

CARSON CITY SCHOOL DISTRICT
1402 West King Street
Carson City, Nevada
Tuesday, November 12, 2013

SCHOOL BOARD WORKSHOP AND MEETING

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

CALL BOARD WORKSHOP TO ORDER – 6:00 P.M.

1. Flag Salute: **Joe Cacioppo**

2. Round table discussion among Board Members, Staff and Principals’ addressing the following topics: – **for discussion only; no action.**
 - Nevada School Performance Framework (NSPF)
 - Nevada Report Card; Accountability Report
 - Site interventions to enhance student achievement

CALL BOARD MEETING TO ORDER – 7:00 P.M.

3. Adoption of the Agenda, as submitted – **for possible action (public comment will be taken prior to any action).**
Please Note: The Board reserves the right to (1) take items in a different order, (2) combine two or more Agenda items for consideration, and (3) to remove an item from the Agenda or delay discussion relating to an item on the Agenda at any time, in order to accomplish the business on the Agenda in the most efficient manner.

4. Superintendent’s Report – **for information only.**
 - *Follow-up on inquiries made to the Superintendent
 - Recognition of Capital Ford; Drive One 4 UR School Program
 - Recognition of Carson High School; Alliance for a Healthier Generation Silver Recognition Award
 - Announcements

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

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

7. Public Comment – Comments may be made by members of the public on any matter within the authority of this Board. Please note that Public Comment will be taken on items marked “for possible action” before action is taken on such items, and members of the public are

encouraged to comment on such items at the time they are being considered. Although members of the Board may respond to questions and discuss issues raised during Public Comment, no action may be taken on such a matter until the matter is placed on an agenda for action at a meeting of the Board. In making Public Comment, speakers are asked come to the podium, sign in, speak into the microphone, and identify themselves for the record. Speakers are asked to limit their comments to no more than three (3) minutes and to not simply repeat comments made by others. – **for discussion only.**

8. Discussion and Possible Action on Approval of Recommendations of Benefits Committee regarding Group Health Care Insurance Plan Design and Renewal of Coverage for the Calendar Year, January 1, 2014 through December 31, 2014 – **for possible action.** **Dr. Jose Delfin
Valerie Clark**
9. Informational Update on the Gifted and Talented Education (GATE) Program in the Carson City School District – **for discussion only.** **Valerie Dockery**
10. Informational Update on the Pre-K Program Expansion for English Language Learner (ELL) Students in the Carson City School District, as funded under Senate Bill 504 – **for discussion only.** **Valerie Dockery**
11. Informational Update on the Carson City School District Race to the Top Grant – **for discussion only.** **Dr. Steve Pradere**
12. Discussion and Possible Action on 2013-2014 Class Size Reduction Plan as required per NRS 388.720 – **for possible action.** **Susan Keema**
13. Discussion and Possible Action to Approve an Interlocal Agreement between Carson City and the Carson City School District for the Purpose of Installing a Sidewalk and Granting Easements for a Safe Route to School Project located on Eagle Valley Middle School Property – **for possible action.** **Richard Stokes**
14. Discussion and Possible Action on the Superintendent’s Annual Evaluation – **for possible action.** **Steve Reynolds**
15. Discussion and Possible Action to cancel the 2nd School Board meeting in December, 2013 in Recognition of Christmas Eve, December 24, 2013 – **for possible action.** **Lynnette Conrad**
16. Approval of Consent Agenda – **for possible action (public comment will be taken prior to any action).**

ALL MATTERS LISTED UNDER THE CONSENT AGENDA ARE CONSIDERED ROUTINE AND MAY BE ACTED UPON BY THE CARSON CITY BOARD OF SCHOOL TRUSTEES WITH ONE ACTION AND WITHOUT EXTENSIVE HEARING. ANY MEMBER OF THE BOARD OR ANY CITIZEN MAY REQUEST

THAT AN ITEM BE TAKEN FROM THE CONSENT AGENDA, DISCUSSED AND ACTED UPON SEPARATELY DURING THIS MEETING.

- a. Approval and Ratification of Purchase Orders and Payables, and Authorization for Signing of Warrant Registers, Payroll Journals and other orders for goods and services for Processing and Payment.
- b. Approval of Board Meeting Minutes.
- c. Notification of budget transfers for the prior month.
- d. Approval of employee leave requests.
- e. Approval of sick leave bank withdrawals.
- f. Request for permission for 16-year-old to withdraw from school to take GED.
- g. Request for permission for Home School/Charter High School students to participate in athletics at Carson High School.
- h. Request for permission for student exemption of required vaccinations pursuant to NRS 392.437
- i. Approval of Nevada Department of Taxation Quarterly Economic Survey
- j. Notification of Changes in the Classified and Nursing Staff, including New Hires and Terminations
- k. Approval of Offers of Employment to Certified Staff, Notice of Non-Hires, and Notice of Terminations

17. Requests for Future Agenda Topics

18. Adjournment

A copy of the Agenda of this meeting has been posted before 9:00 AM on Wednesday, November 6, 2013, at the following locations: 1) Department of Education, 700 E. Fifth Street; 2) School Administration Office, 1402 W. King Street; 3) Carson City Public Library, 900 N. Roop Street; and 4) Carson City Manager's Office, 201 N. Carson Street..

Carson City School District is pleased to provide accommodations for individuals with disabilities. If you have a disability, please contact us at 775-283-2100, and we will provide assistance or accommodate you in any way that we possibly can.

[Watch the Board Meeting live at Access Carson City](#)

BOARD OF TRUSTEES MEETING

November 12, 2013

EXECUTIVE SUMMARY

8. Discussion and Possible Action on Approval of Recommendations of Benefits Committee regarding Group Health Care Insurance Plan Design and Renewal of Coverage for the Calendar Year, January 1, 2014 through December 31, 2014

The Carson City School District was anticipating a large premium increase due to the new Affordable Health Care Act coupled with high claims data. The District sincerely appreciates the hard work with all of our bargaining groups via the Benefits Committee. The good news is the overall rate increase was an average of 10% given that 4% of the increase was due to the Affordable Health Care Act fees. Mrs. Valerie Clark, District's Insurance Broker will be presenting the 2014 health renewal rates along with pertinent plan design details.

The Benefits Committee, along with all four bargaining groups recommends Board approval of the 2014 insurance renewal plan.

9. Informational Update on the Gifted and Talented Education (GATE) Program in the Carson City School District

According to NAC 388.043 & NRS 385.080, "gifted and talented" means a person who possesses or demonstrates outstanding ability in one or more of the following:

1. General intelligence;
2. Academic aptitude in a specific area;
3. Creative thinking;
4. Productive thinking;
5. Leadership;
6. The visual arts; or
7. The performing arts.

The Carson City School District has established a Gifted and Talented Planning Committee. The overriding goal of this Committee is to present a plan to the Board of Trustees that will encompass optimal services and programs for gifted and talented students in the district. To meet this goal, current services are being assessed, the district's current identification process is being evaluated, and best practices and current research in the field of gifted education are being explored. Tonight's presentation will update the Board of Trustees on the Committee's progress to date.

10. Informational Update on the Pre-K Program Expansion for English Language Learner (ELL) Students in the Carson City School District, as funded under Senate Bill 504

The 2013 Nevada legislative session delivered ground-breaking legislation for Nevada's English Language Learners (ELLs). Senate Bill 504, signed into law in June of 2013, states that "children who are limited English proficient benefit from instruction that is designed to address the academic and linguistic needs of those children." (SB 504 Sec.2.1(b)) "It is the intent of the Legislature that children who are limited English proficient be provided with services and instruction which is designed to address the academic needs of such children so that those children attain proficiency in the English language and improve their overall academic and linguistic achievement and proficiency." (SB 504 Sec2.1(c))

The Carson City School District received \$416,416.00 in per pupil funding to create and expand high-quality Pre-K programs at three schools: Mark Twain and Empire will expand their Pre-K programs by adding two additional sections at each school. Bordewich Bray/Special Services are collaborating to provide Pre-K classes that will also include special needs students that have been identified via Child Find. All three schools receive Title I funding and serve our highest populations of English Language Learners.

11. Informational Update on the Carson City School District Race to the Top Grant

In support of this month's presentation, I have attached two important documents that will provide additional background information. The first is a summary of the curriculum work that has been completed year to date. This curriculum review demonstrates the percentage of work completed in the secondary curriculum review and refinement process. This full system curriculum review should be completed by August of 2014. The individual teachers and teacher teams are continuing to meet this aggressive time line. The second document is a foundational document that provides a well-developed description of the spectrum of instructional stances and how these stances connect to our most effective teachers. Development of the Strategic Plan/RTT-D Project will allow the district to build the organizational systems to support all teachers to move toward the most effective instructional stances.

The presentation will also address progress at each of the five strategic plan goals:

- In the area of Exceptional Leaders Teachers and Staff we will review the alignment of services for our implementation specialists with core content areas and a summary of their work in that area. We will also talk a little bit about the work of our department chairs and school support teams.
- Curriculum that matters the report will address the progress for curriculum and assessment development across all content areas. In the College and Career area we will be sharing the career development opportunities including the Business Career Cluster training that took place November 6, 7, 2013.
- In the student wellness component we will share the formation of an advisory council that will begin its work in January and will look at student participation in health and wellness activities, curriculum implementation grades pre-k through grades 12 and development possible development of a school based health program for the district.
- Empowering students and family area we will review the progress on development of the e-portfolio and work with counselor advisory team.
- Community in full partnership the increase in opportunities for students and a summary of the work of the school to career office for this month.

12. Discussion and Possible Action on the 2013-2014 Class Size Reduction Plan as required per NRS 388.720

The District is required to submit to the Department of Education a quarterly report for Class Size Reduction. In your board packet is a copy of the 1st quarter 2013-2014 Class Size Reduction plan indicating the ratio of students to teachers in grades K-5 at each elementary school. Board approval of this plan is recommended.

13. Discussion and Possible Action to Approve an Interlocal Agreement between Carson City and the Carson City School District for the Purpose of Installing a Sidewalk and Granting Easements for a Safe Route to School Project located on Eagle Valley Middle School Property

Mr. Stokes will present information on a request by the City to approve an Interlocal Agreement between the Carson City and the District, along with approving easements to allow for the installation of a sidewalk on the north end of Eagle Valley Middle School property between Carson River Road and the 1st driveway onto the school campus. Staff recommends approval.

14. Discussion and Possible Action on the Superintendent's Annual Evaluation

Included in your Board packet is a copy of the form approved at the October 22, 2013 Board meeting to complete the 2013 Annual Evaluation for Mr. Stokes, Superintendent of the Carson City School District. In addition, you will find copies of the following forms, which you may helpful.

- Superintendent's/District Accomplishments – 2013
- Current contract for Mr. Stokes
- Form for Specific District Goals – 2013

After comments and discussion, this item requires Board action.

15. Discussion and Possible Action to cancel the 2nd School Board meeting in December, 2013, of Recognition of Christmas Eve, December 24, 2013

In January of each year, the Board votes to approve the number of board meetings that will be held each month. Historically, there are two meetings per month. This year, the 2nd board meeting is scheduled to be held on Christmas Eve Day, December 24, 2013. In recognition of the holiday, Board approval is required to cancel this scheduled meeting.

NRS and NAC Information for 11-12-13 Board Meeting Agenda Items

Agenda Item #9

NAC 388.043 “Gifted and talented” defined. ([NRS 385.080](#)) “Gifted and talented” means a person who possesses or demonstrates outstanding ability in one or more of the following:

1. General intelligence;
2. Academic aptitude in a specific area;
3. Creative thinking;
4. Productive thinking;
5. Leadership;
6. The visual arts; or
7. The performing arts.

NRS 385.080 Regulations. The State Board may adopt regulations for its own government and as necessary for the execution of the powers and duties conferred upon it by law.

[8:32:1956]—(NRS A 1977, 222; 1979, 1566; [1987, 993](#), [1489](#); [1995, 1382](#))

(Added to NAC by Bd. of Education, eff. 9-13-91)

Agenda Item #12

NRS 388.720 Development of plan by school district to reduce pupil-teacher ratios; alternative ratios for certain grades authorized in certain counties.

1. Except as otherwise provided in subsection 2, each school district together with the recognized associations representing licensed educational personnel shall develop a plan to reduce the district’s pupil-teacher ratio per class in kindergarten and grades 1, 2 and 3 within the limits of available financial support specifically set aside for this purpose and submit that plan to the State Board.

2. In lieu of complying with the pupil-teacher ratio prescribed in paragraph (a) of subsection 1 of [NRS 388.700](#), a school district in a county whose population is less than 100,000 may, in consultation with the recognized associations representing licensed educational personnel, develop a plan to reduce the district’s pupil-teacher ratios per class for specified grade levels in elementary schools. Alternative ratios for grade 6 may only be approved for those school districts that include grade 6 in elementary school. The alternative pupil-teacher ratios must not:

- (a) Exceed 22 to 1 in grades 1, 2 and 3; and
- (b) Exceed 25 to 1 in grades 4 and 5 or grades 4, 5 and 6, as applicable.

3. The State Board shall approve a plan submitted pursuant to subsection 2 if the plan:

- (a) Reduces the district’s pupil-teacher ratio in the elementary schools within the school district; and
- (b) Is fiscally neutral such that the plan will not cost more to carry out than a plan that complies with the ratios prescribed in paragraph (a) of subsection 1 of [NRS 388.700](#).

(Added to NRS by [1989, 2106](#); A [1991, 1605](#); [2005, 2163](#))

**CARSON CITY SCHOOL DISTRICT
BENEFITS ELECTION WORKSHEET
ACTIVE EMPLOYEES**

MONTHLY RATE SCHEDULE - EFFECTIVE JANUARY 1, 2014 - DECEMBER 31, 2014

	MEDICAL HIGH OPTION	MEDICAL LOW OPTION	HUMANA - DENTAL HIGH OPTION	HUMANA - DENTAL LOW OPTION	HUMANA-LIFE/AD&D HIGH OPTION	HUMANA-LIFE/AD&D LOW OPTION	EYEMED VISION
HMO - PLANS	HMO515	HMOB3030					
Employee Only	<u>\$763.08</u>	<u>606.30</u>	\$10.40 + <u>32.78</u>	<u>\$32.78</u>	\$ 5.10 + <u>3.40</u>	<u>\$3.40</u>	<u>\$4.98</u>
With Spouse	\$717.32	569.94	\$10.40 + 42.94	\$33.46			\$4.48
With Children	\$511.30	406.26	\$10.40 + 63.24	\$47.74			\$4.96
With Family	\$1,228.56	976.18	\$10.40 + 107.14	\$81.38			\$9.94
PPO - PLANS	HC027	n/a					
Employee Only	<u>\$803.76</u>						
With Spouse	\$755.54						
With Children	\$538.54						
With Family	\$1,294.04						
HIGH DEDUCTIBLE HEALTH PLAN HD027							
Employee Only	<u>\$492.44</u>						
With Spouse	\$462.92						
With Children	\$329.96						
With Family	\$792.84						

*Carson City School District will contribute 100% of the "Employee Only" premium for the Medical Plan chosen, Low Option Dental Plan, Low Option Life/AD&D Plan, and Vision Plan. *The Employer paid premiums are indicated above as **BOLDED & UNDERLINED**.* The employee pays the difference of the High option dental and life. All other voluntary elections will be paid by the employee through semimonthly payroll deduction.

		AMOUNT PER MONTH		
Employee's total monthly deductions are pre-taxed and divided per pay periods. (Semi-monthly)		EE Cost for High Option Only if Individual	EE Cost for SP/DEP/FAM and/or High Option	EE monthly cost per plan
	Health Insurance:	0	\$	\$
APPLICABLE FOR HIGH OPTION DENTAL	Dental:	\$ 10.40	\$	\$
	Vision:	0	\$	\$
APPLICABLE FOR HIGH OPTION GROUP LIFE	Life/AD&D:	\$ 5.10	\$	\$
	High Deductible Health Plan	0		
	Health Care Account HCA Sect. 125: (Annual Max \$2,500)		\$	\$
	Dependent Care Account DCA Sect. 125: (Annual Max \$5,000)		\$	\$
	Individual Health Savings Account -CCSD Contributes \$3,000 (Employee Add'l \$ 300 allowed to reach Annual Max. \$3,300)		\$	\$
	Family Health Savings Account -CCSD contributes \$3,000 (Employee Add'l HSA \$3,550 to reach Annual Max \$6,550)		\$	\$
	Limited Flexible Spending Account - Dental & Vision only associated with the High Deductible Health Plan (HDHP) plan (FSL Annual Max. \$2,500)		\$	\$

Note: Because you pay for benefits with pre-tax dollars, the actual effect on your pay will vary depending on the benefits you select and your personal tax situation.

Signature

Date

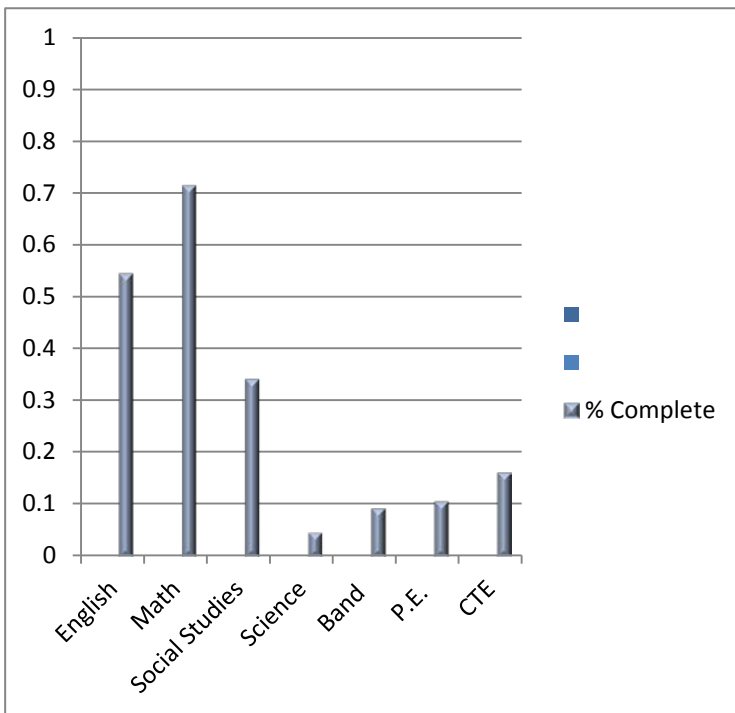


Carson City School District
 1402 West King Street, Carson City NV 89703
 (775) 283-2000 - Fax: (775) 283-2090

- Middle Schools- Progress-

Departments	# of Courses
English	3
Math	6
Social Studies	3
Science	3
Band	10
P.E.	6
CTE - + Electives	19
Total:	50

Year 1	Year 2	Year 3
0= nothing for 2013-2014		
1= started 2013-2014	5= refinement started 2014-2015	9= refinement started 2015-16
2=completed and verified 2013-14	6=completed and verified 2014-15	10=completed and verified 2015-16
3= Partially Implemented	7= Partially Implemented 14-15	11= Partially Implemented 15-16
4= Fully Implemented 2013-2014	8= Fully Implemented 14-15	12=Fully Implemented 15-16



Summary of Progress for ALL Departments:	% Complete
English	55%
Math	72%
Social Studies	34%
Science	5%
Band	9%
P.E.	11%
CTE	16%

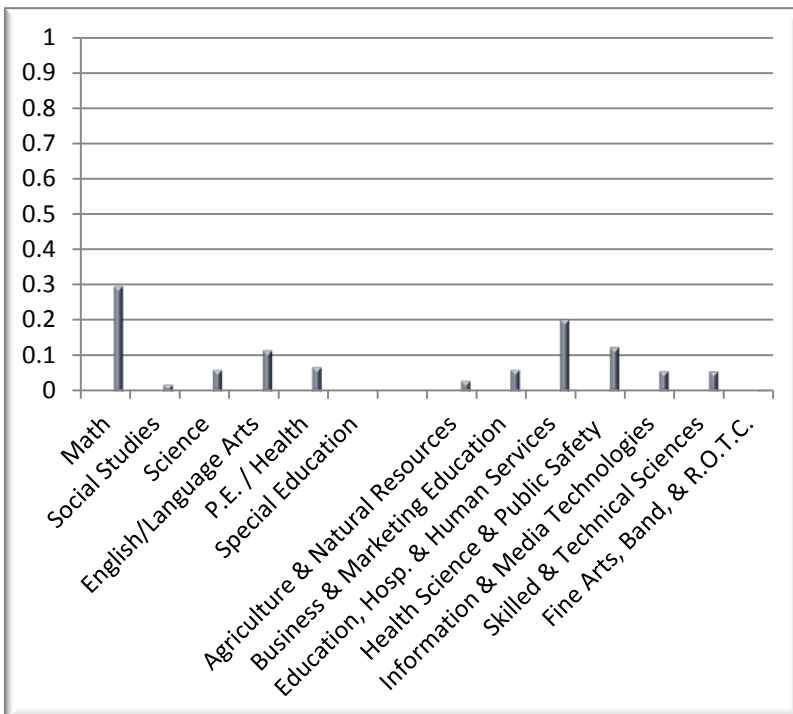


Carson City School District
 1402 West King Street, Carson City NV 89703
 (775) 283-2000 - Fax: (775) 283-2090

High School-

Departments	# of Courses
Math	17
Social Studies	15
Science	21
English/Language Arts	18
Foreign Language	19
P.E. / Health	18
Special Education	21
CTE	
Agriculture & Natural Resources	7
Business & Marketing Education	3
Education, Hosp. & Human Services	3
Health Science & Public Safety	4
Information & Media Technologies	13
Skilled & Technical Sciences	18
Fine Arts and Band	23
R.O.T.C.	4
Total:	204

Year 1	Year 2	Year 3
0= nothing for 2013-2014		
1= started 2013-2014	5= refinement started 2014-2015	9= refinement started 2015-16
2=completed and verified 2013-14	6=completed and verified 2014-15	10=completed and verified 2015-16
3= Partially Implemented	7= Partially Implemented 14-15	11= Partially Implemented 14-15
4= Fully Implemented 2013-2014	8= Fully Implemented 14-15	12=Fully Implemented 15-16



Summary of Progress for ALL Departments:	% Complete
Math	29.48%
Social Studies	2.00%
Science	6.11%
English/Language Arts	11.57%
P.E. / Health	6.84%
Special Education	0.00%
Agriculture & Natural Resources	3.06%
Business & Marketing Education	6.11%
Education, Hosp. & Human Services	20.00%
Health Science & Public Safety	12.50%
Information & Media Technologies	5.77%
Skilled & Technical Sciences	5.74%
Fine Arts, Band, & R.O.T.C.	0.31%

Curriculum Implementation KEY	
	Curriculum Implementation Targets that are demonstrated in the curriculum monitoring documents. In order to be considered fully implemented each of the following must be in place
1	Based on state standards and/or common core.
2	Standards are unwrapped with key learning targets identified as power or spiraled standards.
3	Information chunked in small but critical units.
4	Learning Targets are established for each unit.
5	Plan for spiraling key curriculum is established and completed with key concepts reviewed many times throughout the year.
6	Curriculum is mapped with pacing guides. Maps are based on units of study.
7	Unit documents are available for each unit and can be used by teachers as a regular references.
8	Yearlong by unit summary guide list learning targets.
9	Information stored in units form the foundation of unit based learning guides.
10	Guaranteed and viable curriculum for all grade levels. Courses are vertically and horizontally aligned.
11	Curriculum is reviewed for quality by appropriate groups.
12	Curriculum Implemented.
13	Curriculum uploaded in student data system for use by all stakeholders (includes campus level storage)
14	Goal for performance for students is at least 80% proficiency on each unit for quarterly, semester, and yearend exams.
15	All stakeholders know what mastery is prior to entering the units of study. Teachers can define unit expectations and required skills when called upon to do so.

