<ul style="list-style-type: none"> <li>Up to 3 hours of documented creation time permitted for every hour of presentation time</li> <li>Maximum 50 CUs</li> </ul>	This section is designed for educators/licensed professionals who write a new course or professional development opportunity offered at the District level. This is for courses that are being written and developed for the first time; however, if the original course requires significant revisions, hours may be used to update a previously taught course.

Documentation required for above activities must be uploaded to your CCSD Google Drive and submitted as a single link to the CCSD ELMS.

Documentation required for CU submissions in ELMS can be accessed online at <http://bit.ly/PGSELMSdocumentation>.



## School-Level Professional Development Activities

Activity	Contact Units
School/Site Professional Development	<ul style="list-style-type: none"> <li>No Maximum</li> </ul>
Documentation required for above activities must be uploaded to your CCSD Google Drive and submitted as a single link to the CCSD ELMS. Documentation required for CU submissions in ELMS can be accessed online at <a href="http://bit.ly/PGSELMSdocumentation">http://bit.ly/PGSELMSdocumentation</a> .	

Activity	Contact Units
Teaching a professional development course at a school/site for a minimum of 5 attendees	<ul style="list-style-type: none"> <li>Maximum 50 CUs</li> </ul>
Documentation required for above activities must be uploaded to your CCSD Google Drive and submitted as a single link to the CCSD ELMS. Documentation required for CU submissions in ELMS can be accessed online at <a href="http://bit.ly/PGSELMSdocumentation">http://bit.ly/PGSELMSdocumentation</a> .	

Activity	Contact Units	Description and Limitations
Writing or developing a new professional development course for the educator/licensed professional's school/site designed for a minimum of 20 enrollees	<ul style="list-style-type: none"> <li>Up to 3 hours of documented creation time permitted for every hour of presentation time</li> <li>Maximum 50 CUs</li> </ul>	This activity is designed for educators/licensed professionals who write a new course or professional development opportunity at their school/site. This is for courses that are being written and developed for the first time; however, if the original course requires significant revisions, hours may be used to update a previously taught course.
Documentation required for above activities must be uploaded to your CCSD Google Drive and submitted as a single link to the CCSD ELMS. Documentation required for CU submissions in ELMS can be accessed online at <a href="http://bit.ly/PGSELMSdocumentation">http://bit.ly/PGSELMSdocumentation</a> .		

Activity	Contact Units	Description and Limitations
Participation in a Professional Learning Community (PLC) in or among schools/sites by grade-level band, content, or course	<ul style="list-style-type: none"> <li>Maximum 30 CUs</li> <li><b>In Title I Schools, an educator/licensed professional may be paid for participating in a PLC outside the contractual workday and also receive full CUs.</b></li> </ul>	Schools/sites may choose to organize PLCs within grade-level bands or content areas. Educators/licensed professionals may also be approved to participate in PLCs for focused learning across schools/sites.  For example, PLC topics/purposes might include: <ul style="list-style-type: none"> <li>Grading Practices</li> <li>Advanced Placement Courses</li> <li>IEP Standards and Practices</li> <li>International Baccalaureate Designation</li> <li>Career and Technical Education Programs</li> <li>Research Developments in a Specialty Area</li> <li>District Initiatives</li> <li>ELL Instructional Professional Learning</li> <li>Equity/Diversity</li> <li>Other Instructional Focus Areas</li> </ul>
Documentation required for above activities must be uploaded to your CCSD Google Drive and submitted as a single link to the CCSD ELMS. Documentation required for CU submissions in ELMS can be accessed online at <a href="http://bit.ly/PGSELMSdocumentation">http://bit.ly/PGSELMSdocumentation</a> .		