Learner Centered Education System

Delivery Stance

Theresa, an energetic second grade teacher is in the middle of her fourth year as a classroom teacher. This has been an exceptional day for Theresa; her principal has just informed her that she has been nominated as the teacher of the year for her school, an unusual honor for a young teacher at this elementary school. In Theresa's district the nominees must present a resume, video of a model lesson, and a single page written response to the following prompt, "*As a classroom instructor how do you measure your success?*" The principal let Theresa know that she had a week to get her materials together for the district level teacher of the year review. Within a few days Theresa had updated her resume and videotaped a strong lesson. Finally, Theresa was ready to move on to the final task of writing her one page response to the required prompt. Theresa excused her students for the day and headed to the local park. She found a nice table next to the water, placed her pen on the paper, and began to ponder the question, "*As a classroom instructor how do I measure my success?*"... Put yourself in Theresa's place, if you had been selected as the teacher of the year and asked to respond to this question how do you believe you would respond?... As school improvement facilitators Dr. Medina and I have had the opportunity to ask hundreds of educators from administrators to classroom teachers this question and we have been surprised by the answers. Let's begin by assigning a term to describe this response, simply put, an educator **Performance Stance** or **Educational Stance** is defined by how each individual teacher measures his or her success. Does a teacher measure success by how effectively he or she delivers information, or does the teacher measure success by how well his or her students are able to demonstrate knowledge and skills related to the targeted curriculum. Intuitively most believe that teachers measure success by what his or her students can do, but initial investigation into the topic may support other findings. The remainder of this chapter will review the concept of teacher stance and systemic pressure that may push teachers toward one stance or the other.

As products of our educational system, we possess both positive and negative memories of our time spent in school. These memories help to form our individual beliefs about the quality of the education we received. Engrained in our memories are highly effective teachers that we connected with. Each of us remembers the teacher that provided those experiences that significantly changed our lives. As a person whose career is centered in educational improvement, I often consider the qualities that separate our best teachers from those that need improvement. Consider this question, *what separates the exceptional educator from the average or below average teacher?*

Think back to your time as a student in our education system. Who was your most effective teacher? Not necessarily the teacher that you liked the most, but the teacher who moved you to strive for perfection. The person who introduced you to new ideas or content and no matter how difficult the task, this teacher was able to help you to master this new skill. Take a minute to travel back to this classroom and this specific teacher. What do you believe made this teacher different? What kind of connection did you have with this teacher? What attributes did the teacher display that facilitated such a large change in you?

... If you had an opportunity to invite yourself to have cup of coffee with this exceptional teacher and ask, "How do you measure your success as a teacher?" What do you believe the response will be?

Having asked this question many times to teachers with various skill levels it is interesting that two basic responses tend to appear.

The first focuses on the work of the teacher or a **Delivery Stance**:

“... I measure my success by how well I present information. I work hard to maintain well behaved students and try to organize information in a way that students can keep up. I try to address a wide variety of learning styles by presenting information various ways. Students are ultimately responsible for learning. I present, assess, and move on. I have a limited time to present the standards so I have to make sure to get through all the material before the administration of the state or high stakes assessment”

The other common response is focused on performance of the student or a **Learner Centered Stance**:

“... I measure my success by how well students are able to demonstrate knowledge and skills related to the key curriculum I present in class. I have found that if I set learning targets for students prior to entering the learning cycle and participating students understand the learning target and are able to personally monitor progress toward the learning target, they are much more likely to demonstrate the targeted knowledge and skills when called upon to do so. I know I am responsible to teach content, but I also know that I need to teach my students how to interact with new information when I am not there. In other words, part of my work is content driven and another part is to teach students how to study and perform on their own. I guess I would say that I measure my success by how well students can demonstrate targeted knowledge and skills whenever they are call upon to do so.”

I find it very interesting that teachers tend to respond one way or another and there are very few people who provide different responses. The next logical question is which stance do our most effective teachers identify with? Initial data in this area connects our most effective teachers the Learner Centered Stance. Essentially they view their personal success by how effectively students are able to demonstrate the identified knowledge and or skills.

Teachers who measure personal success by what is delivered operate within a delivery centered success model and teachers who measure success based on knowledge or skills gained by the student are considered learner centered.

(Delivery Centered Stance): *Teacher presents information and assesses level of learning at the conclusion of the unit. Teachers in this group are concerned about what and how information was delivered. The focus is on delivery or the presentation of information and not mastery. “I did it, it is up to the students to get it”*

The delivery centered educator presents information, knowledge, and required skills to students over a given period of time. This teacher requires students to determine what is important. Controlling the key concepts for learning, the teacher secretly selects the key content to be assessed. He or she is concerned about the key knowledge and skills, but their fundamental stance is on the delivery of information. The teacher places high value information in an assessment and waits to see which students could figure out what the teacher thought was important and was able to demonstrate mastery on a given assessment. The teacher measures his or her success on how well he or she believes information was presented. Delivery centered teachers often grade on the bell curve. “I taught it, those that studied got it, now it’s time to move on.” Educators in this group tend to believe most students can learn. Delivery centered teachers hold the primary stake in the learning.

(Learner Centered Stance): *The educator’s focus is on student mastery of knowledge, skills, and behaviors within each unit of study. Educators in this model measure professional success by what students know and can demonstrate as a result of participating within each unit of study.*

A Learner Centered Educator (LCE) measures his or her success by the students’ ability to demonstrate identified knowledge, skills, and behaviors at the conclusion of each unit of study. Learner Centered Educators believe that

all students can learn and perform their work in a way that leads to content mastery by all. They utilize summative and formative assessment to guide instruction. They identify learning targets and levels of mastery prior to instruction and they share that information with students. Prior to entering each unit of study students possess a clear set of required expectations for achieving mastery within each unit. Stiggins (2000) through the development of the *Assessment for Learning* research supports the idea of establishing learning targets and providing timely feedback to stakeholders so that mastery can be achieved.

Learner Centered Educators believe that they serve an important role in a community of learners. They have a responsibility to move all students to a level of mastery on all key concepts. They believe that every curricular element that is worth teaching is worth learning for a lifetime. Learner Centered Educators support a spiraling curriculum process. They visit and re-visit key concepts throughout the school year at a high enough frequency that students leave the class with enough background knowledge to perform the required tasks whenever called upon to do so. Learner Centered Educators utilize teaching strategies that promote study skills both in and out of the class. LCE's believe that they serve two roles in terms of teaching. The first is to build student content knowledge, the second is to enhance a student's ability to work with new information independent of the teacher.

Learner Centered Organizations establish learner centered attributes throughout the system. Dr. Rick Medina (2011) stated that an outstanding teacher can move all students to mastery, but an outstanding educational system allows the average teacher to bring all students to mastery. There are four basic components that make up a Learner Centered System and they include curriculum, instruction, assessment, and leadership. The following sections will provide a general description of the primary components of the Learner Centered System.

Teachers tend to fall into one stance or the other and do not easily move back and forth between stances. Though the primary dividing line between stances is found between the delivery centered and learner centered stance, there appears to be levels of commitment to each stance. We could consider this a continuum of commitment see the figure below.

Tier I	Tier II	Tier III	Tier IV	Tier V
Content Delivery	Content Delivery	Learner-Centered	Learner-Centered	Learner-Centered
Content Teacher	Content Review Focus	LC I	LCII Long Term Learning	LC Self Actualized

Tier I Content Delivery (Content/Teacher Centered Model): *Teacher presents information and assesses level of learning at the conclusion of the lesson*

The Tier I teacher presents information, knowledge, and required skills to students over a given period of time. This teacher requires the students to determine what is important; holding on to the key concepts for learning the teacher secretly selects the key content to be assessed. Finally the teacher places that information in an assessment and waits to see which students could figure out what the teacher thought was important and could demonstrate it on an assessment. The teacher measures their success by how well they believe they have presented information. Tier I teachers often grade on the bell curve. "I taught it, those that studied got it, now it's time to move on." Teachers in this group tend to believe most students can learn. Tier I teachers hold the primary stake in the learning.

Tier II: Content/Review Focused (Delivery Centered Model): *Teacher presents information and provides students with key elements to review*

The Tier II teacher identifies the key knowledge, skills, and behaviors that students need to master within a given unit of study. The teacher reviews the key instructional elements and shares the information with students. Tier II teachers assess on those areas at the end of the unit. They again measure their success on the bell curve. They are

concerned about the key knowledge and skills, but their fundamental stance is on the delivery of information. After the assessment, the teacher moves on to new content, possibly assessing the key information that was addressed in the unit of study at a later date, but not identifying mastery or planning for spiraling key concepts. The focus here is still on the individual classroom and delivering information to students. The teachers who identify with this group believe that most students can learn. The teacher maintains the primary responsibility in the learning process.

Tier III Learner Centered (Learner Centered Model): *Teacher focus is on student mastery of knowledge, skills, and behaviors within each unit of study.*

Teachers that function as Tier III teachers have made a significant shift in their beliefs about the role of a teacher in the education system. Tier III teachers measure their success by their students' ability to demonstrate identified knowledge, skills, and behaviors at the conclusion of each unit. Tier III teachers believe that all students can learn, and they perform their work in a way that leads to mastery of the content. They use both summative and formative assessment to guide their instruction. They identify learning targets and levels of mastery prior to instruction. They share that information with students as well as student work exemplars which guide both the teaching and learning to a high quality conclusion. Students enter each unit of study with a clear picture of what they must do to achieve mastery of the learning. Stiggins (2000) defines this work in the *Assessment for Learning* research. As units proceed teachers make adjustments to their planning and practice so that all students can demonstrate the essential skills during and at the conclusion of the unit. In Tier III, students take ownership of their learning. Rich conversations between teachers and students occur throughout the learning process and both the teacher and student take things from the conversation which leads to significant improvements in both teaching and learning practices.

Tier IV Learner Centered – Long Term Learning (Learner Centered Model): *Teacher focus is on student mastery of knowledge, skills, and behaviors and students can demonstrate mastery when it is required.*

Tier IV Teachers believe that they serve an important role in a community of learners. They have a responsibility to move all students to a level of mastery on all key concepts. They believe that every key element that is worth teaching is worth learning for a lifetime. They demonstrate all the skills of a Tier III teacher as well as supporting a spiraling curriculum process. They visit and re-visit key concepts throughout the school year at a high enough frequency that students leave the class with enough schema to perform the required tasks whenever called upon to use them. Tier IV teachers utilize teaching strategies which promote study skills both in and out of the class. They believe that they serve two roles in terms of teaching. The first is to teach students the content, the second is to provide them the skills to be able to study and work with information independent of the teacher. They don't expect students to have study skills already; they measure student's ability to study and learn independently. Then provide instruction as needed to help students to become more efficient lifetime learners.

Tier V Learner Centered Self Actualized (Learner Centered Model): *Teachers, Students, and the School*

Tier V teachers are *self-actualized* teachers who maintain a balcony view of their school and their role within it. They support the learning of all students in the building through their professional practices both inside and outside their classroom. These teachers meet all the requirements defined in Tier IV and also understand their place within the organization. Tier V teachers support the development of curriculum, assessment, and instructional practices school wide (Learner Centered Practices). From a philosophical perspective, teachers in this group take students where they are in the class and push or pull them to level of mastery so that they will be successful within the organization as a whole. They understand that every student in the building is their

responsibility and they do what they can to support the learning of all students. They share their knowledge and skills with their peers and work to support the professional growth of the entire organization.

Tier V teachers understand that much of the work of supporting student learning within an organization occurs within the PLC environment. This group clearly understands the learning targets, but they can also effectively function on a PLC team. They are able to identify learning targets and use data to verify progress along the mastery continuum. This group also works effectively with peers and is able to help peers reflect and adjust practices that lead to students to meet expected academic outcomes.

If we consider teachers within the educational system kindergarten through grade three, evidence points to a majority of teachers at this level are Learner Centered. The focus in this area is to verify that students are able to read and perform basic math calculations and teachers at this level tend to measure teaching success by their students ability to perform these basic tasks; as students move up the system the focus for many teachers shifts from skill mastery to content mastery. A simple example is the shift from learning to read to reading to learn. Many systems begin to group students and move students from one teacher to another and teachers may specialize in a content area. Entering middle school, student's move from class to class and teachers are responsible for a large number of students, usually more than one hundred depending on the size of the school or the system. Teachers are asked to present information and move students through the system. Much of the work focuses on managing classes, presenting information, collecting and recording results and moving on to the next topic. Many systems do not closely monitor student progress beyond the concept of pass or fail.

In the K-12 system high schools are usually made up of large numbers of classes with individual teachers who hold autonomy on the information that is presented and assessed. Within this system it is not uncommon for teachers who share the same courses to present completely different information and utilize independent assessments. In this example five different teachers teach algebra class within the same school yet each student receives a different set of knowledge and skills related to content. Professional learning communities provide opportunities for teacher teams to gather and monitor student progress. In the system described above there is difficulty pinpointing student needs because the system does not require the use of common assessments in common classes. Thus student progress again turns to pass/fail. Systemically this model allows teachers to present information to students and not be connected to student success beyond the concept of pass fail. In most cases if a majority of students are passing classes, then there is not pressure on teachers to make sure that all students meet mastery. Again, it is only an internal drive that will separate the learner centered teacher from the delivery centered educator. As you can see it is easy for a secondary educator to take on the philosophy "***I taught it and it was up to the student to get it***". Now I am moving on.

The concept of equilibrium makes it difficult for teachers to move from one stance to another. In fact we believe that once a teacher takes a stance they tend to carry that stance through much of his or her career. However, individual teachers and organizations can move from a delivery stance to a learner centered stance, however external or organizational pressure will be required to facilitate that change. Organizations can create environments that move all teachers to adopt a learner centered stance, but there are critical elements that must be in place. They include a guaranteed and viable curriculum and assessment system, high quality instruction, learner centered leadership, and high quality data systems that allow groups of teachers to come together to share student progress and take responsibility for all students in all grade levels and all content areas to meet mastery on each assessment. The following chapters will further define each component and the system that must be in place to drive and manage these critical pieces.

**LOCAL SCHOOL DISTRICT REPORT OF PLAN TO COMPLY WITH NRS 388.700-388.730
REDUCTION OF PUPIL-TEACHER RATIO IN CERTAIN CLASSES
Fiscal Year 2014**

PART A

Return to:
Nevada Department of Education
Attention: Dale A.R. Erquiaga, Superintendent of Public Instruction
Nevada Department of Education
700 East Fifth Street
Carson City, NV 89701-5096

QUARTER SUBMITTED: 1

SCHOOL DISTRICT: Carson City School District

SCHOOLNAME: Bordewich Bray Elementary

AUTHORIZED CONTACT PERSON: Susan Keema Associate Superintendent
Name Title

TELEPHONE NUMBER: 775-283-2110

DATE SUBMITTED: November 8, 2013

CERTIFICATION

I hereby certify that to the best of my knowledge, the information contained in this plan is correct.

In accordance with NRS 388.720, this plan has been developed with the following recognized associations representing licensed educational personnel:

(Association) (Signature of Representative)

(Association) (Signature of Representative)

(Association) (Signature of Representative)

The Local Board of Trustees has authorized me to file this plan and such action is recorded in the minutes of the agency's meeting held on _____.
(Date)

_____, District Superintendent
(Signature)

DUE QUARTERLY ON OR BEFORE:

First Quarter: November 1, 2013

Second Quarter: February 1, 2014

Third Quarter: May 1, 2014

Fourth Quarter: August 1, 2014

PART A (continued)
ASSURANCES

1. Funds received under this Act will be used for the following purposes, as outlined in this plan:
 - A. To reduce the size of first and second grade classes in the district to achieve a pupil-teacher ratio of no more than 16:1 or 32 pupils per two teachers; and a third grade ratio of 19:1 pupil-teacher; or
 - B. To reduce the size of first, second and third grade classes in the district to achieve a pupil-teacher ratio of no more than 22:1 and fourth, fifth and sixth grade classes to achieve a pupil-teacher ratio of no more than 25:1 for school districts with approved alternative CSR plans.
2. If funds are provided to support CSR teachers in selected kindergartens the district will use the positions in schools with a high percentage of pupils who are considered most at risk of failure.
3. The school district will apply to the State Board of Education for a variance on or before November 15th of each year if it is unable to achieve a pupil-teacher ratio of 16:1, in grades 1 and 2, and a pupil-teacher ratio of 19:1 in grade 3. The variance shall include full justification and show good cause; or

If the school district is requesting an alternative program will apply to the State Board of Education for a variance on or before November 15th of each year if it is unable to achieve a pupil-teacher ratio of 22:1 in grades 1, 2 and 3; and exceed 25:1 in grades 4 and 5 or grades 4, 5 and 6, as applicable.
4. Money authorized and appropriated by this Act shall be accounted for separately from any other money received by the district and used only to pay salaries and benefits of teaching positions added to attain the required ratio.
5. Money authorized and appropriated by this Act shall not be used to settle or arbitrate disputes between a recognized organization representing employees of the school district and the school district, or to settle any negotiations.
6. Money authorized and appropriated by this Act shall not be used to adjust the district-wide schedules of salaries and benefits of the employees of the school district.
7. Any remaining balance of the sums authorized for expenditure by this subsection must not be committed for expenditure after June 30th, and reverts to the Distributive School Account as soon as all payments of money committed have been made.
8. The district will supply program and accounting information to the Nevada Department of Education, as required by the Department, to demonstrate compliance with provisions of this Act.

Signature of Authorized Official

School District Carson City School District

Date 10/30/2013 **A**

(Continued)

Please identify the specific Class-size Reduction Program that will be implemented by the school Bordewich Bray Elementary. All options available to the school are listed below.

Please Select Only One

- The school will use the CSR appropriations to support the required pupil-teacher ratios in kindergarten and grades 1 through 3 (regular CSR program).
- The school will use the CSR appropriations to support the required pupil-teacher ratios in kindergarten and grades 1 through 3 and to carry out a program of remedial education that has been found to be effective in improving pupil achievement in grades 1, 2 and 3 (such as Reading Recovery).
- The school will use the appropriations to support a CSR program in which alternative pupil-teacher ratios are carried out in grades 1 through 5.
- The school will use the appropriations to support a CSR program in which alternative pupil-teacher ratios are carried out in grades 1 through 6.

School District: Carson City School District

Alternative Program for Class-size Reduction Part B - KINDERGARTEN FY14

August 19, 2013-October 18,2013

Quarter Date Range

1

Quarter for report

First Quarter Report Due: November 1

Second Quarter Report Due: February 1

Third Quarter Report Due: May 1

Fourth Quarter Report Due: August 1

Return to:

Grades K - 6 Alternative

Adrienne Lawrence 775-687-9177 for:

Dale Erquiaga, Superintendent of Public Instruction

Nevada Department of Education

700 East Fifth Street

Carson City, NV 89701-5096

Carson City School District

School District

Susan Keema

Contact Person

775-283-2110

Phone Number

School Name	Percent Low Income	Average Daily Attendance for Quarter	Enrollment Last Day of Quarter	Number of General Fund Teachers*			Number of CSR-Funded Teachers**			Pupil-Teacher Ratio	Classroom Configuration (Number of Classrooms)		
				Full Day Program	Half Day Program	Total	Full Day Program	Half Day Program	Total		Self-Contained	Team Teaching	Other
Bordewich Bray Elementary	60.53%	95%	84	3.5		3.5	0.5		0.5	21:1	4		
Empire Elementary	80.82%	94%	93	3		3	1		1	23:1	4		
Fremont Elementary	55.30%	95%	82	3		3	1		1	21:1	4		
Fritsch Elementary	41.68%	95%	96	3		3	1		1	24:1	4		
Mark Twain Elementary	65.73%	95%	98	4		4	1		1	20:1	5		
Seeliger Elementary	38.21%	96%	93	3	2	5	0		0	19:1	4		
TOTALS	57.04%	95%	546	19.5	2	21.5	4.5		4.5	21:1	25		

* Revision: The number of Kindergarten teachers reported by full-time equivalent, who teach in full day Kindergarten programs separated from the number of teachers who teach half day Kindergarten programs.

** The schools to which CSR funded Kindergarten teachers have been assigned as of 2013-2014 must be approved by the Superintendent of public instruction.

Alternative Program for Class-size Reduction Part B - GRADE ONE FY14

August 19, 2013-October 18,2013

Quarter: **1**

Return to: Adrienne Lawrence 775-687-9177 for:
 Dale Erquiaga, Superintendent of Public Instruction
 Nevada Department of Education
 700 East Fifth Street
 Carson City, NV 89701-5096

Carson City School District
 School District

Susan Keema
 Contact Person

775-283-2110
 Phone Number

School Name	Percent Low Income	Average Daily Attendance for Quarter	Enrollment Last Day of Quarter	Number of General Fund Teachers			Number of CSR-Funded Teachers			Pupil-Teacher Ratio	Classroom Configuration (Number of Classrooms)		
				Classroom	*Reading Recovery	Total	Classroom	*Reading Recovery	Total		Self-Contained	Team Teaching	Other
Bordewich Bray Elementary	60.53%	95%	146	4		4	3		3	21:1	7		
Empire Elementary	80.82%	95%	117	3		3	3		3	20:1	6		
Fremont Elementary	55.30%	94%	84	1		1	3		3	21:1	4		
Fritsch Elementary	41.68%	95%	91	2		2	3		3	18:1	3	1	
Mark Twain Elementary	65.73%	92%	107	2		2	3		3	21:1	5		
Seeliger Elementary	38.21%	96%	83	1		1	3		3	21:1	4		
TOTALS	57.04%	95%	628	13		13	18		18	20:1	29	1	

This form is to be completed if the school district chooses to implement a CSR program using alternative pupil/teacher ratios. May not exceed 22:1 districtwide average for grades one, two and three.
 Average pupil-teacher ratio for the school district cannot exceed the average pupil-teacher ratio that existed for the 3 years immediately preceding implementation of the alternative plan.
Note: In the case of a combination grade classroom, please contact Dana Embro, dembro@doe.nv.gov 775-687-9236, for proper reporting

Alternative Program for Class-size Reduction Part B - GRADE TWO FY14

August 19, 2013-October 18,2013

Quarter: **1**

Return to: Adrienne Lawrence 775-687-9177 for:
 Dale Erquiaga, Superintendent of Public Instruction
 Nevada Department of Education
 700 East Fifth Street
 Carson City, NV 89701-5096

Carson City School District
 School District

Susan Keema
 Contact Person

775-283-2110
 Phone Number

School Name	Percent Low Income	Average Daily Attendance for Quarter	Enrollment Last Day of Quarter	Number of General Fund Teachers			Number of CSR-Funded Teachers			Pupil-Teacher Ratio	Classroom Configuration (Number of Classrooms)		
				Classroom	*Reading Recovery	Total	Classroom	*Reading Recovery	Total		Self-Contained	Team Teaching	Other
Bordewich Bray Elementary	60.53%	95%	83	1		1	3		3	21:1	4		
Empire Elementary	80.82%	95%	101	2		2	3		3	21:1	5		
Fremont Elementary	55.30%	94%	75	1		1	3		3	19:1	4		
Fritsch Elementary	41.68%	96%	105	2		2	3		3	21:1	5		
Mark Twain Elementary	65.73%	94%	102	2		2	3		3	20:1	5		
Seeliger Elementary	38.21%	96%	91	2		2	2		2	22:1	4		
TOTALS	57.04%	95%	557	10		10	17		17	21:1	27		

This form is to be completed if the school district chooses to implement a CSR program using alternative pupil/teacher ratios. May not exceed 22:1 districtwide average for grades one, two and three.

Average pupil-teacher ratio for the school district cannot exceed the average pupil-teacher ratio that existed for the 3 years immediately preceding implementation of the alternative plan.

Note: In the case of a combination grade classroom, please contact Dana Embro, dembro@doe.nv.gov 775-687-9236, for proper reporting

Alternative Program for Class-size Reduction Part B - GRADE THREE FY14

August 19, 2013-October 18,2013

Quarter: 1

Return to: Adrienne Lawrence 775-687-9177 for:
 Dale Erquiaga, Superintendent of Public Instruction
 Nevada Department of Education
 700 East Fifth Street
 Carson City, NV 89701-5096

Carson City School District
 School District

Susan Keema
 Contact Person

775-283-2110
 Phone Number

School Name	Percent Low Income	Average Daily Attendance for Quarter	Enrollment Last Day of Quarter	Number of General Fund Teachers			Number of CSR-Funded Teachers			Pupil-Teacher Ratio	Classroom Configuration (Number of Classrooms)		
				Classroom	*Reading Recovery	Total	Classroom	*Reading Recovery	Total		Self-Contained	Team Teaching	Other
Bordewich Bray Elementary	60.53%	96%	98	3		3	1		1	24:1	4		
Empire Elementary	80.82%	95%	89	3		3	1		1	22:1	4		
Fremont Elementary	55.30%	95%	65	3		3	1		1	16:1	4		
Fritsch Elementary	41.68%	96%	97	4		4	1		1	19:1	5		
Mark Twain Elementary	65.73%	95%	104	4		4	1		1	21:1	5		
Seeliger Elementary	38.21%	96%	109	4		4	1		1	22:1	5		
TOTALS	57.04%	96%	562	21		21	6		6	21:1	27		

This form is to be completed if the school district chooses to implement a CSR program using alternative pupil/teacher ratios. May not exceed 22:1 districtwide average for grades one, two and three.

Average pupil-teacher ratio for the school district cannot exceed the average pupil-teacher ratio that existed for the 3 years immediately preceding implementation of the alternative plan.

Note: In the case of a combination grade classroom, please contact Dana Embro, dembro@doe.nv.gov 775-687-9236, for proper reporting

Alternative Program for Class-size Reduction Part B - GRADE FOUR FY14

August 19, 2013-October 18,2013

Quarter: **1**

Return to: Adrienne Lawrence 775-687-9177 for:
 Dale Erquiaga, Superintendent of Public Instruction
 Nevada Department of Education
 700 East Fifth Street
 Carson City, NV 89701-5096

Carson City School District
 School District

Susan Keema
 Contact Person

775-283-2110
 Phone Number

School Name	Percent Low Income	Average Daily Attendance for Quarter	Enrollment Last Day of Quarter	Number of General Fund Teachers			Number of CSR-Funded Teachers			Pupil-Teacher Ratio	Classroom Configuration (Number of Classrooms)		
				Classroom	*Reading Recovery	Total	Classroom	*Reading Recovery	Total		Self-Contained	Team Teaching	Other
Bordewich Bray Elementary	60.53%	96%	95	4		4				24:1	4		
Empire Elementary	80.82%	96%	85	4		4				21:1	4		
Fremont Elementary	55.30%	95%	87	4		4				22:1	4		
Fritsch Elementary	41.68%	97%	83	3		3				28:1	3		
Mark Twain Elementary	65.73%	94%	94	4		4				24:1	4		
Seeliger Elementary	38.21%	96%	100	4		4				25:1	4		
TOTALS	57.04%	96%	544	23		23				24:1	23		

This form is to be completed if the school district chooses to implement a CSR program using alternative pupil/teacher ratios. May not exceed 22:1 districtwide average for grades one, two and three.

Average pupil-teacher ratio for the school district cannot exceed the average pupil-teacher ratio that existed for the 3 years immediately preceding implementation of the alternative plan.

Note: In the case of a combination grade classroom, please contact Dana Embro, dembro@doe.nv.gov 775-687-9236, for proper reporting

Alternative Program for Class-size Reduction Part B - GRADE FIVE FY14

August 19, 2013-October 18,2013

Quarter: **1**

Return to: Adrienne Lawrence 775-687-9177 for:
 Dale Erquiaga, Superintendent of Public Instruction
 Nevada Department of Education
 700 East Fifth Street
 Carson City, NV 89701-5096

Carson City School District
 School District

Susan Keema
 Contact Person

775-283-2110
 Phone Number

School Name	Percent Low Income	Average Daily Attendance for Quarter	Enrollment Last Day of Quarter	Number of General Fund Teachers			Number of CSR-Funded Teachers			Pupil-Teacher Ratio	Classroom Configuration (Number of Classrooms)		
				Classroom	*Reading Recovery	Total	Classroom	*Reading Recovery	Total		Self-Contained	Team Teaching	Other
Bordewich Bray Elementary	60.53%	97%	90	4		4				23:1	4		
Empire Elementary	80.82%	97%	92	4		4				23:1	4		
Fremont Elementary	55.30%	96%	88	4		4				22:1	4		
Fritsch Elementary	41.68%	96%	94	4		4				24:1	4		
Mark Twain Elementary	65.73%	95%	74	3		3				25:1	3		
Seeliger Elementary	38.21%	97%	119	4		4				30:1	4		
TOTALS	57.04%	96%	557	23		23				25:1	23		

This form is to be completed if the school district chooses to implement a CSR program using alternative pupil/teacher ratios. May not exceed 22:1 districtwide average for grades one, two and three.

Average pupil-teacher ratio for the school district cannot exceed the average pupil-teacher ratio that existed for the 3 years immediately preceding implementation of the alternative plan.

Note: In the case of a combination grade classroom, please contact Dana Embro, dembro@doe.nv.gov 775-687-9236, for proper reporting

REQUEST FOR VARIANCE FROM CLASS-SIZE REQUIREMENTS FY14

Quarter Reported: 1 Date Range of Quarter: Aug. 1 - Nov. 1, 2013

County School District requests that the Nevada State Board of Education grant a variance from the limitation of pupils per licensed teacher in

School: Bordewich Bray Elementary

	School Ratio	NRS 388.700	SB 522 Allowance*
Grade One	22:1		24:1
Grade Two	22:1		24:1
Grade Three	22:1		24:1
Grade Four	25:1		27:1
Grade Five	25:1		27:1
Grade Six	25:1		27:1

* no variance is required in 2014 or 2015

Detailed Explanation of Cause and/or Justification:

Bordewich Bray Elementary has a floating licensed K-8 teacher assigned to 3rd grade to teach areas of common core.

Signature, District Superintendent of Schools

Date

Return to:
Nevada Department of Education
Adrienne Lawrence, Management Analyst III
700 East Fifth Street
Carson City, NV 89701-5096

Due Date First Quarter: November 1, 2013
Due Date Second Quarter: February 1, 2014
Due Date Third Quarter: May 1, 2014
Due Date Fourth Quarter: August 1, 2014

REQUEST FOR VARIANCE FROM CLASS-SIZE REQUIREMENTS FY14

Quarter Reported: 1 Date Range of Quarter: Aug. 1 - Nov. 1, 2013

County School District requests that the Nevada State Board of Education grant a variance from the limitation of pupils per licensed teacher in

School: **Fritsch Elementary**

	School Ratio	NRS 388.700	SB 522 Allowance*
Grade One	22:1		24:1
Grade Two	22:1		24:1
Grade Three	22:1		24:1
Grade Four	25:1		27:1
Grade Five	25:1		27:1
Grade Six	25:1		27:1

* no variance is required in 2014 or 2015

Detailed Explanation of Cause and/or Justification:

Due to increased enrollment as well as budget constrictions, our 4th grade class sizes at Fritsch Elementary are larger than the requirement of 25:1 for fiscal year 2013-14

Signature, District Superintendent of Schools

Date

Return to:
Nevada Department of Education
Adrienne Lawrence, Management Analyst III
700 East Fifth Street
Carson City, NV 89701-5096

Due Date First Quarter: November 1, 2013
Due Date Second Quarter: February 1, 2014
Due Date Third Quarter: May 1, 2014
Due Date Fourth Quarter: August 1, 2014

**INTERLOCAL AGREEMENT BETWEEN
CARSON CITY
AND THE CARSON CITY SCHOOL DISTRICT
FOR THE PURPOSE OF GRANTING EASEMENTS FOR A SAFE ROUTE TO SCHOOL
PROJECT**

This Agreement made and entered into the _____ day of _____, 2013, by and between CARSON CITY, a consolidated municipality of the State of Nevada, herein referred to as "CITY", and the CARSON CITY SCHOOL DISTRICT, formerly known as the Ormsby County School District, a political subdivision of the State of Nevada, herein referred to as "DISTRICT."

WITNESSETH:

WHEREAS, NRS 277.180 authorizes any one or more public agencies to contract with any one or more other public agencies to perform any governmental service, activity or undertaking which any of the public agencies entering into the agreement is authorized by law to perform; and

WHEREAS, the CITY desires to obtain certain easements from the DISTRICT to construct sidewalk and associated improvements along DISTRICT property along East 5th Street; and

WHEREAS, the widened sidewalk will provide a safer environment for children to walk to and from the Eagle Valley Middle School; and

WHEREAS, the CITY and the DISTRICT acknowledge that a widened sidewalk would mutually benefit both agencies.

NOW, THEREFORE, in consideration of the premises and of the mutual covenants herein contained, it is agreed as follows:

ARTICLE I - CITY AGREES

1. To construct and maintain sidewalk and associated improvements on the South side of East 5th Street from the corner of Carson River Road east to the first driveway at Eagle Valley Middle School.

ARTICLE II – DISTRICT AGREES

1. To provide to the CITY a Temporary Construction Easement, (35 feet wide by 494 feet long) along the northerly side of DISTRICT property APN 010-035-27 as described on Exhibit "A" and as further depicted on Exhibit "B".

2. To convey to the CITY a Permanent Pedestrian and Drainage Public Easement along the northerly side of DISTRICT property APN 010-035-27 as described on Exhibit "C" and as further depicted on Exhibit "D".

ARTICLE III - IT IS MUTUALLY AGREED

1. This Agreement shall not become effective until and unless approved by appropriate official action of the governing body of each party. It is anticipated that all approvals shall be obtained by December 17, 2013, and the deeds and transactions contemplated herein

shall be executed, delivered, and recorded on or before that date.

2. All notices or other communications required or permitted to be given under this Agreement shall be in writing and shall be deemed to have been duly given if delivered personally in hand, by facsimile with simultaneous regular mail, or mailed certified mail, return receipt requested, postage prepaid on the date posted, and addressed to the other party at the address set forth below:

FOR CITY: Robert Fellows
Carson City Public Works
3505 Butti Way
Carson City, Nevada 89706
Phone: (775) 283-7370
Fax: (775) 887-2164
E-mail: rfellows@carson.org

FOR DISTRICT: Richard Stokes - Superintendent
Carson City School District
1402 West King St.
Carson City, NV 89703
Phone: (775) 283-2000
Fax: (775) 283-2090
E-mail: rstokes@carson.k12.nv.us

3. Failure of either party to perform any material obligation under this Agreement shall be deemed a breach. The non-breaching party shall give written notice of the alleged breach and an opportunity to cure. If the breach is not cured within a reasonable time, the non-breaching party may terminate this Agreement and exercise the rights and remedies available to it by law. In the event legal action is required to enforce the terms of this Agreement or to prevent its breach, then in addition to any other rights and remedies available to such party at law or in equity, the prevailing party to such action shall be entitled to a recovery of its reasonable attorney's fees and costs.

4. Neither party waives, and each intends to assert, available NRS Chapter 41 liability limitations in all cases.

5. The parties are associated with each other only for the purposes and to the extent set forth in this Agreement. Each party is and shall be a public agency separate and distinct from the other party and shall have the right to supervise, manage, operate, control and direct performance of the details incident to its duties under this Agreement. Nothing contained in this Agreement shall be deemed or construed to create a partnership or joint venture, to create relationships of an employer-employee or principal-agent, or to otherwise create any liability for one agency whatsoever with respect to the indebtedness, liabilities, and obligations of the other agency or any other party.

6. Neither party shall assign, transfer or delegate any rights, obligations or duties under this Agreement without the prior written consent of the other party.

7. The parties hereto represent and warrant that the person executing this Agreement on behalf of each party has full power and authority to enter into this Agreement and that the parties are authorized by law to perform the acts contemplated herein.

8. This Agreement and the rights and obligations of the parties hereto shall be governed by, and construed according to, the laws of the State of Nevada. The parties consent

ROBERT CROWELL, Mayor *Date*

ATTEST:

ALAN GLOVER, Clerk-Recorder *Date*

EXHIBIT "A"



Land Information Solutions

TRI STATE SURVEYING, LTD.

425 E. Long Street
Carson City, Nevada 89706
Telephone (775) 887-9911 ♦ FAX (775) 887-9915
Toll Free: 1-800-411-3752

JN 10209.11.CM

Parcel A

Legal Description to Support a Dedication of A Temporary Construction Easement for Construction of the East Fifth Street Pedestrian Improvements on APN 010-035-27

A temporary construction easement located within the Southwest 1/4 of the Southeast 1/4 of Section 15, Township 15 North, Range 20 East, M.D.M., Carson City, Nevada; being more particularly described as:

COMMENCING at the centerline intersection of East Fifth Street and Geode Court (now Regent Court) as shown on the Official Plat Map of Riverview Terrace, recorded on May 10, 1979 in Book 3 of Maps, Page 742 in the Official Records of Carson City, Nevada as File Number 87816;

THENCE South $00^{\circ} 17' 23''$ West, 40.00 ft., to a point on the South right of way line of East Fifth Street, also being the POINT OF BEGINNING;

THENCE from the POINT OF BEGINNING, departing said right of way, South $00^{\circ} 17' 23''$ West, 35.00 feet;

THENCE North $89^{\circ} 42' 37''$ West, 476.62 feet;

THENCE South $46^{\circ} 38' 19''$ West, 27.61 feet to a point on the east right of way line of Carson River Road;

THENCE along said right of way line, North $2^{\circ} 59' 16''$ East, 54.12 feet to a point on the above-mentioned South right of way line of East Fifth Street;

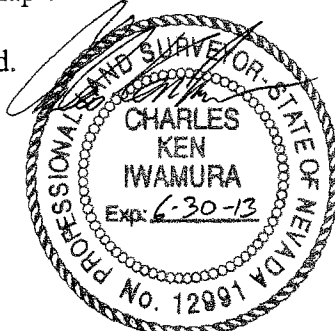
THENCE along said right of way line, South $89^{\circ} 42' 37''$ East, 494.05 feet to the POINT OF BEGINNING.

Contains 17,503 square feet, more or less.

Basis of Bearing: South $89^{\circ} 42' 37''$ East, being the bearing of the centerline of East Fifth Street between Alfalfa Road (now Hells Bells Road) and Geode Court (now Regent Court) as shown on the above-mentioned Official Plat Map of Riverview Terrace.

Prepared by Tri State Surveying, Ltd.

Charles Ken Iwamura, PLS
Nevada Certificate No. 12991



4-2-13

EXHIBIT "C"

TRI STATE SURVEYING, LTD.



Land Information Solutions

425 E. Long Street
Carson City, Nevada 89706
Telephone (775) 887-9911 ♦ FAX (775) 887-9915
Toll Free: 1-800-411-3752

JN 10209.11.CM

PARCEL B Legal Description to Support a Dedication of a Permanent Easement to Construct Pedestrian and Drainage Improvements on APN 010-035-27

A permanent easement located within the Southwest 1/4 of the Southeast 1/4 of Section 15, Township 15 North, Range 20 East, M.D.M., Carson City, Nevada; being more particularly described as:

COMMENCING at the centerline intersection of East Fifth Street and Geode Court (now Regent Court) as shown on the Official Plat Map of Riverview Terrace, recorded on May 10, 1979 in Book 3 of Maps, Page 742 in the Official Records of Carson City, Nevada as File Number 87816.

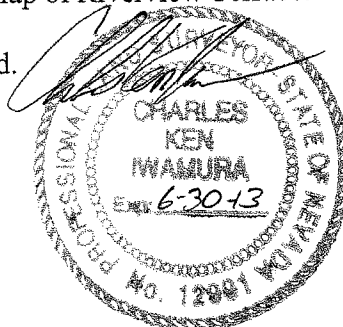
THENCE South $00^{\circ} 17' 23''$ West, 40.00 ft., to a point on the South right of way line of East Fifth Street, also being the POINT OF BEGINNING;
THENCE from the POINT OF BEGINNING, departing said right of way line, South $00^{\circ} 17' 23''$ West, 5.00 feet;
THENCE North $89^{\circ} 42' 37''$ West, 475.21 feet;
THENCE South $46^{\circ} 38' 19''$ West, 27.61 feet to a point on the East right of way line of Carson River Road;
THENCE along said right of way line, North $2^{\circ} 59' 16''$ East, 24.09 feet to a point on the above-mentioned South right of way line of East Fifth Street;
THENCE along said right of way line, South $89^{\circ} 42' 37''$ East, 494.05 feet to the POINT OF BEGINNING.

Contains 2653 square feet, more or less.

Basis of Bearing: South $89^{\circ} 42' 37''$ East, being the bearing of the centerline of East Fifth Street between Alfalfa Road (now Hells Bells Road) and Geode Court (now Regent Court) as shown on the above-mentioned Official Plat Map of Riverview Terrace.