## Student-Based Activities: IEPs



Activity	Contact Units	Description and Limitations
Special Education Teachers and Related Services Special Education Providers: Writing IEPs and MDTs	<ul style="list-style-type: none"> <li>Maximum 30 CUs</li> </ul>	<p>Special education teachers and Related Services Special Education Providers may receive 1 CU for writing every IEP/MDT on his/her caseload for a maximum of 30 CUs.</p> <p>Note: It is understood that writing every student's IEP/MDT on his/her caseload may occur during or outside the contractual workday.</p>
Participating as a Member of the IEP/MDT Team	<ul style="list-style-type: none"> <li>Maximum 30 CUs</li> </ul>	<p>An educator/licensed professional may receive ½ CU for each student for whom the educator/licensed professional participates in the IEP/MDT writing process and attends the IEP/MDT meeting to support the goals of the IEP/MDT for a maximum of 30 CUs.</p> <p>Note: It is understood that participating in the IEP/MDT writing process and attending the IEP/MDT meeting to support the goals of the IEP/MDT may occur during or outside the contractual workday. An educator/licensed professional may not accrue CUs for both writing and participating in the same IEP/MDT.</p>

Documentation required for above activities must be uploaded to your CCSD Google Drive and submitted as a single link to the CCSD ELMS.

Documentation required for CU submissions in ELMS can be accessed online at <http://bit.ly/PGSELMSdocumentation>.

## Student-Based Activities: Extracurricular Activities

Activity	Contact Units	Description and Limitations
Educators/licensed professionals who coach a sport, advise, or coordinate an extracurricular club or activity	<ul style="list-style-type: none"> <li>Maximum 50 CUs</li> </ul>	<p>The educator/licensed professional must be on the school's approved student activity or coaching list. CUs accrue for direct contact time for coaching /advising students in the area of an extracurricular assignment.</p> <p>Sports and activities which occur throughout the year that include more than 1 season may count toward CUs. For example, a football coach who is compensated during the fall football season may earn ½ CUs. If he/she also conducts summer weight training with the football players for no compensation, he/she may accrue full CUs.</p>

Documentation required for above activities must be uploaded to your CCSD Google Drive and submitted as a single link to the CCSD ELMS.

Documentation required for CU submissions in ELMS can be accessed online at <http://bit.ly/PGSELMSdocumentation>.

For an educator/licensed professional who coaches a sport or advises an activity or extracurricular club at a school other than his/her home school, the documentation log must be signed by the administrative supervisor at the school sponsoring the sport, activity, or extracurricular club. The CU maximums and options are tied to the educator/licensed professional's home school.



## School & Community Activities

Activity	Contact Units	Description and Limitations
Parent or Community Engagement Leadership: Designing, leading, and conducting academic-centered activities designed to maintain and improve parent or community engagement with the parents/guardians at the educator/licensed professional's school/site	<ul style="list-style-type: none"> <li>Maximum 30 CUs</li> </ul>	These academic-focused activities are designed and developed to align with the school/site's community needs. Activities must be beyond the required 3 nights. Activities might include, but are not limited to, conducting short seminars, developing/designing family learning nights, or developing/designing college and career parent/guardian informational sessions.
Serving on a School Organizational Team at the educator/licensed professional's school/site	<ul style="list-style-type: none"> <li>Maximum 40 CUs</li> </ul>	This includes School/Site-based Committees and Sub-Committees; School/Site-based Decision-Making Teams; or other School/Site Councils aligned with AB 469. Time spent preparing for the meetings or completing assignments from the team do not count toward CUs. The educator/licensed professional submitting for this category must be listed as a member of the school's School Organizational Team (SOT).
Schoolwide Planning	<ul style="list-style-type: none"> <li>Maximum 30 CUs</li> </ul>	The program must be designed to have an impact on the school's student achievement or climate. This may include the creation and writing of schoolwide programs designed to improve student learning, climate, motivation, or writing/leading the development of schoolwide plans, such as the School Improvement Plan or the professional development and/or allocation plan as required by Title I or other regulations.  *This category does not include the writing of curriculum, department chair/grade level meetings, department meetings, or leadership meetings.

Documentation required for above activities must be uploaded to your CCSD Google Drive and submitted as a single link to the CCSD ELMS.  
Documentation required for CU submissions in ELMS can be accessed online at <http://bit.ly/PGSELMSdocumentation>.

Activity	Contact Units
Academic Trips with students as requested by School Administration or the District	<ul style="list-style-type: none"> <li>Maximum 20 CUs</li> </ul> <p>The educator/licensed professional can only accrue CUs for the time in which he/she is engaged in direct contact with students, in the academic sessions on the specific academic activities. Travel, meal, and sleep time do not count toward CUs.</p>

Documentation required for above activities must be uploaded to your CCSD Google Drive and submitted as a single link to the CCSD ELMS.  
Documentation required for CU submissions in ELMS can be accessed online at <http://bit.ly/PGSELMSdocumentation>.

Activity	Contact Units	Description and Limitations
Assignment of Field Observation Students (FOS)	<ul style="list-style-type: none"> <li>2 CUs for supporting each FOS</li> <li>Maximum 8 CUs</li> </ul>	FOS shall be assigned to an educator/licensed professional by his/her supervisor. FOS must spend 10 hours of time observing the master teacher.
Assignment of Practicum Students	<ul style="list-style-type: none"> <li>2 CUs each week for supporting a practicum student</li> <li>Maximum 20 CUs</li> </ul>	Practicum students shall be assigned to an educator/licensed professional by his/her supervisor.
Assignment of Student Teachers	<ul style="list-style-type: none"> <li>2 CUs each week for supporting a student teacher</li> <li>Maximum 20 CUs</li> </ul>	Student teachers shall be assigned to an educator/licensed professional by his/her supervisor.

Documentation required for above activities must be uploaded to your CCSD Google Drive and submitted as a single link to the CCSD ELMS.  
Documentation required for CU submissions in ELMS can be accessed online at <http://bit.ly/PGSELMSdocumentation>.

## Supplemental Instruction



Activity	Contact Units	Description and Limitations
School-Based Tutoring in Core-Content Areas	<ul style="list-style-type: none"> <li>Maximum 50 CUs</li> <li>In Title I Schools, an educator/licensed professional may be paid for tutoring outside the contractual workday and also receive full CUs.</li> </ul>	Educators/licensed professionals may deliver instruction one-on-one or in small groups of students. Instruction might include supporting, accelerating, or remediating students before or after school. Core-Content Areas are defined as: mathematics, English language arts, science, and social studies.
<p>Documentation required for above activities must be uploaded to your CCSD Google Drive and submitted as a single link to the CCSD ELMS.                      Documentation required for CU submissions in ELMS can be accessed online at <a href="http://bit.ly/PGSELMSdocumentation">http://bit.ly/PGSELMSdocumentation</a>.</p> <p>For an educator/licensed professional who tutors students at a school other than his/her home school, the approval on the documentation log must be signed by the administrative supervisor at the school sponsoring the tutoring program. The CU maximums and options are tied to the educator/licensed professional's home school.</p>		

Activity	Contact Units	Description and Limitations
Summer School	<ul style="list-style-type: none"> <li>Maximum 30 CUs</li> </ul>	Educators/licensed professionals who provide instruction in District credit-retrieval summer school may accrue CUs. Summer instructional activities paid at the employees contracted rate of pay are excluded from CU accrual.
<p>Documentation required for above activities must be uploaded to your CCSD Google Drive and submitted as a single link to the CCSD ELMS.                      Documentation required for CU submissions in ELMS can be accessed online at <a href="http://bit.ly/PGSELMSdocumentation">http://bit.ly/PGSELMSdocumentation</a>.</p>		

## Award Recipient



Activity	Contact Units
Recipient of a Community-Based Award provided by local agencies, companies, or other organizations. This includes awards available through the District for which an educator/licensed professional may apply.	<ul style="list-style-type: none"> <li>5 CUs for winning one community award</li> <li>Maximum 5 CUs</li> </ul>
Recipient of a state professional award for the educator/licensed professional's recognition of excellence in professional practice	<ul style="list-style-type: none"> <li>15 CUs for winning one state award</li> <li>Maximum 15 CUs</li> </ul>
Recipient of a national professional award for the educator/licensed professional's recognition of excellence in professional practice	<ul style="list-style-type: none"> <li>25 CUs for winning each national award</li> </ul>
<p>Documentation required for above activities must be uploaded to your CCSD Google Drive and submitted as a single link to the CCSD ELMS.                      Documentation required for CU submissions in ELMS can be accessed online at <a href="http://bit.ly/PGSELMSdocumentation">http://bit.ly/PGSELMSdocumentation</a>.</p>	