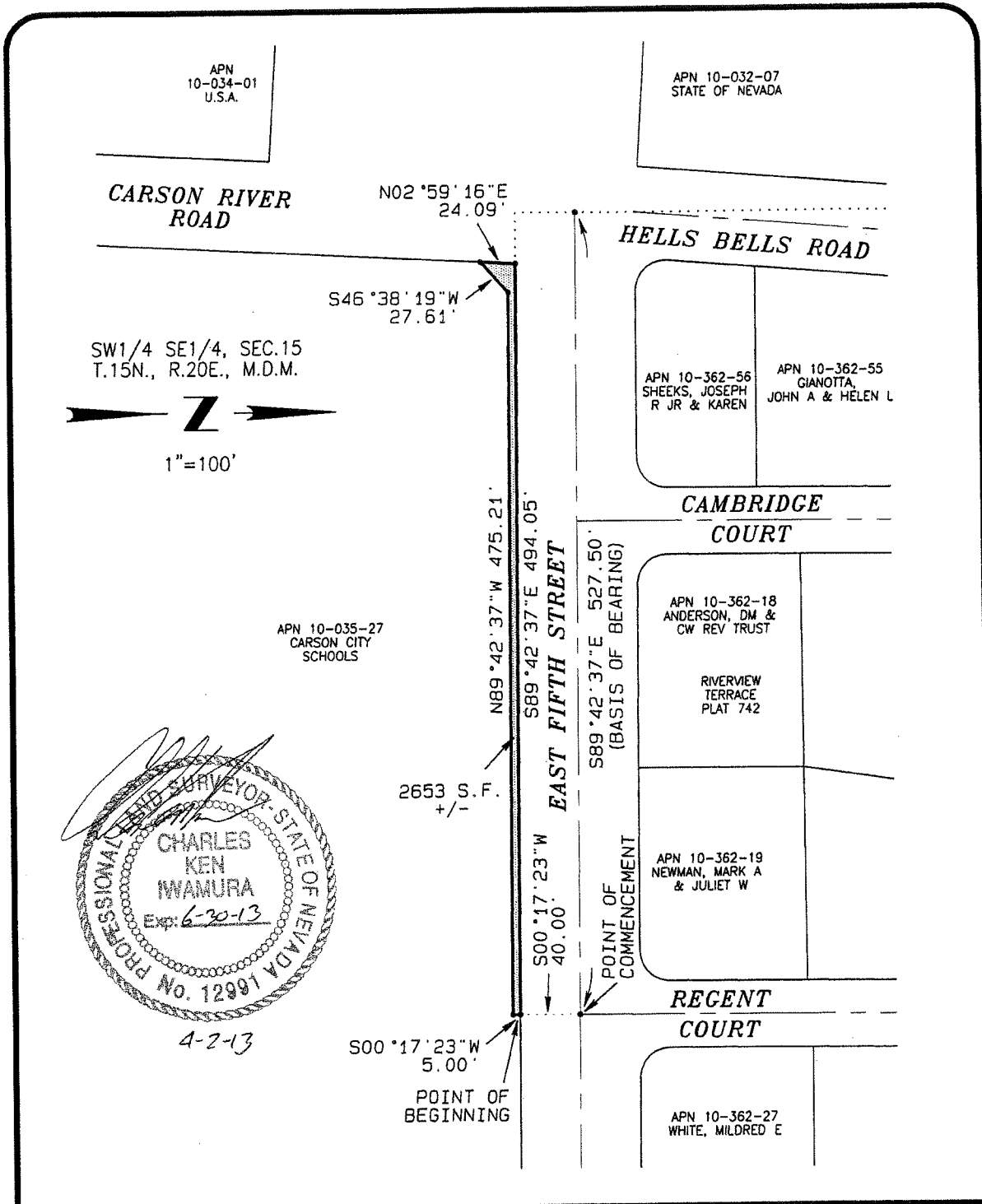
Prepared by Tri State Surveying, Ltd.

Charles Ken Iwamura, PLS
Nevada Certificate No. 12991



4-2-13

EXHIBIT "D"



**PERMANENT EASEMENT
PARCEL B
EAST FIFTH STREET
PEDESTRIAN IMPROVEMENTS**



TRI STATE SURVEYING, LTD
425 E. Long Street
Carson City, Nevada 89706
(775) 887-9911
* FAX: (775) 887-9915

Land Information Solutions

JN 10209.11.CM

APN 010-035-27

AFTER RECORDING RETURN TO:
DARREN SCHULZ
CARSON CITY PUBLIC WORKS
3505 BUTTI WAY
CARSON CITY, NV 89701-3498

EASEMENT DEED

THIS DEED, made this _____ day of _____, 2013, between the CARSON CITY SCHOOL DISTRICT, formerly known as the Ormsby County School District, a political subdivision of the State of Nevada, hereinafter called GRANTOR, and the CARSON CITY, NEVADA, A CONSOLIDATED MUNICIPALITY, hereinafter called CITY,

WITNESSETH:

That the GRANTOR, for and in consideration of the sum of ONE DOLLAR (\$1.00), lawful money of the United States of America, and other good and valuable consideration, the receipt whereof is hereby acknowledged, does by these presents grant unto the CITY and to its assigns forever, for those purposes as contained in Chapter 271 of the Nevada Revised Statutes, and as more particularly set forth in that certain Interlocal Agreement between the parties for a Safe Route to School Project of same as date herewith, a permanent pedestrian and drainage easement for public purposes upon, over and across certain real property to the CITY; said easement is shown and more fully described as Parcel B in Exhibits 1 and 2, attached hereto and made a part hereof:

TOGETHER with all and singular the tenements, hereditaments and appurtenances thereunto belonging, or in anywise appertaining, and the reversion and reversions, remainder and remainders, rents, issues and profits thereof; with the exception of any and all reservations as are previously hereinabove expressly excepted from this conveyance.

TO HAVE AND TO HOLD all and singular the said real property, together with the appurtenances, unto the said CITY and to any heirs, successors and assigns forever.

EXHIBIT 1

TRI STATE SURVEYING, LTD.

425 E. Long Street
Carson City, Nevada 89706

Telephone (775) 887-9911 ♦ FAX (775) 887-9915
Toll Free: 1-800-411-3752



Land Information Solutions

JN 10209.11.CM

PARCEL B

Legal Description to Support a Dedication of a Permanent Easement to Construct Pedestrian and Drainage Improvements on APN 010-035-27

A permanent easement located within the Southwest 1/4 of the Southeast 1/4 of Section 15, Township 15 North, Range 20 East, M.D.M., Carson City, Nevada; being more particularly described as:

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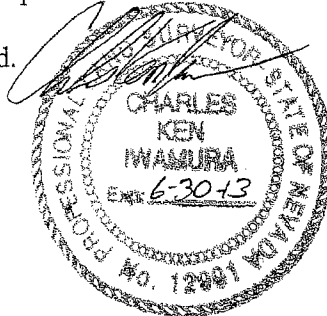
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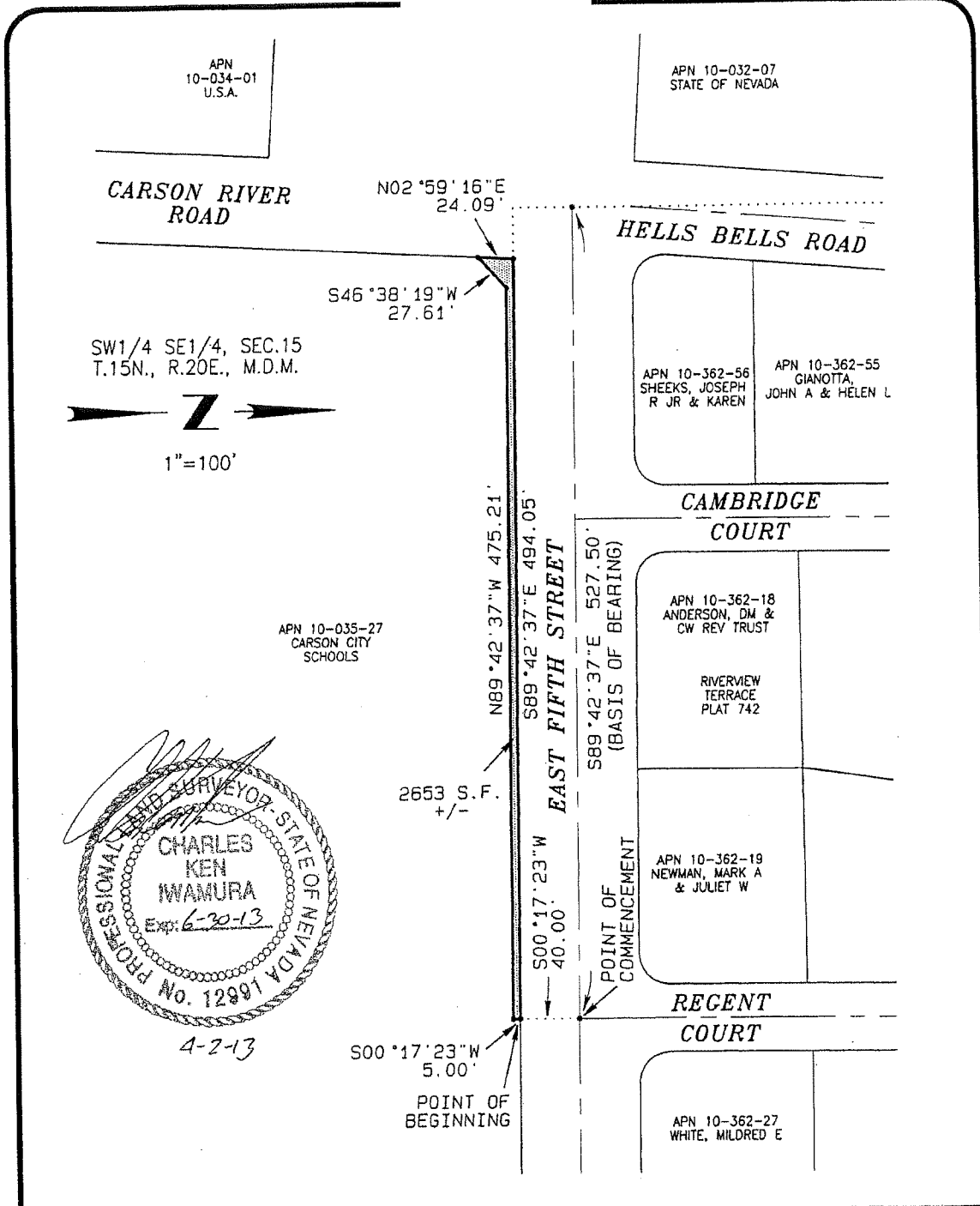
Prepared by Tri State Surveying, Ltd.

Charles Ken Iwamura, PLS
Nevada Certificate No. 12991



4-2-13

EXHIBIT 2



**PERMANENT EASEMENT
PARCEL B
EAST FIFTH STREET
PEDESTRIAN IMPROVEMENTS**

TRI STATE SURVEYING, LTD
 425 E. Long Street
 Carson City, Nevada 89706
 (775) 887-9911
 * FAX: (775) 887-9915

Land Information Solutions

JN 10209.11.CM



SUPERINTENDENT'S OFFICE

P. O. Box 603
1402 West King Street
Carson City, Nevada 89702

Telephone 775/283-2100
Fax 775/283-2090

Superintendent's/District Accomplishments 2013

This narrative contains some of activities, events, or occurrences that transpired since my last evaluation in March of 2013. There may be some repeat of conditions that are carried over from the March 2013 evaluation but I felt they were important enough to mention. The general headings listed below are in keeping with the Performance Standards listed in the Superintendent's Evaluation Tool provided at the Oct. 22, 2013 School Board Meeting.

I Leadership and District Culture

In 2001 when the Elementary and Secondary Education Act was reauthorized and No Child Left Behind became law, student, teacher, principal, school, and district accountability burst upon an industry that had not experienced this level of scrutiny in its history. Since that time, significant strides in student achievement have been experienced across the county and in our own District. Also since NCLB, additional measures of educational reform began occurring at such a rapid pace that it now seems rather commonplace for academic changes to occur. Unfortunately, these changes are frequently coming to districts without providing training, resources, or even models with which to replace the former. The good (mostly) is that students are being exposed to higher levels of training in preparation for college and careers. Carson City School District is consciously and actively part of the national and statewide efforts to improve education. Annually, we attempt to manage educational reform in such a manner that our staff members are not overwhelmed but our students become accustomed to new methods of teaching and learning as educational paradigms and programs shift.

Carson City School District continues to implement regular and special programs in our schools based on our Strategic Plan and the availability of resources. These teacher and student programs are aimed at increasing academic performance and ultimately increasing the number of students who graduate from high school. Here are a few examples of important student and teacher programs: High Quality Sheltered Instruction (HQSI) training for teachers. The training helps teachers learn techniques to differentiate lessons. While this system is particularly beneficial for English Language Learners it is applicable to all students. This program is a part of our agreement with the Department of Justice; Teachers of English to Students of Other Languages (TESOL) training is also part of our teacher training efforts that helps our District meet the intent of our DOJ Agreement, but more importantly serve the needs of our non-English speaking students; Success For All (SFA) which is a uniform reading program across the elementary schools of the District; Common Core State Standards training for teachers; Learner Centered Model with the creation/review of a uniform curriculum and end-of-unit assessments,

increased Career and Technical exposure and offerings at the secondary level, Extended learning opportunities for students through community partnerships, all made possible through Race To The Top Grant; emphasis on healthy student living through USDA approved student lunch and breakfast meals. The District is feeding more students than ever and staff has been vigilant in seeking students and families that qualify for free and reduced lunches; several quality after-school programs exist through 21st Century grant; the 1:1 Mobile Device Initiative continues to move ahead. Thanks to a private foundation, our goal of supplying our students and teachers with mobile technology is still alive.

Now more than ever, student and staff safety is a high priority. In December of 2012 a devastating school shooting at Sandy Hook Elementary in Connecticut again shook the foundations of education in our country. Through the direction of the Board of Trustees, steps were taken to revert remaining Phase I school bond funds to schools that do not have controlled, single points of entry. Plans are in place and work at some sites has been completed while at other sites the work is beginning to complete these improvements. Projections are that each school in the District will have its own controlled, single point of entry by the end of December 2014.

Some members of the public and our staff have asked for the right to carry firearms while on District campuses. I have declined these requests and will continue to take this stance until directed otherwise. The Superintendent's office has an excellent working relationship with the City's Sheriff. During times of national or local crisis, the Sheriff's Department supports our schools with increased patrols around and in our schools as requested. These actions provide an increased feeling of security for parents, staff, and students. During the spring of the year, an effort was made through a partnership with the Sheriff to secure two additional Sheriff's Resource Officers for our schools through a grant application. While this original application has been unsuccessful, on-going discussions with the Sheriff on ways to increase the police presence at our schools is occurring.

Schools in the District follow statutory requirements regarding the practice of evacuation drills. In addition, the District participates each October with other state agencies by holding an earthquake drill called the Great Nevada Shakeout. In May of 2013 a lock-down occurred at Carson middle School. In response to that event, the District has increased the number of times these drills are practiced for a total of two lock-down drills per year.

DARE continues to be used as a method of teaching character education in the 5th grade. The Carson City Sheriff's Office has committed to work with the District to implement DARE as a character education program for 7th grade students in the 2013-2014 school year. Also through Partnership Carson City, materials have been purchased to provide the "Character Counts" program to District schools.

II Policy and Governance/Employer-Superintendent Relations

It is my aim to provide equal access to information regarding the operations of the District to all of the Trustees. Each day brings a new set of conditions where I make a judgment whether or not to notify the Board collectively based on the activities of any given day. I make every effort to notify Board members when a school event or situation may be news-worthy enough that it could be reported by the media. I also provide a weekly written report of my activities and District happenings that I think are noteworthy. I would appreciate any feedback if these efforts are not meeting the needs of the Trustees or if some other system or process would be more desirable.

I participate in a variety of community boards and organizations. This proximity with other public agencies and community leaders provides many opportunities for shared resources for the District and vice-versa. I am a member of the Noon Rotary Club, I am a member of the Mayor's Steering Committee of Partnership Carson City, I am a member of the Advisory Council of Western Nevada College, I am a member of the Chamber of Commerce Board of Directors, I am a member of the Northern Nevada Development Authority's Workforce Education Committee, I am currently an appointed member of the Nevada State School Board, and am a past president of the Nevada Association of School Superintendents. I receive invitations to speak on behalf of the District at local clubs, political groups, special interest groups, and civic organizations. In each activity, I attempt to share my personal vision of shared leadership and the Strategic Plan to community audiences. I believe that our success in the District is contingent upon the involvement and service of others. As a school leader, I must be perceived as a person who welcomes potential community partners and help provide ways to reduce barriers for those who want to contribute in any way. I think I have a good track record of working in a collaborative fashion with staff, potential business partners, parents, and the community. I practice an "open-door" policy and invite any who have a need or a suggestion to contact or meet with me.

My staff has done a great job of using good judgment in matters that may have legal implications. We are fortunate to have expert, consistent, and reliable, legal counsel through Mr. Mike Pavlakis and his firm. I would much rather preserve District resources for the benefit of students rather than for legal costs. Consequently, we are careful to assist principals and supervisors when potential problems present themselves. We work to build cases as needed and take action when solid evidence is in place. There are always items that have legal implications, but we strive to resolve those issues before they get larger and then with the help of Mr. Pavlakis, make sound decisions based on applicable law and circumstance.

III Community Relations and Communication

In our world of instant information, this particular standard is becoming increasingly important. My staff and I consistently coach our principals and department leaders to involve and notify the stakeholders in any major event or decision. I personally, have learned from the lock-down that occurred last May that any contact, (even if the whole story is not completely known) is important to the public. After that event, I encouraged feedback from the community and emergency responders and have tried to incorporate those ideas back into our operations.

I have sought community input for important District initiatives like the creation and implementation of the Strategic Plan. This important process continues through our Community PLC which helps to monitor and revise this community directed plan for education. I have also managed our school bond projects through the participation of the Bond Over-sight Committee which is a group of interested citizens who help make decisions and provide feedback on school bond projects. Last year as the Board worked to reduce our budget, several Town Hall meetings were held to elicit community comments and suggestions. All are examples of efforts used in attempts to involve the Community in relevant school district affairs.

I work hard to schedule my time to attend school and public events. I desire to be seen as an active and supportive member of the community. By so doing, I meet many parents and civic and

business leaders who help open doors for the District. We have benefitted greatly from The Race To The Top Grant which has funded two full-time individuals who have helped develop formal partnerships with the District. This effort has provided exposure for nearly 1000 of our students so far to career and technical opportunities that exist in our community.

IV Organizational Management

Our organization operates on data. Whether we are working on negotiations with our employee groups, making budget recommendations, planning to use the resources from a ten-year roll over school bond, monitoring the details of a photovoltaic system, or looking to help a student pass geometry, data plays a major role for us. These data points and processes are needed in every aspect of our school and business operations. Each year, a Capital Improvement plan helps guide the maintenance and repair of our grounds and building maintenance process. We have in place, a system of notification and action needed to deal with serious weather conditions and other emergency conditions. We have a complete crisis response plan that is updated according to statute and routinely practiced. We developed a plan to refresh the devices and systems associated with technology in our District. As you know, the 2010 school bond was going to provide the means whereby we would upgrade our technology systems using pay-as-you-go money from the school bond. As the City's assessed valuation dropped on the heels of a sluggish local economy, much of that funding dried up requiring us to regroup and seek alternative methods to accomplish our needs. The Board was instrumental in helping to fund the wireless system upgrade so our implementation of the 1:1 mobile device initiative could continue. Depending on the recovery of the economy, issues surrounding the viability of the current school bond will require new planning and strategies.

One of the challenges in the years to come is to plan for the organizational shifts that will be needed to incorporate the Race to The Top model into our everyday operations. The \$10 million dollars provided by grant is providing an amazing opportunity to accomplish desirable work that would have otherwise gone uncompleted. To sustain these efforts, realignment of District resources will be necessary. Planning has begun toward this end.

A high profile, Strategic Plan goal is to provide a system of student health care. During the past year, one of the newer portable buildings was moved from the Empire campus to the Gleason campus. The purpose for the move was three-fold; 1) to remove the existing portable that was worn out and an eye-sore, 2) to provide office and support areas for the McKinney/Vento (Students in Transition) program, and 3) to house a student health care center. With this portable, the next step is to devise a system for operating and sustaining student health care program.

V Educational Program/Curriculum Planning Development

One of the exciting things that came out of the 2013 legislature was the provision for full-day kindergarten. Not knowing if full-day kindergarten would be a reality, the District made plans to implement full-day programs at two additional elementary sites. The only way that we would be able to do this would be to use the tuition-based model. At the end of the 2013 legislative session, Districts were notified that state funding for full-day kinder programs would be available on a limited basis. We learned that Carson City School District would be able to implement a full-day kindergarten program at all of our elementary schools. Because this final word came to us at mid-July, staff members shifted into

high gear to hire teachers, order materials, install technology, and ready classrooms for the start of school. I can think of no single action that may effect more change in Nevada's education system than full-day kindergarten. I am anxious to watch how this program impacts student learning and school growth over time.

WNC has been an active partner in our efforts to increase rigor, expand programs, and improve college and career readiness for our students. In working with WNC, we are preparing to provide the Accuplacer test in Math to high school Juniors. This process will allow the school and the student to diagnose any deficiencies that might exist so that students in their Senior year can take appropriate math courses in preparation for college entry. Students who pass the Accuplacer as 11th graders will be given the opportunity to take Math 126 at the collage as a Senior for dual credit. This action is expected to greatly reduce the need for remediation to college freshman from our schools. We are also working with WNC to create a similar situation for English in the coming year.

Carson City School District provides a uniform reading program called Success For All (SFA) in all of its elementary schools. Each site has received equitable technology, materials, training, and support. ELA is an area that is showing consistent growth over time. Fritsch Elementary school is in its final year of SFA implementation and Seeliger Elementary is in its second of three years of implementation. This system has not always been available to our three non-Title I schools. One of the benefits of SFA is the system of data collection that it provides for each student at each site. The data allows principals and teachers to provide on-going analysis and resources to students. Based on the aggregate scores for 2012-2013, six schools showed an increase in ELA on high stakes tests. The three schools that did not post gains in ELA had test scores that were lower than last year's by 5 or less basis points.

Math performance results in Carson City Schools for the 2012-2013 school year are a different matter. Of the 9 reporting schools, only one in the entire District reported an increase over the previous year's results. Four of the District's schools that reported lower test scores had a difference of 2 or less basis points lower than last year's results. However, there were significant losses (10 or more basis points) at four of the District's schools in comparison to last year's results. One school lost as many as 37 basis points. One could speculate that the change in curriculum and teaching strategies between the original Nevada State Standards to the new Common Core State Standards without a change in the exam might play a role in student performance on high stakes math scores. While this condition may be part of the story, the scores are what they are. The reason for this large drop in math scores is not likely due to any one factor. It does however point to a single fact that some students have not learned the necessary skills to perform better on high-stakes tests. In my monthly meetings with each of the school principals we are identifying the reasons for the drop in performance and proposing actions necessary to improve teacher and student performance.

Having said this, I believe that in general, our current process is still taking us along the right path. We will always have areas and times where we will need to adjust what we are doing. Currently, we are using the learner centered model to shift teachers away from teaching only what they want to teach. We are preparing curriculum and local assessments that align with current standards. We also need support from the state for a common-sense and universal approach to assessments. We also need support from higher education where more rigorous teacher programs espouse the newer methods and curriculum associated with the current expectations. We do not have time or resources to retrain staff after they have graduated from the university. We also need a system that can attract the best and

most capable individuals who select education as their chosen profession. We also need consistency from state government where large-scale operational changes are not made before a well-defined system/plan is in place prior to the change being made. I realize that many of these suggestions will require systematic and even legislative changes but without some of these changes, local schools will continue to shoulder the blame for an incongruent system.