## Mentoring

Activity	Contact Units	Description and Limitations
<p><b>Mentor</b></p> <p>Participating in a mentoring relationship as the mentor aligned with at least one of the following:</p> <ol style="list-style-type: none"> <li>Mentoring an experienced educator/licensed professional in need of content area or instructional support as determined by the educator/licensed professional's supervisor</li> <li>Mentoring a new educator/licensed professional with no teaching experience other than substitute teaching</li> <li>Mentoring an educator/licensed professional with teaching experience who is new to the District within the past calendar year</li> <li>Mentoring a vacancy substitute teacher teaching in the areas of mathematics, science, English, or special education. In order for mentoring to be provided for the vacancy substitute teacher, the substitute position is anticipated to last more than 60 school days</li> </ol>	<ul style="list-style-type: none"> <li>Maximum 80 CUs</li> <li>Educators/licensed professionals assigned as a mentor as part of CCSD Educator Pipeline can accrue CUs for mentoring outside of the licensed employee bargaining group.</li> <li>In Title I Schools, an educator/licensed professional may be paid for mentoring outside the contractual workday and also receive full CUs.</li> </ul>	<p>Mentoring Activity (except observations of another educator/licensed professional) must occur outside of the contractual workday. Mentoring activities might include, but are not limited to, constructive dialogue, providing advice and feedback, observation and coaching, and assistance with writing lesson plans and IEPs.</p> <ul style="list-style-type: none"> <li>The mentoring activities may be combined in any fashion.</li> <li>The mentee must also be identified in the activity description of the submission documentation.</li> </ul>
<p><b>Mentee</b></p> <p>Participating in a mentoring relationship as the mentee aligned with at least one of the following:</p> <ol style="list-style-type: none"> <li>Serving as an experienced educator/licensed professional in need of content area or instructional support as determined by the educator/licensed professional's supervisor</li> <li>Serving as a new educator/licensed professional with no teaching experience other than substitute teaching</li> <li>Serving as an educator/licensed professional with teaching experience who is new to the District within the past calendar year</li> </ol>	<ul style="list-style-type: none"> <li>Maximum 30 CUs</li> </ul>	<p>Mentoring must occur outside of the contractual workday. This professional learning activity is for educators/licensed professionals who are being mentored.</p> <ul style="list-style-type: none"> <li>The mentor must also be identified in the activity description of the submission documentation.</li> </ul>
<p>Documentation required for above activities must be uploaded to your CCSD Google Drive and submitted as a single link to the CCSD ELMS. Documentation required for CU submissions in ELMS can be accessed online at <a href="http://bit.ly/PGSELMSdocumentation">http://bit.ly/PGSELMSdocumentation</a>.</p>		



## Grant Recipients

Activity	Contact Units	Description and Limitations
<p>Recipient of a grant that directly impacts students, the school, or the school community</p>	<ul style="list-style-type: none"> <li>3 CUs for receiving each grant</li> <li>Maximum 30 CUs</li> </ul>	<p>In order for the grant writing to be eligible for CU accrual, the grant award must be for the benefit of the students, the overall classroom climate/environment, and/or the school.</p>
<p>Documentation required for above activities must be uploaded to your CCSD Google Drive and submitted as a single link to the CCSD ELMS. Documentation required for CU submissions in ELMS can be accessed online at <a href="http://bit.ly/PGSELMSdocumentation">http://bit.ly/PGSELMSdocumentation</a>.</p>		

## External Professional Development



Activity	Contact Units	Description and Limitations
In-person/live or virtual/synchronous attendance at professional development conferences provided by organizations officially recognized by the educational profession or content area at the state, local, or national levels	<ul style="list-style-type: none"> <li>Maximum 80 CUs</li> </ul>	<p>Synchronous is defined as occurring in real-time. The conference activity is coordinated with a specific time and date.</p> <p>Organizations may be the National Council of Teachers of Mathematics (NCTM), the National Council of Teachers of English (NCTE), or similar state-level organizations.</p> <p>Attendance at conferences must occur outside of the contractual workday. Travel time is not counted.</p> <p>The professional development conference must be related to the educator/licensed professional's assignment, license, or professional growth goals.</p>
Asynchronous Conference/Webinar	<ul style="list-style-type: none"> <li>Maximum 10 CUs</li> </ul>	<p>Asynchronous conference/webinars are defined as events not occurring in real-time. The conference activities are not coordinated with a specific time or viewed at will as a playback.</p> <p>Attendance at asynchronous conferences/webinars must occur outside of the contractual workday.</p>

Documentation required for above activities must be uploaded to your CCSD Google Drive and submitted as a single link to the CCSD ELMS. Documentation required for CU submissions in ELMS can be accessed online at <http://bit.ly/PGSELMSdocumentation>.

Activity	Contact Units
Presentations at conferences provided by organizations officially recognized by the educator/licensed professional's profession or content area	<ul style="list-style-type: none"> <li>Up to 3 hours of documented creation time permitted for every hour of unique presentation time</li> <li>Maximum 50 CUs.</li> </ul>

Documentation required for above activities must be uploaded to your CCSD Google Drive and submitted as a single link to the CCSD ELMS. Documentation required for CU submissions in ELMS can be accessed online at <http://bit.ly/PGSELMSdocumentation>.

Activity	Contact Units	Description and Limitations
Micro-Credentials	<ul style="list-style-type: none"> <li>Maximum 50 CUs</li> </ul>	<p>Each micro-credential must be related to the educator/licensed professional's assignment, license, or professional growth goals. Only micro-credentials approved by Digital Promise may be utilized: <a href="https://bit.ly/digitalpromisemicrocredentials">https://bit.ly/digitalpromisemicrocredentials</a>.</p>

Documentation required for above activities must be uploaded to your CCSD Google Drive and submitted as a single link to the CCSD ELMS. Documentation required for CU submissions in ELMS can be accessed online at <http://bit.ly/PGSELMSdocumentation>.

Activity	Contact Units	Description and Limitations
National Board for Professional Teaching Standards (NBPTS) Process and/or Certification	<ul style="list-style-type: none"> <li>133 CUs for initial submission of the NBPTS Components</li> <li>92 CUs for the NBPTS Certification</li> </ul>	<p>Initial submission of all components of the NBPTS process may earn a total of 133 CUs. After successful certification of NBPTS is received, an additional 92 CUs may be earned.</p>
National Board Maintenance of Certification (MOC)	<ul style="list-style-type: none"> <li>30 CUs</li> </ul>	<p>National Board Certified Teacher (NBCT) Certification Renewal Profile of Professional Growth must be successfully completed for certification.</p>

Documentation required for above activities must be uploaded to your CCSD Google Drive and submitted as a single link to the CCSD ELMS. Documentation required for CU submissions in ELMS can be accessed online at <http://bit.ly/PGSELMSdocumentation>.