In an effort to increase opportunities for Gifted And Talented Education (GATE) students, Valerie Dockery was given the task to review, organize, and re-vamp the District's GATE program. Mrs. Dockery is currently in the early stages of gathering information which includes meeting with parents to gather information about expectations for the program.

It is my vision to continue to strive for higher levels of performance which will ultimately improve graduation rates. Much good is happening at the schools and principals are focusing on areas where performance is low. Each site has a different set of challenges that require different approaches and adaptations to meet the individual needs of the students. So, we will continue to monitor and adjust our efforts as seems fit.

VI Instructional Leadership, Professional and Leadership Development

The District uses the strategies of SFA as its basis for English Language Arts at the elementary level. The elementary math curriculum is not as precisely organized as the ELA curriculum, but the materials for each school are available and the District provides support based on common core state standards training to the teachers. The work with the elementary schools occurs directly through the Educational Services Department where work is done with the individual site principals and their teaching and support staff. Our secondary schools are working hard with the Implementation Specialists provided by Race To The Top grant to unify the curriculum and assessments. District Office staff attend the School Support Team meetings at each of the secondary schools. Dr. Pradere organizes and facilitates these meetings where collaborative problem solving is used. Everything from scheduling to staffing is discussed at these meetings and changes occur quickly and accurately. Implementation specialists are placed in quasi-administrative roles as they lead teachers in curriculum and assessment work. An intended consequence of this effort is that a highly qualified and experienced pool of potential administrators is being created for future leadership opportunities in the District.

Because the Learner Centered Model is at the heart of this process, there is a continual drive for increased student achievement. Due to the skill of staff members like Steve Pradere and Ricky Medina, a system of student records maintenance has been developed. This student "data matrix" has been developed for Carson City School District in collaboration with the University of Virginia as a school turnaround tool and is in place at all of our secondary schools. It lets the user (teachers and administrators) see at a quick glance how students are doing individually and collectively in any given class in the school. It also provides the teacher with the ability to compare the progress of students in his classes against the progress of students who are being taught the same subject by a colleague.

At the recent fall conference of the Nevada Association of School Administrators I was humbled to be selected and recognized as Nevada's 2013 Superintendent of the Year.

VII Human Resources Management/Staff and Personnel Relations

Because our Strategic Plan places great emphasis on hiring and retaining quality personnel, the District developed and implemented a hiring process that is performance based. Previous systems relied wholly upon a candidate's interview and did not probe into a candidate's ability to obtain, evaluate and present data, or coach staff members.. The performance interview system allows the selection committee to observe a variety of key skills and attributes that are desirable in school leaders. This technique has been the determining factor in selecting principals in the past year. Staff members who are being selected for leadership positions are those who have shown evidence of using District-trained skills like cognitive coaching and who can identify and use meaningful data in decision making.

District Office staff are doing a good job of holding principals accountable for completing staff evaluations. Even though the state has been anticipating the new evaluation system, use of our own system has been beneficial in providing assistance to staff that might be struggling or has been used as the basis in making continuing employment decisions.

During the 2014 budget cycle, District Office staff developed and recommended a cash incentive system for staff considering retirement that was approved by the Board. This system went a long way in getting the District to needed staffing levels and also helped move some staff members along to retirement. In retrospect, the beginning of the new school year was one of the smoothest in recent memory for me and others. I believe the voluntary separation incentive program helped greatly in producing this effect.

Another item that is noteworthy is the collaborative outcome of collective bargaining with our employee groups. Finding ourselves in the tenuous position of trying to keep expenditures down for FY 2014, we asked all of the bargaining groups to come together with the District to discuss issues of employee benefits and salary. The Interest Based Bargaining process was used to a positive outcome where our employees were willing to work with us in the best interests of the District. I think the end result speaks volumes for the mutual trust that is enjoyed in our district.

VIII Values and Ethics in Leadership

I feel fortunate to be surrounded by amazing people who contribute to our District. I believe that in general our staff members approach their jobs so as to live by The "Golden Rule." I'm sure it is considered old fashioned, but to me there is truth and wisdom in its words. I encourage our principals and department supervisors to provide high levels of customer service in all aspects of their work.

IX Financial Management and Business Matters

The District's Strategic Plan provides direction for managing District programs and ultimately District finances. I am a conservative person by nature and will not take uncalculated steps that will knowingly jeopardize District resources. School District operations continue to function within budgeted limits except where planned. As you know, we have strategically used the General Fund's reserves to keep staff and programs in place for as long as possible. Overtime is approved for emergencies only and requires prior authorization. A specific staffing formula is used for academic and budgeting purposes. Staffing is continually reviewed and monitored. Fortunately we have the means to modify our operations (within limits) as needed. Principals manage their own discretionary funds with the knowledge that their management skill and our system of budgeting allow them the flexibility to save

for large purchases if desired. CCSD does not endorse the “use it or lose it” budget mentality of some governmental agencies.

The District has put into place the decisions from last year’s School Board Meetings and Town Hall Meetings.

Superintendent's Goals

2012-2013

Roll-Out 1st Phase of Race to The Top Program:

Steps Taken

- a) Establish Director of the Program
- b) Create Job Descriptions for Implementation Specialists
- c) Communicate Vacancy and Growth Opportunities to Interested Staff
- d) Create System of Performance Interviews for Candidates
- e) Hold Interviews and Select Implementation Specialists and Other Positions
- f) Assign and Train Implementation Specialists
- g) Schedule District and School Support Team Meetings for Each Site
- h) Problem Solve and Follow-Up after Respective Site Meetings
- i) Create the Community PLC and develop reporting methods

Implement the Strategic Plan:

- 1) Mobile 1:1 Digital Device Implementation
 - Hired teacher trainer
 - Cohort I implementation
 - 600 devices distributed to students and teachers
 - funded by pay-as-you-go school bond money
 - Cohort II implementation
 - 600 devices distributed to students and teachers
 - funded by pay-as-you-go school bond money
 - Wireless System Update –funded by General Fund
 - Cohort III Implementation
 - 1800 devices to be distributed to middle school teachers and students
 - 1200 devices funded by Private Foundation
 - 600 devices funded by the State Tech Grant
- 2) Unify District Initiatives
 - Take the District Improvement Plan, The Strategic Plan, and the Race To The Top, programs and unify them into a cause.

Annual Evaluation of the Superintendent of the Carson City School District 2013

SUPERINTENDENT PERFORMANCE STANDARDS

These are not specific goals, but the everyday requirements of the position.

<p>Leadership and District Culture</p> <ul style="list-style-type: none"> • Implement a shared vision that focuses on improved student achievement • Promotes academic rigor • Empowers and supports staff to reach high levels of performance to achieve district and school objectives • Promotes understanding and celebration of educational success • Promotes safety, tolerance, civility and acceptance • Develops, implements, monitors and promotes continuous improvement processes. 	<p style="text-align: center;"><u>RATING:</u></p> <p>___ SUPERIOR</p> <p>___ VERY SATISFACTORY</p> <p>___ SATISFACTORY</p> <p>___ NEED TO IMPROVE</p>
<p>Policy and Governance/Employer-Superintendent Relations</p> <ul style="list-style-type: none"> • Works with the board to formulate internal and external district policy. • Demonstrates good school governance to staff, students and the community at large. • Establishes procedures for successful superintendent/board interpersonal and working relationships. • Takes active responsibility for executing District policies. • Understands and interprets the role of federal, state and regional governments, policies and politics and their relationships to local districts and schools. • Uses legal and other counsel in governance and procedures to avoid liabilities. 	<p style="text-align: center;"><u>RATING:</u></p> <p>___ SUPERIOR</p> <p>___ VERY SATISFACTORY</p> <p>___ SATISFACTORY</p> <p>___ NEED TO IMPROVE</p>
<p>Community Relations and Communication</p> <ul style="list-style-type: none"> • Leads staff to establish effective two-way communications with students, staff, parents and community. • Demonstrates effective communication skills in individual, small- and large-group settings. • Promotes involvement of all stakeholders to fully participate in effective education. • Establishes effective school/community relations, school/business partnerships and public service opportunities. • Understands and uses media opportunities to shape and form opinions and relations. 	<p style="text-align: center;"><u>RATING:</u></p> <p>___ SUPERIOR</p> <p>___ VERY SATISFACTORY</p> <p>___ SATISFACTORY</p> <p>___ NEED TO IMPROVE</p>
<p>Organizational Management</p> <ul style="list-style-type: none"> • Gathers and analyzes data for decision making and recommendations to the board and other entities. • Develops and monitors long-range plans for school and district technology and information systems. • Develops and monitors a successful facility management plan, including security, maintenance and replacement programs. Plans for community financial support for facilities via bond issues. 	<p style="text-align: center;"><u>RATING:</u></p> <p>___ SUPERIOR</p> <p>___ VERY SATISFACTORY</p> <p>___ SATISFACTORY</p> <p>___ NEED TO IMPROVE</p>

SUPERINTENDENT PERFORMANCE STANDARDS

Page 2

Educational Program/Curriculum Planning Development

- Stays up-to-date in curriculum, teaching practices, learning and testing theories.
- Successfully plans, implements and monitors state-mandated curriculum and testing changes
- Establishes curriculum planning anticipating occupational trends and school-to-career opportunities.
- Assesses and reports student progress using required and appropriate techniques.
- Involves faculty and stakeholders in enhancement and renewal of curriculum to align curriculum, instruction and assessment.

RATING:

- ___ SUPERIOR
- ___ VERY SATISFACTORY
- ___ SATISFACTORY
- ___ NEED TO IMPROVE

Instructional Leadership, Professional and Leadership Development

- Collaboratively develops, implements and monitors change so that the most effective teaching techniques are in place, following current research and best practices.
- Instructional resources are focused on maximizing student achievement.
- Implements and manages processes to assess teaching methods, classroom management and strategies for student-based learning.
- Analyzes instructional resources and assigns them in cost-effective equitable manner.
- Establishes instructional strategies that include cultural diversity, learning style differences and individual potentials.
- Encourages improved staffing patterns, scheduling, organizational structures and professional training to support improved student outcomes.

RATING:

- ___ SUPERIOR
- ___ VERY SATISFACTORY
- ___ SATISFACTORY
- ___ NEED TO IMPROVE

Human Resources Management/Staff and Personnel Relations

- Demonstrates successful use of system and staff evaluation data for personnel policies, decision-making, promotion of career growth and professional development.
- Seeks to employ highly-qualified staff as budget and contractual obligations allow.
- Promotes improved evaluation and compensation programs
- Understands and applies legal requirements, contractual obligations, district and board policies in employment and union negotiations.
- Provide technical advice to the board and representatives during labor negotiations, to keep the board apprised of negotiation status, to understand and effectively administer contracts, and to keep abreast of legislative changes affecting the collective bargaining process, budgets and contracts.

RATING:

- ___ SUPERIOR
- ___ VERY SATISFACTORY
- ___ SATISFACTORY
- ___ NEED TO IMPROVE

SUPERINTENDENT PERFORMANCE STANDARDS

Page 3

Values and Ethics Leadership

- Understands and models appropriate value systems, ethic and moral leadership. Coordinates with public agencies and human services to help students grow and develop as caring, informed citizens.
- Explores and develops ways to successfully deal with difficult and divisive issues.
- Promotes establishment of moral and ethical practices in every classroom, school and operation of the district.

RATING:

- ___ SUPERIOR
- ___ VERY SATISFACTORY
- ___ SATISFACTORY
- ___ NEED TO IMPROVE

Financial Management and Business Matters

- Demonstrates successful budget management, including forecasting, planning, cash-flow management and controls.
- Oversees the monetary policy of the district, including revenue projections, budgeting, resource allocation and control.
- With the board, plans financial strategy to maximize district success.
- Directs financial resources to support the goals and requirements of the district.
- Maintain good communication with state and federal financial administrative offices. Maintain transparent financial records.

RATING:

- ___ SUPERIOR
- ___ VERY SATISFACTORY
- ___ SATISFACTORY
- ___ NEED TO IMPROVE

COMPILATION: Total number of each rating to determine overall rating.

Superior = 4 Very Satisfactory = 3 Satisfactory = 2 Need to Improve = 1

SUPERIOR: 31 – 36

VERY SATISFACTORY: 23 – 30

SATISFACTORY: 15 – 22

NEED TO IMPROVE: 1 – 14

RATING:

- ___ SUPERIOR
- ___ VERY SATISFACTORY
- ___ SATISFACTORY
- ___ NEED TO IMPROVE

Signed: _____ Date: _____
President of the Board of Trustees

Signed: _____ Date: _____
Superintendent

**Annual Evaluation of the Superintendent
of the Carson City School District 2013
Part 2: Specific District Goals**

<p>GOAL 1: _____</p> <p>MEASURED BY: _____</p> <p>ACTION STEPS:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p style="text-align: center;"><u>RATING:</u></p> <p>___ SUPERIOR</p> <p>___ VERY SATISFACTORY</p> <p>___ SATISFACTORY</p> <p>___ NEED TO IMPROVE</p>
<p>GOAL 2: _____</p> <p>MEASURED BY: _____</p> <p>ACTION STEPS:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p style="text-align: center;"><u>RATING:</u></p> <p>___ SUPERIOR</p> <p>___ VERY SATISFACTORY</p> <p>___ SATISFACTORY</p> <p>___ NEED TO IMPROVE</p>

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CARSON CITY SCHOOL DISTRICT
SUPERINTENDENT'S CONTRACT

THIS AGREEMENT, made this _____ day of _____, 2011, by and between the Board of Trustees of the CARSON CITY SCHOOL DISTRICT, organized and existing under the laws of the state of Nevada, hereinafter referred to as "Employer," and RICHARD W. STOKES, hereinafter referred to as "Superintendent."

WITNESSETH:

WHEREAS, Employer is the Board of Trustees of the Carson City School District, which is a school district organized and existing under the laws of the state of Nevada; and

WHEREAS, Employer wishes to employ Superintendent to serve in the position of Superintendent of Schools for the CARSON CITY SCHOOL DISTRICT, hereinafter referred to as "DISTRICT," and Superintendent is willing to render services on behalf of the Employer in the position of Superintendent; and

WHEREAS, the parties desire and intend to set forth their understanding and agreement in writing.

NOW, THEREFORE, in consideration of the terms, covenants, and conditions set forth herein, the parties agree as follows:

1. Employment. Employer hereby employs, engages, and hires Superintendent as Superintendent of Schools for the DISTRICT, and Superintendent hereby accepts and agrees to such hiring, engagement, and employment. Superintendent represents that he has a valid administrative certificate issued by the Nevada State Department of Education authorizing him to serve in the position of Superintendent of Schools, and Superintendent agrees to hold and maintain said certificate throughout the term of this Agreement.

2. Best Efforts. Superintendent agrees that he will at all times faithfully, industriously, and to the best of his ability, experience, and talent, perform all of the duties that

1 may be required of and from him pursuant to the terms of this Agreement, express and implied,
2 and inherent in the position of Superintendent of Schools, in a manner consistent with the law and
3 the policies and administrative regulations of Employer.

4 3. Duties. The Superintendent shall serve as the chief executive officer of Employer
5 and the DISTRICT, and administer the instructional services, business affairs, personnel, and
6 property management with the assistance of the employed staff of the DISTRICT, including but
7 not limited to the nomination for employment and the assignment of all site Administrators in
8 accordance with the laws of the State of Nevada and the policies and regulations of the
9 DISTRICT.

10 The Superintendent shall have the additional responsibility of organizing,
11 reorganizing, and arranging the administrative and supervisory staff which in his judgment will
12 best serve the DISTRICT. The Superintendent shall have responsibility in all personnel matters,
13 including selection, assignment, and transfer of employees, including site Administrators, subject
14 to approval by the Employer. In all personnel matters brought to Employer, the Superintendent
15 shall present his recommendation. In the event Employer does not approve said recommendation,
16 Superintendent shall submit another recommendation to the Employer within a reasonable time.

17 The Employer, individually and collectively, will refer promptly all criticisms,
18 complaints, and suggestions called to its attention to the Superintendent for study and
19 recommendations.

20 4. Services. Superintendent shall devote all of his working time, attention,
21 knowledge, and skills to the business and interest of Employer during the term of the employment,
22 and Employer shall be entitled to all of the benefits arising from or incident to the work, services,
23 and advice of Superintendent.

24 Superintendent shall not perform consultative work, speaking engagements, or
25 other professional activities for hire without the prior approval of Employer, which approval may
26 be granted to the extent such activities do not interfere with Superintendent's duties under this
27 Agreement.

28

1 5. Superintendent/Employer Responsibilities. The Employer has primary
2 responsibility for formulating and adopting DISTRICT policies and for the overall governance of
3 the DISTRICT. The Superintendent as the chief executive officer of the Employer has the primary
4 responsibility for executing Employer and DISTRICT policies and for promulgating
5 administrative regulations designed to implement the policies approved by Employer. The
6 Superintendent shall have the right to be present at all meetings of the Board of Trustees.

7 The Superintendent shall be accountable for his actions and decisions to the
8 Employer, acting by majority vote of the Board of Trustees, and not to individual members of the
9 Board of Trustees acting outside of a duly convened meeting of the Board of Trustees.

10 6. Evaluation. The Employer shall evaluate and assess in writing the performance of
11 the Superintendent at least once each year prior to December 31 of each year during the term of
12 this Agreement. The evaluation format shall be reasonably objective and shall contain at least the
13 following evaluation criteria: Employer-Superintendent relations, community relations, staff and
14 personnel relations, educational program, business and financial matters, and professional and
15 leadership development. The evaluation format shall provide for a rating system such that the
16 Employer may indicate whether the performance of the Superintendent is Superior, Very
17 Satisfactory, Satisfactory, or Need to Improve, both as to the specific criteria set forth in the
18 evaluation form and as to the overall performance of the Superintendent for the period covered by
19 the evaluation. The annual evaluation shall be signed by the President of the Board of Trustees. If
20 areas of concern are noted by the Employer in any evaluation, a set of performance objectives will
21 be prepared jointly by the Employer and the Superintendent.

22 7. Term of Employment: Renewal. The initial term of this Agreement shall be for a
23 period of four (4) years, commencing on July 1, 2012 and ending June 30, 2016. This represents a
24 minimum of 227 days of service per year, including vacation and administrative leave days, as set
25 forth herein. The Superintendent will earn annual leave in accordance with the same terms and
26 conditions as the site Administrators.

27 Upon expiration of the initial term, this Agreement shall renew for an additional
28 term of four (4) years, unless either party gives notice of its intent not to renew or of its desire to

1 renegotiate the terms given on or before October 1, 2015. If a party wishes to renegotiate the
2 terms, such renegotiation shall be completed, and a new contract signed by December 31, 2015, or
3 there shall be no renewal term, unless the parties otherwise agree in writing.

4 8. Compensation. Employer shall pay Superintendent, and Superintendent shall
5 accept from Employer in full payment for his services hereunder, the following:

6 a. For the 2012-2013 contract year, Superintendent shall be paid an annual
7 base salary of One Hundred Twenty Six Thousand and NO/100ths Dollars
8 (\$126,000.00).

9 b. For the 2013-2014 contract year, and for each contract year thereafter,
10 Superintendent's compensation shall be reviewed and adjusted based upon
11 mutual agreement of Superintendent and Employer.

12 c. Superintendent will additionally receive the "education increment" and
13 "longevity increment" provided to the DISTRICT's site Administrators, if
14 any is earned by Superintendent, in accordance with applicable DISTRICT
15 policies and procedures.

16 9. Vacation Days. Superintendent shall be entitled to twenty-four (24) days of paid
17 annual vacation for each year of this Agreement, exclusive of legal holidays. Vacation shall be
18 taken in accordance with the policies and regulations of Employer. Superintendent may
19 accumulate vacation days under the same terms and conditions allowed to the other 12-month
20 contract Administrators in the DISTRICT. Upon termination or expiration of this Agreement, the
21 Superintendent shall be entitled to compensation for unused and accrued vacation days at his then
22 current salary rate and under the same terms and conditions allowed to the other 12-month
23 contract Administrators in the DISTRICT.

24 10. Additional Benefits or Compensation.

25 a. Sick Leave: The Superintendent shall be entitled to fifteen (15) days of sick
26 leave annually, and he may accumulate sick leave under the same terms and
27 conditions allowed to the other 12-month contract Administrators in the
28 DISTRICT. Upon termination or expiration of this Agreement, the

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Superintendent shall be entitled to compensation for unused and accrued sick leave days at the rate of twenty percent (20%) of his then current salary rate.

- b. Retirement Benefit: The full retirement contribution in the Public Employees Retirement System of the State of Nevada will be paid on behalf of the Superintendent by Employer.
- c. Workers' Compensation Insurance: State workers' compensation insurance will be paid by Employer for the benefit of the Superintendent.
- d. Health Insurance: Employer will pay the premiums for health insurance coverage to Superintendent under its approved health insurance program. No spousal coverage will be paid by Employer unless Employer pays for coverage for other DISTRICT employees.
- e. Professional Dues: Employer will pay Superintendent's state and national dues for membership in professional associations.
- f. Retirement Credit: Superintendent shall be eligible for a one (1) year of retirement buyout paid by the DISTRICT which shall be earned at the rate of 25% of one credit for each year of service completed by the Superintendent under this Agreement.

11. Disability or Illness. If the Superintendent is unable to perform any or all of his duties or responsibilities by reason of illness, accident, or other cause beyond his control, and if the disability continues for a period beyond all of his accumulated sick leave, the Employer may, at its sole discretion, make a reduction or deduction from the salary of the Superintendent during the term of such disability. If the disability is permanent, irreparable, or of such nature as to make the performance of his duties impossible to perform, and if such disability continues beyond six (6) months past the last day of his accumulated sick leave, Employer may, at its sole discretion, terminate this Agreement, whereupon the respective duties, rights, and obligations of the parties to this Agreement shall terminate. This provision in no way waives or supersedes any benefits or

1 protections afforded under the state or federal law, including the workers' compensation laws or
2 the Family Medical Leave Act.

3 12. Termination.