## External Professional Development

### Licensure

Activity	Contact Units	Description and Limitations
Maintain a second endorsement on the educator/licensed professional's license. The endorsement must be outside of the educator/licensed professional's primary teaching/licensed assignment and must be in the designated areas as noted in the box to the right. An educator/licensed professional must be rated "effective" or "highly effective" on his/her last evaluation.	<ul style="list-style-type: none"> <li>• 10 CUs for maintaining an endorsement.</li> <li>• Maximum 20 CUs.</li> </ul>	<p><b>ELEMENTARY:</b> An educator/licensed professional may receive CUs for having an endorsement(s) not required for his/her primary teaching/licensed assignment in any of the following areas as identified by NDE: <a href="http://bit.ly/NDEendorsements">bit.ly/NDEendorsements</a></p> <p>For example, a special education teacher may receive 10 CUs for maintaining an elementary education endorsement. A fifth-grade teacher may receive 20 CUs for maintaining a special education endorsement and a TESL/ELAD endorsement.</p> <p><b>SECONDARY:</b> An educator/licensed professional may receive CUs for having an endorsement(s) not required for his/her primary teaching/licensed assignment in any of the following areas as identified by NDE: <a href="http://bit.ly/NDEendorsements">bit.ly/NDEendorsements</a></p> <p>For example, a special education teacher may receive 10 CUs for maintaining an TESL/ELAD endorsement. A math teacher may receive 20 CUs for maintaining a science and a TESL/ELAD endorsement.</p>
Documentation required for above activities must be uploaded to your CCSD Google Drive and submitted as a single link to the CCSD ELMS. Documentation required for CU submissions in ELMS can be accessed online at <a href="http://bit.ly/PGSELMSdocumentation">http://bit.ly/PGSELMSdocumentation</a> .		

Activity	Contact Units	Description and Limitations
Professional/Specialty License Continuing Education Units (CEUs)	<ul style="list-style-type: none"> <li>• No Maximum</li> </ul>	<p>CEUs are for licensed professionals who hold a specialty professional license, such as a social worker, psychologist, or the equivalent requirements for an educator/licensed professional licensed through the business and industry route.</p> <p>CEUs must be related to the educator/licensed professional's licensed assignment, license, or professional growth goals.</p> <p>School Counselors may accrue CUs for Continuing Education Units offered through American School Counselor Association (ASCA) University and Mental Health Academy.</p> <p>All educators/licensed professionals may use CEUs issued by the Nevada Department of Education to accrue CUs.</p>
Documentation required for above activities must be uploaded to your CCSD Google Drive and submitted as a single link to the CCSD ELMS. Documentation required for CU submissions in ELMS can be accessed online at <a href="http://bit.ly/PGSELMSdocumentation">http://bit.ly/PGSELMSdocumentation</a> .		

### Additional Support for Other Licensed Educational Personnel (OLEP)

OLEP Supporting Documents
<a href="#">Social Worker</a>
<a href="#">School Psychologist</a>
<a href="#">School Nurse</a>
<a href="#">School Mental Health Professional</a>
<a href="#">Physical Therapist</a>
<a href="#">Occupational Therapist</a>
<a href="#">Counselors</a>

# **EXHIBIT E**



1           11.    Upon information, Clyde Smith ultimately was conferred a Master's Degree in  
2 Education in August 2024.

3           12.    The PGS team and Assistant Human Resources Officer Cedric Cole informed  
4 Clyde Smith of the decision and the reason for how many contact units he accrued based on the  
5 hours of coursework that he successfully completed, pursuant to the Negotiated Agreement, PGS  
6 guide, and long-standing practice.

7           I declare under penalty of perjury that the foregoing is true and correct to the best of my  
8 personal knowledge and understanding.

9           Dated: May 26, 2026.



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Erik Skramstad

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# **EXHIBIT F**



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## Request for Review of Advancement Credit – ARL Program Completion

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Professional Growth System <pgs@nv.ccsd.net>

Fri, Mar 6, 2026 at 6:02 AM

To: "Clyde Smith [Centennial HS]" <smithc10@nv.ccsd.net>

Cc: Jennifer McMillin <jmcmillin@ccea-nv.org>

Licensure requirements are separate from and not related to salary advancement requirements.

The note regarding your hire date was to let you know that any credits prior to your hire date are not accepted as you had requested 296 CUs. Contact Units may only be accrued while a contracted employee with the District and not before. As CU accrual is part of the process for salary advancement set forth by the collective bargaining agreement, it can only be undertaken when one is working under that CBA.

Consistent review standards are maintained by the PGS Department. If you believe that an individual was wrongfully awarded CUs, please provide us with that individual's information so that an audit may be conducted to make sure that any potential errors are addressed.

Thank you,

The Professional Growth System Review Team

### PGS Resources:

PGS Website

PGS Reference Guide

Documentation Required for CU Submissions in ELMS

ELMS Submission Examples

PGS Information Sessions are listed in the ELMS (Learning Activity keyword 'PGS Information').

Deadlines, directions, documents, and tutorial videos for submitting Contact Unit and Professional Growth Plan documentation for licensed employees can be found on the PGS website:

<https://www.ccsd.net/resources/ccsd-professional-growth-system-pgs>



The Professional Growth System Review Team

Human Resources Unit

Phone: 702-799-4747

Email: [pgs@nv.ccsd.net](mailto:pgs@nv.ccsd.net)

We value your opinion! Please take a few moments to share your experience from today's interaction with us by completing the following **survey**.

On Fri, Mar 6, 2026 at 12:23 AM Clyde Smith [Centennial HS] <smithc10@nv.ccsd.net> wrote:

Dear Professional Growth System Team,

I am writing to formally request a review of the determination regarding my salary advancement following completion of the Alternative Route to Licensure (ARL) program.

I completed the ARL pathway through the University of Nevada, Las Vegas from **Summer 2023 through Spring 2024**, totaling **25 semester hours (200 CUs)** of graduate-level coursework. The coursework included:

CIG 690  
CME 705  
EPY 709  
ESP 701  
ESP 730  
CIG 697  
CIS 563  
CIT 602  
TESL 752

According to the approver comment in the Professional Growth System, these courses were not credited because coursework completed prior to my hire date of **July 29, 2020 may not accrue credit units**. However, this interpretation does not accurately reflect the structure and requirements of the ARL program.

The **Alternative Route to Licensure (ARL)** pathway in Nevada is specifically designed for individuals who already hold a bachelor's degree but did not complete a traditional teacher preparation program. Participants are issued a **conditional teaching license and must complete required graduate coursework while working toward a Standard Nevada teaching license**.

Because these courses were **mandatory components of the ARL licensure program**, they were not optional coursework taken prior to licensure. Rather, they were required in order to transition from conditional licensure to a **Standard Nevada teaching license**. Without completing these courses, I would not have been able to obtain my standard teaching license or continue meeting Nevada educator licensure requirements.

Additionally, **all of my white colleagues who were in the same ARL program cohort with me submitted the same credit hours and coursework for advancement and received their salary advancement**. They completed the same program and submitted the same required coursework, yet my advancement request was denied.

This raises a serious concern regarding **consistent application of the policy**, as identical coursework from the same ARL program appears to have been approved for others but denied in my case.

Furthermore, the **CCSD salary schedule provides column advancement based on educational attainment**, including movement to higher columns such as **Master's and Master's plus additional credits** when educators earn graduate-level semester hours through accredited programs. These ARL courses resulted in **graduate semester credits that were submitted through the Professional Growth System for column advancement**, which aligns with the district's salary column advancement structure.

For transparency and representation, **I have included my union representative on this email** so they are aware of this matter as it is reviewed.

Given these circumstances, I respectfully request:

1. A formal reevaluation of my ARL coursework for Professional Growth credit and column advancement.
2. Written clarification of the policy used to exclude these credits.
3. Confirmation that the same standards are being applied consistently across ARL participants **who** completed the same program.

If necessary, **I am prepared to pursue formal review through the contractual grievance process** to ensure that the Professional Growth System policies and the negotiated agreement are being applied consistently and fairly.

I am happy to provide transcripts, program documentation, or any additional information needed to support this review.

Thank you for your time and consideration. I look forward to your response.

Sincerely,

Clyde Smith, MBA, MEd

General and AP Chemistry Educator  
Centennial High School  
10200 W Centennial Pkwy,  
Las Vegas, NV 89149  
Contact: (702) 799-3440 ext 3907  
smithc10@nv.ccsd.net



**It doesn't matter** how beautiful your theory is, it doesn't matter how smart you are. **If it doesn't agree with experiment, it's wrong.** Professor Richard Feynman

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