- 4 a. This Agreement will terminate on the expiration of its term set forth in
5 Paragraph 7.
- 6 b. This Agreement may be terminated on the mutual agreement of the parties.
- 7 c. Either party may terminate this Agreement, without cause, upon ninety (90)
8 days prior written notice to the other party given at any time prior to the
9 thirty-ninth (39th) month of this Agreement. Upon such termination without
10 cause by Employer, or upon a vote of no confidence by Employer,
11 Superintendent will be entitled to receive a severance in the amount of up to
12 nine (9) months of his regular base compensation, but without accrual of
13 any vacation days, sick leave, retirement benefits, or retirement credits
14 during such nine (9) month period. The Superintendent shall be entitled to
15 earned vacation days, sick leave, retirement benefits, and retirement credits
16 earned through the date of termination. The severance benefit shall end
17 upon the Superintendent obtaining other employment at the same pay or
18 higher during the nine (9) month period.
- 19 d. Superintendent may be dismissed, and this Agreement terminated for just
20 cause as provided in NRS Chapter 391. Upon such termination, the
21 Superintendent will be afforded the same procedural protections as are
22 afforded post-probationary certified personnel, including the appointment of
23 hearing officer pursuant to NRS Chapter 391.3161. The Superintendent is
24 employed as a post-probationary certified employee with all the rights and
25 benefits thereof, except as modified by this Agreement.
- 26 e. Superintendent may be suspended without pay or benefits only as provided
27 in NRS Chapter 391 and subparagraph d above.
28

1 f. In the event of termination of this Agreement for any reason,
2 Superintendent shall be entitled to the total compensation specified in
3 Paragraph 8 above through the date of termination, based upon the
4 proportionate number of days worked by Superintendent in relation to the
5 contract 227 work days, provided however, that Superintendent shall
6 additionally receive the retirement credit set forth in Paragraph 10(f) above
7 earned during such period of days worked.

8 g. Any termination hearing will be open to the public.

9 13. Assignment. It is hereby agreed that Superintendent's rights and obligations under
10 this Agreement are personal and not assignable.

11 14. Choice of Law. It is the intention of the parties to this Agreement that this
12 Agreement and the performance under this Agreement, and all suits and special proceedings under
13 this Agreement, shall be construed in accordance with and under and pursuant to the laws of the
14 state of Nevada, and that, in any action, special proceeding or other proceeding that may be
15 brought arising out of, in connection with, or by reason of this Agreement, the laws of the state of
16 Nevada shall be applicable and shall govern to the exclusion of the law of any other forum,
17 without regard to the jurisdiction in which any action or special proceeding may be instituted.

18 15. Complete Agreement. This Agreement contains the complete agreement
19 concerning the employment arrangement between the parties and shall, as of the effective date
20 hereof, supersede all other agreements between the parties. The parties stipulate that neither of
21 them has made any representation with respect to the subject matter of this Agreement or any
22 representations including the execution and delivery of this Agreement except such
23 representations as are specifically set forth in this Agreement, and each of the parties
24 acknowledges that he or it has relied on his or its own judgment in entering into this Agreement.
25 The parties further acknowledge that any payments or representations that may have been made by
26 either of them to the other prior to the date of executing this Agreement are of no effect, and that
27 neither of them has relied thereon in connection with her or its dealings with the other.
28

1 16. Attorney's Fees. In the event that any action is filed in relation to this Agreement,
2 the unsuccessful party in the action shall pay to the successful party, in addition to all the sums
3 that either party may be called on to pay, a reasonable sum for the successful party's attorney's
4 fees.

5 17. Professional Liability. Employer agrees that it shall defend, hold harmless and
6 indemnify Superintendent from any and all demands, claims, suits, actions and legal proceedings
7 brought against Superintendent in his individual capacity, or in his official capacity as agent and
8 employee of the DISTRICT, provided the incident arose while Superintendent was acting within
9 the scope of his employment and excluding criminal litigation and as such liability coverage is
10 within the authority of the DISTRICT's Board of Trustees to provide under state law.

11 18. Savings Clause. If, during the term of this Agreement, it is found that a specific
12 clause of the Agreement is illegal in federal or state law, the remainder of the Agreement not
13 affected by such a ruling shall remain in force.

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

16
17 EMPLOYER

EMPLOYEE

18 CARSON CITY SCHOOL DISTRICT, a
19 political subdivision of the State of Nevada

20
21 By: _____
22 JOANNA FAVARO-WILSON,
 President of the Board of Trustees

RICHARD W. STOKES

23 By: _____
24 LYNNETTE CONRAD, Clerk

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

Tuesday, September 24, 2013

7:00 p.m.

CALL TO ORDER

The Regular Meeting of the Carson City School District Board of Trustees was called to order at 7:00 p.m. by President Lynnette Conrad at the Sierra Room, Community Center, 851 E. William Street, Carson City, Nevada.

ROLL CALL: Members Present
 Lynnette Conrad, President
 Ron Swirczek, Clerk
 Steve Reynolds, Member
 Joe Cacioppo, Member
 Laurel Crossman, Member
 Candace Stowell, Member
 Richard Stokes, Superintendent
 Mike Pavlakis, Legal Counsel

Members Absent
 Stacie Wilke-McCulloch, Vice President

Board Member, Ron Swirczek led the Pledge of Allegiance.

ACTION TO ADOPT THE AGENDA

It was moved by Mr. Ron Swirczek, seconded by Mr. Joe Cacioppo, **that the Carson City School District Board of Trustees adopt the agenda as submitted.** Motion carried unanimously. (Mrs. Wilke-McCulloch was not present for the vote.)

SUPERINTENDENT'S REPORT

- Mr. Stokes sent condolences to the family of Ms. Mary Ann Jennings, friend of the District for many years. Services for Ms. Jennings will be held at 11:00 a.m. on Saturday, October 5, 2013 at the First United Methodist Church.
- Mr. Ben Contine, Career and Technical Education (CTE) Implementation Specialist was recognized and nominated for a Pioneer Award, sponsored by Northern Nevada Development Authority (NNDA). The nomination was for "Best Employee".
- Early Childhood Program will be on Fall Break from September 23, 2013 - October 11, 2013; classes resume on Monday, October 14, 2013
- Monday, October 7, 2013 is a Professional Development day for staff; there will be no school for students

BOARD REPORTS

Jody Ostrander reported on the following activities at Carson High School:

- A successful club fair, with approximately 15 clubs was held on September 18, 2013
- National Honor Society (NHS) Induction Ceremony was held on September 23, 2013
- Boys' Varsity Soccer play against Wooster High School on Wednesday, September 25, 2013 at 7:00 p.m.
- Varsity Football Team plays at Reed High School on Friday, September 27, 2013 at 7:00 p.m.
- Homecoming Week is September 30 – October 4, 2013, the theme is Super Hero's

- Float building will take place from 10:00 a.m. to 4:00 p.m.; with one float for each class
- Neon bowling will take place on Monday, September 30, 2013 at 6:00 p.m. in the Naval Junior ROTC building
- Homecoming parade begins at 5:30 p.m. along Saliman Road, with a bonfire at 6:00 p.m. on the softball field
- "Wednesday Night Live" will be held at the Community Center on Wednesday, October 2, 2013 at 6:00 p.m.
- Lip Sync Contest will be held at the Community Center on Thursday, October 3, 2013 at 6:00 p.m.
- Varsity Homecoming Football game against Damonte Ranch High School at 7:00 p.m. on Friday, October 4, 2013; Homecoming King and Queen will be announced
- Homecoming Dance will take place at 7:00 p.m. on Saturday, October 5, 2013
- Girls' Tennis has a match against Damonte Ranch High School on Tuesday, September 1, 2013
- Volleyball team plays against Wooster High School at 6:00 p.m. on Tuesday, October 1, 2013
- Girls' Varsity Soccer team play against Douglas High School at 7:00 p.m. on Tuesday, October 1, 2013
- Boys' Varsity Soccer team play against Douglas High School at 7:00 p.m. on Wednesday, October 2, 2013
- Girls' Tennis have a match against Fallon High School at 3:00 p.m. on Thursday, October 3, 2013
- Girls' Varsity Soccer team play against Galena High School at 11:00 a.m. on Saturday, October 5, 2013
- Boys' Varsity Soccer team play against Galena High School at 1:00 p.m. on Saturday, October 5, 2013

Alyssa Hernandez reported on the following activities at Pioneer High School:

- A thank you was extended to Board Members, parents and district staff for attending their Open House on September 18, 2013; it was a success
- A thank you to the management of Johnny Rockets Diner for hosting the fundraiser held on September 20, 2013
- Blood Drive will be held on Thursday, October 3, 2013; contact the office for additional information
- Student Leadership will meet on Tuesdays after school
- Speech & Debate students will meet after school on Thursdays; contact Mr. Rhoads for additional information

Ms. Stowell reported that she attended the Open House at Pioneer High School and was impressed with the Career and Technical Education (CTE) program; students are building a small tumbleweed designed house.

Mr. Reynolds announced that the next Fremont Parent Information Night will be held on Wednesday, October 2, 2013 at 6:00 p.m.; topics include Success for All (SFA) reading program, and training on how to help students with their Science Fair Project. Child care and homework assistance will be provided. Refreshments will be provided by Parent Teacher Association (PTA).

Mr. Cacioppo reported on the following:

- Math tutoring is available afterschool from 2:00 – 3:00 p.m. in Room 223 for Carson High School students
- October is National Cancer Awareness Month; in support of Breast Cancer, shirts are available for purchase for \$13.00 from Ms. Erin Been, P.E. Teacher or at the Volleyball games. Everyone is encouraged to wear them each Monday in October. All proceeds goes towards cancer research.
- Rotary Foreign Exchange applications are due by Friday, October 4, 2013; see Mr. Tim McCarthy, Guidance Counselor for an application

- In support of the Volleyball Team and Skills USA, the Drive One 4UR School fundraiser took place on Saturday, September 21, 2013; \$6,000 was raised for the two programs
- Bordewich Bray Elementary School and Fritsch Elementary School are participating in the 100 mile club; a national organization. Both schools received a \$1,000 grant from the Active Schools Acceleration Project to use to purchase incentives for students. The goal is to have students run 100 miles in the school year; one student has already run 25 miles. If anyone is interested in supporting a student, please contact the school.

Mrs. Crossman reported on the following:

- Early Childhood Center is currently on Fall Break; classes resume on Monday, October 14, 2013
- Fritsch Elementary School:
 - Friday, September 27, 2013 is Picture Day
 - Watch DOGS (Dads of Great Students) kick-off dinner will be held on Tuesday, October 1, 2013; a program to increase male engagement, positive male role models in a student's life. Those signing up are asked to donate one day a school year and come to school with their child.

Mrs. Conrad reported on the following:

- Bordewich Bray Elementary School held their annual Jog-a-Thon fundraiser on Friday, September 20, 2013; they raised \$10,500
- Friday, September 27, 2013 is Picture Day at Bordewich Bray Elementary School
- Carson Middle School PTA will be meeting on Wednesday, September 25, 2013 at 6:00 p.m.

ASSOCIATION REPORTS

There were no association reports.

PUBLIC COMMENT

There was no public comment.

REPORT ON THE BICYCLE SAFETY PROGRAM TAUGHT IN THE ELEMENTARY SCHOOLS IN THE CARSON CITY SCHOOL DISTRICT

The Physical Education Teachers' from the elementary schools introduced themselves and presented a power point presentation on the bicycle safety program in the District; Mrs. Laura Valley, Fritsch Elementary School, Mrs. Colleen Catron, Mark Twain Elementary School, Mrs. Jackie Geraets-Rauch, Fremont Elementary School, Mrs. Linda Hurzel, Bordewich Bray Elementary School and Ms. Tara Sakelarios, Seeliger Elementary School. (A copy is included in the permanent record.)

Students are taught safety skills that can be used while riding their bicycles. The history of the safety program:

- Began in 1999 when the Nevada Office of Traffic Safety introduced the bicycle safety program, which included a trailer full of bicycles; teachers could borrow the trailer once they completed a class. At the time, the trailer was used throughout northern Nevada.
- In 2002, through a \$21,000 grant from the Department of Public Safety, Office of Traffic Safety, the district purchased their own bicycles, helmets and a trailer. The grant included helmets, incentives and supported having substitutes, so the project could be supported by other staff. Students in grades 3 – 5, from all 6 elementary schools have been included; approximately 1,600 students each year.
- Elementary schools are scheduled for one to two weeks each year, typically in the Spring
- One week is used to teach safety information; videos, etc., followed by one or two weeks with the trailer at the schools and students on the bicycles. Tricycles are used for students that do not ride bicycles.

- Additional grants to assist with repairs and to purchase helmets have been applied for over the years
- In 2005, a group from the University of North Carolina came and observed the program, surveying students using pre and post-tests, etc. As a result, the program was included in a National Journal; American Alliance for Physical Activity and Recreation (AAPAR).

Bicycle safety instructors:

- All six elementary P.E. Teachers, including Ms. Kim Shepherd, Adaptive P.E. Teacher have taken courses, including those offered through the Nevada Office of Traffic Safety and Traffic Skills 101 through the League of American Bicyclists; reviewed rules, rode bike, completed a course, etc.
- Curriculum includes material from National AAPAR Bicycle Safety Curriculum as well as from the Nevada Office of Traffic Safety
- Trainings have also been provided from staff members from other school districts

The trailer is a 23' enclosed utility trailer that holds 20 BMX bicycles, 3 bins of helmets, which are color coded by sizes, 3 tricycles, as well as various equipment; cones, stop signs, etc. The bicycles are secured using a bicycle rack. The trailer is stored at the transportation storage area when it is not being used at the schools.

Mrs. Hurzel recognized Mr. Denis Coyne, former P.E. teacher at Fremont Elementary School and owner of Bike Habitat for his support and generosity in keeping the bicycles in working order.

Ms. Katen reviewed what students are being taught, following the initial week of safety information:

- Helmet safety; proper fit, if you have wheels underneath you, wear a helmet
- Rules of the road; protect yourself, ride with traffic on the right side of street, check tires, chain, wear bright clothing, etc.
- Bicycle handling skills; hand signals, scan for traffic, yield for pedestrians, stopping and braking, maneuvers in various situations, etc.
- Pedestrian safety for K-2nd grade students; stopping at the curb, watch lights, look three times before proceeding, etc.

Mrs. Valley recognized various entities for their support of the program, as the program is grant funded:

- Mr. Bill Story, Nevada Department of Transportation, Bicycle and Pedestrian Safety, provides possible grants, along with written material that is provided to students
- Ms. Courtney Bloomer, Coordinator, Safe to Routes to Schools
- Site administrators allow the playgrounds and parking lots to be used during the instruction of bicycle safety
- Nevada Bicycle Advisory Board has recognized the program and provided opportunities for grants

The program faces several challenges:

- Funding for new bicycles, tires, seats, etc.
- Scheduling to have all six elementary schools go through the program in good weather
- Facilities; goat heads, aging blacktop, parking lots, etc.

Future for the program:

- Have additional neighborhood rides
- Family support; reinforce the importance of helmets, transfer skills from school to home, etc.
- Develop middle school connection with elementary schools; working on their trailer and getting the program in place

Ms. Stowell acknowledged the accomplishments and stressed the importance of the program and commented on an accident that recently took place with a 10th grade student. In addition to developing the middle school program, Ms. Stowell asked if the teachers thought the program would work at the high school level. She also asked if they had additional suggestions. Mrs. Valley believes there's a place for bicycle safety at all levels; maybe within the P.E. programs. Mrs. Valley explained that the middle school has a new trailer; students brought their own bicycles last year. She also commented on the importance of the trailer; all bicycles are the same. Mrs. Valley also believes the helmet laws in the State could be changed.

Ms. Stowell commented on the possibility of students borrowing helmets throughout the school year. Mrs. Valley explained that helmets are given to students who express a need for one.

Mr. Cacioppo commented on the aging fleet and asked for a total on what the cost would be to replace all the bicycles. Mr. Cacioppo suggested speaking with local bicycle shop owners regarding a donation. Mrs. Valley explained that local vendors have not been approached at this time and the cost for each bicycle twelve years ago was approximately \$100.00 to \$125.00.

At this time, the teachers expressed a need for helmets.

Mrs. Conrad thanked the P.E. teachers for their hard work.

DISCUSSION AND POSSIBLE ACTION TO APPROVE THE RECOMMENDATION OF MRS. RUTHLEE CALOJARO AS PRINCIPAL OF MARK TWAIN ELEMENTARY SCHOOL

Mr. Stokes explained that interviews to select a Principal for Mark Twain Elementary School were held on September 6, 2013. Two candidates were interviewed by a committee of nine members; a parent, staff members, a board member, etc. The candidates were interviewed; they provided a presentation, a coaching session and a writing sample. Upon completion of the interview process, the selection committee selected Mrs. Ruthlee Caloiaro. Mrs. Caloiaro has been an educator for 22 years, having held various positions in the District. She has been a teacher, an administrator and served 7 years as Vice Principal at Mark Twain Elementary School. For a brief period of time, Mrs. Caloiaro worked as Vice Principal at Eagle Valley Middle School. Mr. Stokes introduced and recommended Mrs. Ruthlee Caloiaro as Principal for Mark Twain Elementary School.

It was moved by Mr. Joe Cacioppo, seconded by Mr. Ron Swirczek, **that the Carson City School Board of Trustees approve the selection of Mrs. Ruthlee Caloiaro as Principal of Mark Twain Elementary School.** Motion carried unanimously. (Mrs. Wilke-McCulloch was not present for the vote.)

Mrs. Caloiaro expressed her appreciation to the Board members and administrative staff for believing in her and allowing her the opportunity. Mrs. Caloiaro began her career teaching full-day kindergarten at Empire Elementary School. She also served as the Dean of Students at Carson Middle School. Mrs. Caloiaro recognized the dedicated staff at Mark Twain Elementary School. Mrs. Caloiaro has several goals for Mark Twain Elementary School; parent involvement, in addition to several technology goals.

Mrs. Caloiaro thanked her daughter for her support and for attending the meeting.

Mr. Swirczek congratulated Mrs. Caloiaro on being selected as Principal at Mark Twain Elementary School.

On behalf of Carson City Building Administrators, Mrs. Casey Gilles, President, presented Mrs. Caloiaro with a plant.

PRESENTATION OF NEVADA SCHOOL PERFORMANCE FRAMEWORK (NSPF) STAR RATINGS FOR 2012-2013 SCHOOL YEAR

Dr. Ricky Medina, Director of Accountability and Assessment presented the 2011-2012 data in June, 2012. (A copy is included in the permanent record.) Since the waiver was approved, there have not been many changes; however, the process is a three year waiver. The State is currently working on the next waiver, which Dr. Medina will present changes at a future Board meeting.

Due to changes in Criterion Reference Testing (CRT), the release dates for information was delayed until September 15th. The Nevada School Performance Framework (NSPF) replaces the previous system of Adequate Yearly Progress (AYP) system. With the exception of Pioneer High School, all schools now earn a classification of 1, 2, 3, 4, or 5 stars. The State is currently working on the rating system for alternative schools, most likely to be included in the next waiver.

Dr. Medina outlined the index score for the elementary and middle schools:

- Assigned to each school from 0 to 100; lower score equals 0 vs. those performing well
- Student growth measures over time on State assessments; Math, Reading, CRT, and high school proficiency testing. The first type of student growth receives scores this year vs. last year; compared to students that had similar scores in identified areas. School receives overall score, by adding up all student scores.
- Student achievement on State assessments; percentage of students that are proficient, similar to calculating AYP
- Similar to first student growth; however, only applies to three subgroups; Individual Education Plan (IEP), English Language Learner (ELL) and Free and Reduced Lunch (FRL). Small decrease or increase in proficiency is associated with both types of growth, which appears to be a larger change than what it actually is.
- Other indicator is the Average Daily Attendance (ADA) for the first 100 days of school; reported in the Accountability Report

There are three measures for the High School that is similar to those used for elementary and middle schools. Several differences include:

- Graduation rate and the number of students that are credit deficient at the end of their freshman year
- College and career readiness; percentage of students that require remediation when they continue to Nevada System of Higher Education (NSHE) institutes in Nevada

Dr. Medina presented the breakdown of the scores:

- 1 Star schools are statistically at the bottom 5% of schools in Nevada; with index scores from 0 – 32, requiring additional support from the State
- 2 Star schools are approximately 20% of schools in Nevada; index scores range from 32 – 50, requiring additional support from the State
- 3 Star schools make up the largest percentage of schools in Nevada; larger range to capture more schools
- 4 Star schools are approximately 15% of school in Nevada; index scores range from 68 – 77, needing less support from the State
- 5 Star schools are approximately 10%, with index scores ranging from 77 – 100; extraordinary schools

In the initial process, a time factor was to be included; not labeled a 1 or 2 Star school based on data from one year. After two years, if you were consistently scoring 1 or 2 Stars, the school was placed in that category. A similar practice was used for schools receiving 4 and 5 Stars.

Mr. Reynolds asked if the Star rating system was a true judgment; 50% of schools identified in the 3 Star category. Dr. Medina explained that in June, 2013, when he presented the information, the schools fit the model perfectly; ranging in the percentages throughout the State. However, with the second round of ratings, there were changes made to the middle and high school assessments. The passing scale score at the middle school level changed from 255 to

300 and the high school changed from 242 to 300, which slightly modified everything. Statewide, the numbers changed; fewer 5 Star schools compared to 2011-2012.

Mr. Reynolds confirmed that the scores are used to determine Star rating, not that the top 10% are going to be 5 Star schools. Dr. Medina explained that the schools used two years ago to develop the numbers are what is being used for comparisons. In moving ahead, the number will change.

For clarification, Mrs. Conrad asked if the percentage of what schools are scoring is the information used in determining the rating. Dr. Medina summarized the process; numbers were reviewed statewide and a number was established for each category. To establish the cut scores, scores for the bottom 5% of schools were looked at, as well as the middle 50% of schools. The established scores for each year after will be used.

Mrs. Crossman confirmed that the scoring will remain the same; additional schools scoring a 70, would increase the number of Stars the school receives.

Dr. Medina reported that there was a decrease in all the scores for the District and referenced a slide with each schools color code diagram, comparing 2012 vs. 2013:

- Bordewich Bray Elementary School – 2012 was 67.33 vs. 57.00 for 2013; index needed for next Star is 68 – overall Star rating is 3
- Empire Elementary School – 2012 was 64.67 vs. 43.00 for 2013; index needed for next Star is 50 – overall Star rating is 2
- Fremont Elementary School – 2012 was 64.00 vs. 46.33 for 2013; index needed for next Star is 50 – overall Star rating is 2
- Fritsch Elementary School – 2012 was 78.67 vs. 59.33 for 2013; index needed for next Star is 68 – overall Star rating is 3
- Mark Twain Elementary School – 2012 was 64.67 vs. 61.67 for 2013; index needed for next Star is 68 – overall Star rating is 3
- Seeliger Elementary School – 2012 was 66.33 vs. 63.00 for 2013; index needed for next Star is 68 – overall Star rating is 3
- Carson Middle School – 2012 was 75.67 vs. 71.00 for 2013; index needed for next Star is 77 – overall Star rating is 4
- Eagle Valley Middle School – 2012 was 70.34 vs. 64.00 for 2013; index needed for next Star is 68 – overall Star rating is 3
- Carson High School – 2012 was 66.00 vs. 64.24 for 2013; index needed for next star is 68 – overall Star rating is 3
- Pioneer High School – not rated
- Carson Montessori Charter School – 2012 was 73.75 vs. 78.00 for 2013 – overall Star rating is 5

Most schools are scored and remained in the upper level of the 3 Star category; exception is Bordewich Bray Elementary School and Fremont Elementary School. Dr. Medina noted that the proficiency scores at Bordewich Bray Elementary School have been higher than the other schools in the District. However, they had a reduction in Math from 86% to 80%, which lead to the reduction in their score. Dr. Medina explained that small changes could look much bigger than they actually are.

Mrs. Conrad asked Dr. Medina to define the index score. Dr. Medina explained that an index score is a growth measure score; State has a rubric that defines the number of points based on the score received, which is done for each indicator. The indicators are totaled, which identifies the index score.

Mrs. Crossman asked if it would be possible to see information on where the reductions took place.

Mr. Reynolds commented on the importance of being able to explain the information to others so that they have an understanding of how it works with regards to the school their child may attend.

Mr. Cacioppo commented on the reduction in the score at Fritsch Elementary School; the measure is focused on growth. In addition, Mr. Cacioppo summarized the following; if a school had growth, however, the growth over the last six months was not the same; the school is punished for doing well, but not growing. The system appears to be set up to allow struggling schools to become successful, where higher achieving schools plateau.

Dr. Medina explained that if schools struggling have a slight increase in the number of students that are proficient, they are likely to have a slight increase in their growth; therefore, seeing an increase in their scores. Dr. Medina noted how difficult it is to be a 1 or 2 Star school. On the other hand, high achieving schools that see a slight reduction in their proficiency scores and growth will find it easier to see a drop in their score. The model pulls schools towards the 3 Star rating.

Mr. Cacioppo believes the system is content with having everyone obtain a 3 Star rating. Mr. Cacioppo is hopeful that over time, the system will have the ability to accurately record the successes of schools.

Mrs. Crossman expressed her understanding of the 50% framework for figuring out the initial index figures. Dr. Medina confirmed that the number system will remain the same. However, the comparison group for growth is being compared to similar scores of someone from last year. There is the possibility that schools could move over, but not likely. Mrs. Crossman confirmed that the index scores remain the same.

Mrs. Conrad expressed a desire to understand the correlation between the Common Core State Standards (CCSS) and the test scores. Mrs. Conrad commented on how there is an increase in rigor and as CCSS is introduced, the test scores nationwide, typically decrease. Mrs. Conrad confirmed the likelihood of seeing a downward trend, before an increase will be seen. In addition, she commented on the importance of increasing the rigor, however, she believes the tests have not caught up with the assessments. Dr. Medina commented on proficiency; when districts utilize Smarter Balance Assessment, the full Common Core assessment scores will qualify.

Mrs. Conrad believes rating systems are not perfect; however, she also commented on the importance of being able to explain the information to others.

Dr. Medina asked Board members if they wanted to have the information presented at this time or set another time for basic statistical information. Mrs. Conrad asked that a basic statistical presentation be made at another time.

Mrs. Keema summarized reasons on why the State went with the NSPF model:

- The model for No Child Left Behind was easier to understand; there was one measure and you either made the bar or you didn't
- It was found nationwide that as schools move up the continuum, the subgroups also increased, however the gaps did not close. In an attempt to close the gap, the State had their waiver approved and looked at three items; meeting the bar, as well as being cognizant that all students are making growth and that the gap is actually closing.
- Other factors include attendance at the elementary and middle schools, graduation rates and college and career readiness at the high schools

Following review of the data and an analysis of the gap, growth, content areas, and determining whether students met the bar, the District has to monitor and adjust. In preparation for the year, action, along with communication with the community, Board members and district staff is taken.

Mrs. Keema highlighted the action plan for the elementary level:

- Reading is to remain the same; Success for All (SFA) has been introduced district wide, seen an increase in scores
- District wide Principal Professional Learning Community (PLC); monthly meetings
- Test Directors will meet monthly with Dr. Medina
- Student data system has been in place at the SFA schools; however, not in other schools

- Mark Twain Elementary School will pilot a student data system program for Math; parent friendly progress reports
- Solution Network Teams have been implemented in all six elementary schools; intervention team for School Support System; addresses parent communication, community involvement, academic interventions, etc.
- Refine common assessments for English Language Arts (ELA); integrating writing into the ELA assessments
- Create district Math common assessments
- Additional Math coaching support

Mrs. Keema presented information specific to several elementary schools:

Empire Elementary School:

- Will be included in all elementary initiatives
- Specific times designated to work with Measure of Academic Progress (MAP) assessments
- Rework tutoring to use student teams of 2 to 4; phonics and word recognition
- Parent reading training night
- 21st Century After School Grant

Fremont Elementary School:

- Hispanic Literacy Parent Nights
- Quarterly data meetings with all staff
- Two full-time Interventionists:
 - Emphasis on Math
 - Model, mentor and train staff with the focus on 8 mathematical practices; from Common Core, teach children to make sense of problems and teach perseverance to solve them. Make sure students can reason abstractly and quantitatively.
 - Written response; writing in Math
 - Number talk
- After school community of learners with teachers; topic will be CCSS
- Partner with students from Carson High School for 1:1 tutoring
- Dawn patrol for homework help

Secondary schools have submitted a 90 day plan which includes the following:

- Adjustments have been made to the Math Implementation Specialist
 - Math Implementation Specialists assigned; Mrs. Kim Whisler, former Math teacher and Ms. Sarah Lobsinger, Implementation Specialist, Carson High School
 - Department Chairpersons from the middle schools will also be working with Mrs. Whisler
 - Math scores have been increasing over the last five years; CCSS is changing how, when and who teaches math
 - Learning targets for the middle schools will be determined by December
 - Refine common assessments at the middle school level by December; however, it will take a year to complete this at the high school level
 - Move the Measure of Academic Progress (MAP) to mid-year
 - Integrate student data system; Mastery Connect. As each department completes their curriculum and assessments, it will be transferred to Mastery Connect, allowing departments to track individual student progress towards mastery of the Standards
 - Learner Centered Model includes leadership, curriculum, assessment, and instruction; finalizing the curriculum and assessments at the middle school level by December, allowing for the focus on instruction to begin in January
 - Continue to build career clusters
 - 9th grade transition course at the high school
 - District will work with the Department of Education on an early warning drop-out prevention system; focus on Native American students and a partnership with WestEd; regional body that supports local school districts

- Elevation; student data system for English as a Second Language (ESL) students. ESL teachers have received training on the program; compiles data for ESL students.

Mrs. Crossman commented on the remarks that were made on how student scores have increased; however, growth and status identify a decrease. Mrs. Crossman asked for details on how the scores could have increased, when the graph reflects a decrease in growth and status for subpopulations. Dr. Medina asked for clarification. Mrs. Crossman explained that Mrs. Keema reported that the scores increased in Math and Reading. She also asked if the information is in reference to the raw scores on the CRT. Dr. Medina clarified that the information represents the percentage of students that are proficient in Reading. When looking at the old AYP scores in Reading, the scores increased. Mrs. Keema explained some schools had an increase in Reading scores. Based on the reading scores of proficient students, the District will continue to do the same work in Reading, with no modifications.

Mrs. Keema recognized that there was a decrease in the math scores. However, when looking at individual schools; with the number of proficient students at Eagle Valley Middle School, there was a 5% increase in the reading scores. In the area of math, several schools did not score as they previously had.

Mrs. Conrad asked for information about the test; has the rigor increased or is the test the same. Mrs. Keema explained that the test is the same; paper, pencil. In addition, 2/3 of the test was on the CCSS, with 1/3 being the old Nevada standards. Based on feedback from teachers, and the roll-out of the CCSS, Mrs. Keema made a decision to teach the Common Core State Standards. The test this year will be based 100% on CCSS. Next year the test will be completed online through the Smarter Balance Consortium.

Mrs. Conrad commented on the possibility of seeing additional reductions to test scores in moving forward with the CCSS. Mrs. Conrad is hopeful that the CCSS does not widen the achievement gap between the English Language Learners (ELL) and the Free and Reduced Lunch (FRL) population from the other population of students. Due to the increase in rigor, Mrs. Conrad questioned whether everything would be realistic. Mrs. Keema stressed the importance of having the teachers feel confident; last year was the first time grades 3rd – 5th grade saw the CCSS. It takes time; teach it, collaborate, talk about it, grade it, etc. There will be no new curriculum until 2nd semester, which will then be Science. Math will be the focus during the professional development day in October, 2013.

Dr. Medina believes the State will see a large reduction next year; adding 1/3 each year to the assessment, which include multiple choice problems. When the assessment is completed online, Dr. Medina is anticipating a reduction in the test scores.

As a parent, Mr. Cacioppo, over the years has seen an increase at the middle school level; however, recently he has seen a decrease in the Math scores. Mr. Cacioppo provided an example from Carson High School; seem to do good at paying attention to students with Individualized Education Program (IEP's), the ELL, students on the Advanced Placement (AP) and Honors track, etc. Mr. Cacioppo doesn't believe the district has done a good job in working with the middle group of students from all ethnic groups. Mr. Cacioppo shared a personal experience with his own children in math classes. Mr. Cacioppo has spoken with the teacher and Department Chairperson regarding his concerns; CCSS requires a lot of information be given to the students; options are to stay in class, using extra credit, etc., or leave the class. Mr. Cacioppo expressed his concern and suggested that other options be available for students.

Mrs. Keema and Dr. Medina have attended several site meetings and have several topics placed on upcoming agendas. There are also items on the data systems that Mrs. Keema plans to pull out. In addition, Mrs. Keema believes there may students in the middle that may be pushed up.

Dr. Medina noted that those types of discussions are taking place, during weekly meetings at the high schools.

Mrs. Conrad expressed her understanding of the CCSS; students master each subject, not to have information thrown at them. Mrs. Keema noted that it is an adjustment and by doing so, will it be reflected in the test scores? There is a lot of work; staff members are human beings; gradual transition.

Mr. Swirczek noted that he met with Mr. Stokes, Mrs. Keema and Dr. Medina. Mr. Swirczek commented on how the scores are unacceptable; math score at Eagle Valley Middle School is 41%, leaving 60% that need remediation. In reviewing the scores across the State, Mr. Swirczek noted that some scores went up and some went down. The scores at Fremont Elementary School are also not acceptable. Mr. Swirczek requested to know the measurement indicator; as it has not been identified. Mr. Swirczek questioned the indicator; does a 45% at Eagle Valley Middle School identify a significant increase or will it be 85%. Mr. Swirczek asked if the benchmark of 85% is what the district wants Eagle Valley Middle School and all elementary school students to achieve in Math by the end of the school year. Mr. Swirczek believes the indicator tells the story.

Dr. Medina explained that there was a significant change in the scale scores for Carson Middle School and Eagle Valley Middle School. If using the criteria from last year, the scores went down 5%; the adjustment in the cut score is the reason for the reduction to 41%.

For the sake of the students, Mr. Swirczek believes the district should be ahead of the game. Mr. Swirczek referenced the Strategic Plan; community wants the District to be the finest in Nevada. Mr. Swirczek believes the district is far from being the best. Mr. Swirczek again asked what the benchmark is going to be for Math and Reading. Mr. Swirczek directed the question to Mr. Stokes.

Mr. Stokes doesn't want any student to be left out; not all children come to the game with the same tools. Mr. Stokes believes it is unrealistic to think that everyone will be held to one standard. Mr. Stokes recognized the schools in the District, as having some of the most professional staff. Mr. Stokes rebuked the remarks made by Mr. Swirczek that the District is not one of the best school districts. Mr. Stokes commented on the positive start the district had this year. It is important that staff know and understand that the District believes in them and that they will be provided the necessary resources to make adjustments. Mr. Stokes stressed the importance of letting staff know that the District is behind them and will be there to help and do whatever they can to provide support.

Mr. Swirczek agreed with Mr. Stokes regarding dedicated and professional staff. In reference to last year, Mr. Swirczek asked for information on the support and interventions for teachers. Mr. Swirczek referenced the Strategic Plan, Goal 5, Objective 5.2; Empower innovation in the classroom, develop a culture for shared leadership and decision making, and provide opportunities for autonomy and leadership for teachers and site based administrators. Strategy 5.23; Site based Professional Learning Communities (PLC) will provide opportunities for innovation, creativity, and collaboration. Teachers will be empowered through collaborative inquiry and research to develop strategies to empower student success. The District and the school will support PLC's with data to enhance decision making. Mr. Swirczek would like to hear from the teachers on how they would address such problems.

Mr. Stokes commented on the number of teacher leaders that are emerging at all sites. The district has also hired some Implementation Specialists; first time in several years where the district has staff members in place, doing some of the work.

Mr. Swirczek asked again what the goal is for the District, what is the percentage of students; a measurement indicator the District should be striving for and asking teachers how we get there.

Mrs. Conrad doesn't think you can put a number on what is expected from teachers; believes it should be growth.

Mrs. Keema explained that the strategies presented were not set in isolation. The strategies were provided by the Principals' from Empire and Fremont Elementary Schools, following their meetings with their teachers, School Improvement Teams, Solution Team meetings, etc. Three years ago, Eagle Valley Middle School was in the 5% category. Due to State mandates, their work efforts with Department Chairpersons, collaboration, etc., they are no longer in that category. The teachers were very involved, meeting on a regular basis.

Ms. Stowell asked if it would be helpful for the Board to have a better understanding of the scores for individual schools. She also suggested that a memo be provided, which would outline reasons why a school would have reductions. As a Board Member, Ms. Stowell believes there should be additional time and reporting from Administration on why the scores are what they are. Ms. Stowell inquired as to why there was such a drop; same criteria and all schools in the State had a decrease in their scores.

Mr. Cacioppo agreed with Ms. Stowell and understands the concerns brought forth by Mr. Swirczek. Mr. Cacioppo understands the importance of recognizing the successes and failures; identify the struggles and have the tools in place to get there. Recognize that the district is not where it should be and provide students with the necessary tools to succeed. Recognizing how to fix things will automatically increase their success. Mr. Cacioppo expressed an interest in finding out what needs to be fixed at each level. As a Board Member, Administrator, etc., what kind of help can be provided to the teachers?

Mrs. Keema explained that the strategies presented are the areas that need to be fixed. The District has an English Language Arts (ELA) Committee, which has representation from each grade level, from each school that works on the decisions for ELA. The ELA Committee went through CCSS and aligned them with the kindergarten standards. They also went through the Success for All (SFA) program and identified that an additional common assessment was not necessary. Mrs. Keema commented on the important role the Teacher Leaders have in this process. Mrs. Keema commented on the difficulty associated with a leader identifying a percentage; if 100% is not identified, which child will be missed? A realistic benchmark would be to have 85% of students' proficient. Mrs. Keema reiterated the difficulty associated with identifying a percentage of 100%. Mrs. Keema explained that the district is not satisfied with the ratings; strategies are in place and additional reports will be provided. The student information system can now track student progress towards the standards, which will help parents interpret the CCSS.

Mr. Swirczek commented on the number of innovative and great teachers throughout the District. Mr. Swirczek recognized Mrs. Valerie Dockery, former Principal, Bordewich Bray Elementary School for their results; 81% in Math and 77% in Reading. Mr. Swirczek believes Bordewich Bray Elementary School has a standard that all elementary schools should follow. In addition, Mr. Swirczek commented on the community partners as a way to provide support to teachers.

Public Comment:

Mr. Brian Wallace, Ormsby County Education Association (OCEA) President welcomed Board members to the world of a teacher. Mr. Wallace noted that all teachers care and believes the district does have great teachers. Over the last seven years, teachers have been involved in some form of educational reform; scores are constantly changing. As a staff member at Eagle Valley Middle School, Mr. Wallace knew the scores would be down. As a 4 star school, staff knew the rating wouldn't count, as it was a norming year. The Math Department Chairperson continued to discuss the topic. The tools are there; however, everything learned in college, learning by design; backward planning, knowing the assessments, etc., cannot be used, as they do not know what Smarter Balanced Assessment Consortium (SBAC) will look like. In addition, they don't know what the new Measured Academic Progress (MAP) assessment will look like; examples are not provided. Common Core is becoming for profit, which has additional States opting out of Common Core State Standards. Another area of concern was attendance. Eagle Valley Middle School has changed; the school is very welcoming to parents and students, exciting in each subject area, have stronger teachers, etc. Mr. Wallace summarized a teacher's day and the number of items they have to deal with and consider each day; increase SFA requirements, Race

to the Top Grant, revamp curriculum to match CCSS, work with new school rating systems, changing student data system from Apperson to Mastery Connect, each district has been asked to pilot the new State evaluation; 50% or more of a teachers evaluation will be based on a number, not student growth. In addition, one prep per week is given up for Professional Learning Communities (PLC), Smarter Balance Consortium, Common Core State Standards, everyone needs to rewrite and/or create assessments to accommodate CCSS and the requirements associated with Race to Top Grant and the Strategic Plan, etc. Staff at Carson High School will also have additional end of course assessments, along with student preparation for ACT and SAT testing, while ensuring that Advanced Placement (AP) scores increase. Staff has also been working with the Department of Justice on increasing the requirements for Teachers of English to Speakers of Other Languages (TESOL) teachers. Teachers are always giving up their own time to obtain the training. Department Chairpersons are also involved in Cognitive Coaching, requirements associated with full-day kindergarten have impacted the elementary Special Teachers; music, computer, P.E., etc. Within the Race to the Top Grant, there are various 90-day plans; which is in January, 2014. The learning targets thought to be in place, are changing again, and closing the achievement gap, which was included in Adequate Yearly Progress (AYP), now included in the school rating system and included in teacher evaluations, which will place the job of each teacher at risk. 50%+ in student data makes it necessary for administrators to deal with. The colleges are not aware of all the changes. The district is also required to have an electronic portfolio for each student, to help with college and career readiness. There is also a new data system for English Language Learners (ELL), all testing will be completed online; hopefully there are enough computers and the wireless supports the volume of students testing.

Mrs. Conrad expressed her understanding of the comments and thanked Mr. Wallace for addressing the Board. In addition, Mrs. Conrad stressed the importance of staying positive.

Mr. Swirczek thanked Mr. Wallace for his comments and believes the items presented are exactly what the community and district should be working towards.

In conclusion, Mr. Wallace explained that teachers want to continue doing whatever is necessary; Carson City School District is doing it.

UPDATE ON SEPTEMBER 13, 2013; CARSON CITY SCHOOL DISTRICT OFFICAL STUDENT ENROLLMENT COUNT

Mr. Stokes reported that he received a press release from the Governor's office including information regarding an increase in student enrollment in K-12 education statewide. They reported that enrollment has increased by 12,943 students; growth is occurring in Nevada, however, not in all locations. The presentation will include the enrollment this year compared to last year.

Mrs. Keema presented information on the official count day, which was September 13, 2013. The current student enrollment is 7,527, a decrease of 104 students. The number of students enrolled is reported in various ways, one being the Distributive School Account (DSA); budget. The date is also associated with information selected for the accountability report, submitting test data, etc. In an effort to support the students, the district currently has 475 certified staff, 226 classified staff, 11 nurses, and 23 in administration.

Mrs. Keema presented a power point, comparing count day in 2013 vs. 2012. Following count day, the numbers are confirmed by staff at district sites; pending variance, withdrawn, etc. The information is reviewed to determine staffing; amount of space needed, class size reduction, etc. The numbers represent actual bodies, not weighted. Students still on vacation that have not been in attendance are not included in the count.

Count Day comparison from September 21, 2012 vs. September 13, 2013:

- 602 kindergarten students in 2012, which will be the 1st grade students in 2013, which total 629. The number of 1st grade students is traditionally higher than kindergarten numbers. Several factors may be; kindergarten is not mandatory in Nevada, parents may decide to hold another year in preschool, etc.

- 548 5th grade students transitioned to 6th grade in 2012, a lower number of students that transitioned from 8th grade to 9th grade
- 8th grade students in 2012 was 627; unusually high compared to other years
- Classes can be smaller; birth rates are lower, recession causes impact on people leaving, etc.

Mr. Reynolds inquired as to the reduction of 43 students with the 1st and 2nd grade cohort. Mrs. Keema commented on the number of variances; 118 coming in vs. 51 going out. The number of variance requests coming in the district is down from last year, which was 145. Mrs. Keema commented on withdrawals.

Mr. Cacioppo noted that the largest loss is at the middle school level. Mrs. Keema explained that 86 students of the 120 students are related to a smaller class of 5th grade students coming in vs. the number of 8th grade students going out. Mrs. Keema also explained that charter schools now offer alternatives for middle school students. In addition, the district has had 103 students move out of state, district wide, 6 students moved to other countries, etc.

Mr. Anthony Turley, Director, Fiscal Services presented information on the weighted enrollment, comparing fiscal year 2012-2013 to fiscal year 2013-2014. The weight for Pre-K and kindergarten students reduces the difference from 104 to a weighted difference of 78.2 students.

Mr. Turley presented the impact the weighted difference will have on the Distributive School Account (DSA) for the per pupil allocation for fiscal year 2015:

- Variance – 78.2 students
- DSA Impact - \$6,643 x 78.2 students, which equals \$519,500
- Forecasted decrease of 64.2, which equals \$426,500; amount was accounted for in the projections
- Net impact to budget for fiscal year 2015 is \$93,000, which should not have a significant impact on planned programs.

Mr. Cacioppo confirmed that the District is protected by using the “Hold Harmless” figure from the previous year. Mr. Turley explained that the number the district’s budget this year was based on a “Hold Harmless” number. The funding for fiscal year 2013-2014 is based on the actual count day number for 2013. The weighted total of 7284.2 is the “Hold Harmless” number for fiscal year 2014-2015. Mr. Turley doesn’t believe the economy is trending to where the district would see an increase in student enrollment.

Mrs. Crossman asked if district staff knew what day count day would be each year. Mrs. Keema explained that count day occurs on the 4th Friday in September. Although in favor, Mrs. Crossman questioned whether count day was effected by having the staff professional development days on Monday.

INFORMATIONAL UPDATE ON 21ST CENTURY COMMUNITY LEARNING CENTERS IN THE CARSON CITY SCHOOL DISTRICT

Mrs. Valerie Dockery, Director, Grants and Special Projects presented a power point on 21st Century after School Learning Centers. (A copy is included in the permanent record.)

The 21st Century after School Programs are school partnerships with the community and provide quality after-school programs. They are also a part of No Child Left Behind (NCLB).

Mrs. Dockery presented a brief video clip that summarized 21st Century after School Programs.

There are four core areas in 21st Century Programs of indicators of progress that schools are required to meet:

- Improve student achievement – aligning with Common Core State Standards in Reading, English Language Arts, Math and Science
- Provide enrichment activities – Science, Technology, Engineering and Math (STEM), Arts, Culture, and History

- Engage community and families – partnerships, family activities, school connections and literacy services
- Encourage health and fitness – character education, anti-bullying program, drug prevention education and sports

If funding is received, basic program requirements include:

- Services must be outside of school day
- Minimum of 12 hours of program per week; before or after school
- At least 120 days of program each year
- At least 100 students participating for 30 days or more; not a drop-in program
- At least 3 community partners

There are four 21st Century Schools:

- Carson High School; Mandatory After School Study Hall (MASH)
 - 5th year in the program; received \$142,900 this year. Potentially the last year of the projects, depending on authorization of NCLB in the future
 - Have morning and afternoon programs
 - Aligned with Race to the Top Grant
 - 5 ½ hours per day, 27 ½ hours per week
 - Partners include; Boys & Girls Club, Carson City Parks and Recreation, Sheriff's Department, Nevada Credit Union and Wells Fargo Bank
- Carson Middle School; Solon Pride
 - 5th year in the program; received \$142,900 this year
 - Have morning and afternoon programs
 - Aligned with Race to the Top Grant
 - 4 hours per day, 20 hours per week
 - Partners include; Boys & Girls Club, Brewery Arts Center, Capital City Arts Initiative, UNR Cooperative Extension and Sierra Nevada Journeys
- Bordewich Bray Elementary School; Dolphin Club
 - Nationally recognized
 - 11th year of operation
 - 1st year of new 3-year funding cycle; \$115,000
 - Have morning and afternoon programs
 - 5 ½ hours per day, 27 ½ hours per week
 - Partners include; Boys & Girls Club, Salvation Army, Nevada State Museum, Brewery Arts Center, UNR Cooperative Extension
- Empire Elementary School; X Factor
 - 1st year of 3-year funding cycle; \$115,000
 - Mirrors the program at Bordewich Bray Elementary School
 - Afternoon programs
 - 4 ½ hours per day, 22 ½ hours per week
 - Partners include; Boys & Girls Club, UNR Cooperative Extension, Brewery Arts Center and Nevada State Museum

Mrs. Dockery presented several pictures of students working with various community partners.

APPROVAL OF CONSENT AGENDA

It was moved by Mr. Steve Reynolds, seconded by Mrs. Laurel Crossman **that the Carson City School Board of Trustees approve consent agenda items (A), (B), (D), (J) and (K) as submitted.** Motion carried unanimously. (Mrs. Wilke-McCulloch was not present for the vote.)

REQUEST FOR FUTURE AGENDA TOPICS

Mrs. Conrad referred to Ms. Stowell's request to have Dr. Medina provide an update on testing.

Present agenda items to Mr. Richard Stokes or President Lynnette Conrad.

ANNOUNCEMENT OF MEETINGS

The next regular meeting of the Carson City School District Board of Trustees will be on Tuesday, October 8, 2013.

ADJOURNMENT

There will be no further business to come before the members of the Board in public meeting; President Conrad declared the meeting adjourned at 9:45 p.m.

Ron Swirczek, Clerk

Date

DRAFT

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

Tuesday, October 8, 2013

7:00 p.m.

CALL TO ORDER

The Regular Meeting of the Carson City School District Board of Trustees was called to order at 7:00 p.m. by President Lynnette Conrad at the Sierra Room, Community Center, 851 E. William Street, Carson City, Nevada.

ROLL CALL: Members Present
Lynnette Conrad, President
Stacie Wilke-McCulloch, Vice President
Ron Swirczek, Clerk
Joe Cacioppo, Member
Laurel Crossman, Member
Candace Stowell, Member
Richard Stokes, Superintendent
Mike Pavlakis, Legal Counsel

Members Absent
Steve Reynolds, Member

Board Member, Stacie Wilke-McCulloch led the Pledge of Allegiance.

ACTION TO ADOPT THE AGENDA

It was moved by Mr. Ron Swirczek, seconded by Mrs. Laurel Crossman, **that the Carson City School District Board of Trustees adopt the agenda as submitted.** Motion carried unanimously. (Mr. Reynolds was not present for the vote.)

SUPERINTENDENT'S REPORT

- Mr. Stokes introduced Mrs. Michele Lewis, Director, Career and Technical Education (CTE), Carson High School. Mrs. Lewis introduced the 2013 Homecoming Queen, Rachel Streeter and King, Tony Cacioppo. Rachel has a GPA of 4.25. She is a member of Health Occupation Students of America (HOSA) and is planning on attending college in Western Oregon. Rachel is interested in the health profession and volunteers at Carson Tahoe Regional Medical Center. Tony is involved in many school activities; Leadership, Vice President of HOSA, President of Psychology Club, and a member of both the Cross Country and Track teams. Tony is currently the fastest cross country runner at Carson High School. Tony plans to attend college to pursue a career as a Physical Therapist or Physician's Assistant. .
- Sam Bruketta, Carson High School Student Body President provided a brief update on homecoming week; record attendance at all activities. Over 300 people attended the annual bonfire and parade, 200 people attended the Lip Sync contest and the football team won the homecoming game 38 to 5 against Damonte Ranch High School. To finish the week, over 800 students attended the homecoming dance.

Mrs. Wilke-McCulloch asked if "Wednesday Night Live" took place during the week. Sam confirmed that it took place on Wednesday during homecoming week.

- Early Childhood Program has been on Fall Break; classes resume on Monday, October 14, 2013

- Walk to School Day is Wednesday, October 9, 2013; students are encouraged to participate in the various activities

Mr. Reynolds arrived at 7:04 p.m.

BOARD REPORTS

Jody Ostrander reported on the following activities at Carson High School:

- A successful homecoming week was held during September 30 – October 5
- Carson High School Band received two awards at the McQueen Extravaganza Competition; 2nd place overall and 1st place in percussion
- Boys' Varsity Soccer team plays against Reed High School at 7:00 p.m. on October 9, 2013
- Volleyball team plays against Galena High School at 6:00 p.m. on Thursday, October 10, 2013
- Choir and Musical Theater Concert at 7:00 p.m. at the Community Center on Thursday, October 10, 2013
- National Honor Society is hosting a Blood Drive from 7:30 a.m. – 5:00 p.m. on Friday, October 11, 2013
- SkillsUSA is hosting Bingo Night at 5:30 p.m. on Friday, October 11, 2013
- Drive-In Movie Night in the north parking lot at 7:00 p.m. on Friday, October 11, 2013; movie showing is Pitch Perfect, \$5.00 per car and \$1.00 per walk-in
- Early Release Day on Monday, October 14, 2013
- Volleyball team plays against Reed High School at 6:00 p.m. on Tuesday, October 15, 2013
- Band Concert at the Community Center at 7:00 p.m. on Tuesday, October 15, 2013
- Varsity Football Team plays against Galena High School on Friday, October 18, 2013 at 7:00 p.m.
- Girls' and Boys' Varsity Soccer play against Damonte High School on Saturday, October 19, 2013; Girls' play at 11:00 a.m. and Boys' play at 1:00 p.m.
- PSAT tests will be given at 8:00 a.m. on Saturday, October 19, 2013

Diego Lopez reported on the following activities at Pioneer High School:

- The first Blood Drive was a success; the goal of 15 donors was obtained, there were 18 successful donors with 22 units of blood
- Mr. Anthony Turley, Director of Fiscal Services was recognized for donating at the Blood Drive
- The next Blood Drive at Pioneer High School will be held on Friday, February 14, 2014
- Student Leadership will meet after school on Tuesday
- Speech and Debate will meet after school on Thursday; contact Mr. Rhoads for additional information
- The end of first quarter is fast approaching; final exams for the first quarter will be taken on Thursday, October 17th and Friday, October 18th; classes for the 2nd quarter begin on Monday, October 21st
- Student leadership will be collecting canned food for the annual Friends in Service Helping (FISH) canned food drive, which will be held from October 14th – October 31st; contact Mr. Rhoads for additional information

Mr. Reynolds reported on the following:

- Fremont Elementary School recently had a parent information night about Success for All (SFA) and Science Projects
- Science Day at Fremont Elementary School is October 18, 2013; all classes will be doing experiments using the scientific method. Community partner, Southwest Gas Corporation will assist students with individual projects.
- 4th grade music program is scheduled for Wednesday, October 23, 2013 at 6:00 p.m.; theme is Nevada History
- Parent conferences will be held on October 29, 30 and 31, 2013; students will be on a minimum day schedule

Mr. Cacioppo reported on the following:

- SAT testing was hosted at Carson High School on Saturday, October 5, 2013
- ACT tests will be available at 8:00 a.m. at Carson High School on Saturday, October 26, 2013
- Carson High School Parent Nights; senior students was held on Monday, October 7, 2013, Junior students will be held in the library at 6:00 p.m. on Wednesday, October 9, 2013
- Senior student make-up photos will be taken on Tuesday, October 29th and Wednesday, October 30th at the Marriott Hotel; contact Studio Monet to schedule an appointment. Make-up photos for all other students will be taken on Tuesday, October 29, 2013 at Carson High School.
- Gay Straight Alliance (GSA) has a meeting scheduled during lunch on Wednesday, October 9, 2013 in the library at Carson High School

Mrs. Crossman reported on the following:

- Watch DOGS (Dads of Great Students) dinner at Fritsch Elementary School was successful; 180 to 200 people attended, 27 new Watch DOGS volunteered
- Fritsch Top DOG, Jerry Garrett was recognized for his efforts with the program
- October 9, 2013 is Walk to School Day; families are encouraged to participate in this event. Families living too far, can drive and park in the area and continue to walk to school.
- McTeacher Night for Fritsch Elementary School is Thursday, October 10, 2013 from 4:00 – 8:00 p.m. at McDonald's on College Parkway; teachers will be taking orders and serving food
- Parent Teacher Association (PTA) is hosting Mom's and Muffins breakfast on Friday, October 18, 2013 at 7:30 a.m.

Mr. Swirczek reported on the following:

- Eagle Valley Middle School students participated in Caps for a Cure Day; students donated \$1.00 to wear a hat. In support of Juvenile Diabetes, students raised \$263.00.
- Girls' basketball and cross country teams are continuing to have a successful year
- Pizza Factory on Highway 50 East is supporting Eagle Valley Middle School on October 8, 2013; 20% of all proceeds for the day will be donated to the Parent Teacher Organization (PTO)

Mr. Swirczek provided several handouts; goals, objectives and discussion points on community partnerships. He also provided a copy of the newsletter from the Carson City Library. Ms. Nicole Fagundes, Social Studies Teacher, Carson High School is featured on the front page, highlighting assistance in the area of technology and career pathways. The newsletter also includes the recognition of the Young Brains Summer Program by the Northern Nevada Development Authority (NNDA).

Mr. Swirczek provided his perspective of the events and activities that took place during Manufacturing Day for high school students:

- Participated in a rotation with a class
- Through the Strategic Plan, opportunities will eventually be available to all 7,500 students
- Being initiated to help with student achievement and success in life; get students involved and make them aware of things that are available
- Began the day with Mr. Frank Dutra, President, Hubzone Manufacturing. Mr. Dutra provided a power point presentation; students were engaged and taking notes. Mr. Dutra presented items that are built by his company; Predator Drone, Mars Rover, etc. Mr. Dutra also commented on several expectations; communication, clarity of speech, geometry and trigonometry, etc. A video of a news cast was presented that highlighted interviews in various areas, including an interview with Mr. Dutra regarding military operations. Mr. Dutra explained that students will be able to tour the manufacturing company and have a hands-on experience of the operational process.

- Presentations were also made by Mr. Ben Contine, Implementation Specialist, Carson High School, Mrs. Michele Lewis and Mr. Ray Bacon, Executive Director, Manufacturers Association.
- Observed Mr. Nate Girdner's engineering class; four students presented different projects and explained the opportunities available to them. Followed the class back to his homeroom and provided information on the requirements necessary for certain professional careers.
- Mr. Ray English, local manufacturer addressed the students and shared a personal story on what he did to get into his profession; mechanical engineer

Mr. Swirczek commented on the request made by others to have parents involved; encourage students to keep going. In addition, additional suggestions included Health Occupations, Finance, Science, Arts, etc.

Mrs. Wilke-McCulloch reported on the following:

- Empire Elementary School after school 21st Century program began with over 80 students attending each day
- Empire Elementary School Parent Teacher Association (PTA) is hosting a Fall Festival on October 23, 2013
- First fundraiser is complete; two students tied for the Principals' taxi; students are taken from place to place in the executive chair. Mr. Mark Bacon, Vice Principal, Empire Elementary School added a Vice Principal taxi, providing students another opportunity to be escorted.
- LEGO League Robotics has begun at Empire Elementary School, with meetings scheduled after school on Monday and Tuesday; students will compete around the State, building and programming robots
- Parents at Empire Elementary School started a basic computer class in the morning; space is still available for interested Empire Elementary School parents
- Carson High School choir is available to perform at Christmas Parties and fundraisers

Mrs. Wilke-McCulloch provided an update from Nevada Association of School Boards (NASB):

- Approved the proposal of former members serving on an Advisory Board; Mr. Jim Lemaire, former School Board Trustee was nominated
- A presentation on the Margin Tax ballot question was presented; additional information will be available at the November, 2013 meeting
- A legislative breakdown is available; contact Mrs. Wilke-McCulloch for additional information

Mrs. Conrad asked if there was information to share with Board members regarding Assembly Bill 288, High School Proficiency Test.

Mrs. Conrad reported on the following:

- Bordewich Bray students that raised the most money during their recent fundraiser will go to the Governor's Mansion with Mrs. Karen Simms, Principal, Bordewich Bray Elementary School and Mrs. Susan Squires, Vice Principal, Bordewich Bray Elementary School
- Mrs. Squires and a team from Bordewich Bray Elementary School participated in a Breast Cancer run on Saturday, October 5, 2013
- Carson High School Girls' Varsity Soccer team played against Douglas High School on Tuesday, October 1, 2013; game finished in a tie
- Eagle Valley Middle School Basketball team recently won their game against Carson Middle School
- Carson Middle School and Eagle Valley Middle School had their Gifted and Talented Education (GATE) field trip on October 4, 2013; talked about aviation

ASSOCIATION REPORTS

There were no association reports.

PUBLIC COMMENT

Hannah Golick, 8th grade student at Eagle Valley Middle provided a letter to each Board member expressing concerns with the excessive number of substitutes in the District and the effect it is having on her education. Hannah asked Board members to consider her concerns and to contact her after they have had a chance to read the letter.

Mr. Cacioppo asked Hannah to provide additional information on her experiences. Hannah explained that as an 8th grade student, she is taking high school classes. Mr. Cacioppo commented on the various methods used by teachers. Mr. Cacioppo encouraged Hannah to provide input either now or at another time. Hannah explained that most substitutes do not control the classroom and that worksheets are typically provided, which she believes is not helpful to her learning. Hannah noted that at Eagle Valley Middle School there is currently no Dean of Students or Vice Principal, so when the Principal is out of the office, there is no one at the school to discipline students.

Mr. Swirczek commented on the number of substitutes and reasons why they are out; professional development, etc. Mr. Swirczek confirmed that in her letter, Hannah refers to Mr. Brian Wallace, Teacher, Eagle Valley Middle School as one of the best teachers; however, he is out of the classroom and not able to teach. He also asked if a copy of the letter had been sent to Mr. Stokes. Hannah explained that she did not prepare a copy; however, she will provide him a copy of the letter.

Mrs. Conrad commented on the number of changes that teachers are going through; Common Core State Standards, Race to the Top, etc. Mrs. Conrad assured Hannah that her concern would be looked into. Hannah confirmed that her grades are being affected.

Mrs. Wilke-McCulloch asked if there was an expected date to have the vacant positions filled. Dr. Jose Delfin, Associate Superintendent of Human Resources explained that interviews for the vacant Vice Principal position will be held on October 23, 2013.

DISCUSSION AND POSSIBLE ACTION ON APPROVAL OF INTERLOCAL AGREEMENT WITH NEVADA DEPARTMENT OF PUBLIC SAFETY AND CCSD SAFETY SERVICES TO RECEIVE CRIMINAL HISTORY RECORD INFORMATION (CHRI) AND/OR CRIMINAL JUSTICE INFORMATION (CJI) FOR SAFETY AND SECURITY USE BY THE DISTRICT

Mr. Kevin Curnes, Safety Services Manager introduced Mr. Orlando Sanchez, Lead Security Officer. Although it is included in the wording on the agenda, Mr. Curnes noted that the district does not receive Criminal History Records.

Since 1990, the Carson City Sheriff's Office has provided the district with radio access to the dispatch center. If there are problems at the sites or investigating incidents, the safety officers can call for information or backup assistance.

Last year, the Department of Public Safety began overseeing the program. The district is considered a non-terminal user; no direct access to particular information. The district goes through the Sheriff's Office to obtain the information. The Department of Public Safety has completed an audit on the system and found the district to be in compliance with the requirements.

Mr. Curnes explained that the district is seeking Board approval to enter into an agreement with the Department of Public Safety to continue use of services. The system is used daily on alarms, suspicious activity during evening patrols, etc.

For the district, Mr. Sanchez manages alarms, surveillance and related safety items through the Carson City Sheriff's Office. As it relates to communication, Mr. Sanchez serves as the district contact person through the Sheriff's Office.

It was moved by Mrs. Stacie Wilke-McCulloch, seconded by Mr. Ron Swirczek, **that the Carson City School Board of Trustees approve the Interlocal Agreement with Nevada Department of Public Safety and Carson City School District Safety Services Department to receive Criminal History Record Information (CHRI) and/or Criminal Justice Information (CJI) for safety and security use by the District and authorize the Superintendent to sign as the authorized recipient for the District.**

Mr. Pavlakis reminded Board members that Mr. Curnes clarified that the information related to receiving Criminal History Record should not be included.

Mrs. Wilke-McCulloch's motion was amended and seconded by Mr. Swirczek to remove the sentence regarding Criminal History Record Information. Motion carried unanimously.

INFORMATIONAL UPDATE ON THE CARSON CITY SCHOOL DISTRICT RACE TO THE TOP GRANT

Mrs. Conrad recognized Mr. Ben Contine, Implementation Specialist, Carson High School for his recent nomination for the Pioneer Award, Employee of the Year by the Northern Nevada Development Authority Association.

Dr. Steve Pradere, Director, Transformation Office presented a power point on the progress of the Race to the Top Grant and the Strategic Plan. (A copy is included in the permanent record).

Dr. Pradere reported that the district received final approval for the scope of work, providing access to the full amount of the grant; \$10 million over 4 years. The process establishes several items:

- Sets the required performance targets
- Establishes the timelines for performance measures that are agreed to with the U.S. Department of Education

As mentioned during previous meetings, Dr. Pradere presented information on the Healthier Generations component of the Strategic Plan. The targeted population of Free and Reduced Lunch (FRL) was presented based on count day, September 13, 2013; more students than the district has seen in previous years. Previously Carson High School reflected 40%; however, this year the number is 50%.

Dr. Pradere recognized Ms. Chris Cooper, Nutrition Coordinator, Carson City School District and Ms. Jacque Handley, Nutrition Administration Office Specialist, Carson City School District for their efforts in this area.

Mrs. Wilke-McCulloch also recognized Ms. Cooper and Ms. Handley for their efforts in getting the nutrition application forms online.

Dr. Pradere referred to Mr. Contine to present information on Manufacturing Day. Mr. Contine recognized the Carson City Library for their partnership with the district and the benefit student's in Ms. Nicole Fagundes' Honor's World History class received. Student's created documentaries that reflected their content knowledge, while gaining the technology skills needed for various areas. In addition, the library has submitted a proposal for another grant that would expand their ability to continue supporting the district; additional technology, resource support, etc. The Library has also been working with Ms. Mena Dedmon, Implementation Specialist, Carson High School on providing technical support and training for substitute teachers.

Mr. Contine recognized several staff members for the hard work during Manufacturing Day; Mr. Alan Gosselin, Implementation Specialist, Carson High School and Mrs. Michele Lewis.

Manufacturing Week included various members from the community; manufacturing, higher education, industry, etc., partnering with Freshman Transition teachers. The purpose of the day was to expose students to various types of opportunities available to them.

Mr. Contine recognized several business and manufacturers that attributed to the success of the day; Click Bond, Western Nevada College, Hub Zone, Nevada Department of Transportation, Nevada Manufacturers Association, Hamilton Solar, etc., Mr. Contine acknowledged Mr. Jonathan Begley, Executive Director, Dream It Do It, for his efforts in coordinating members from the industrial area to participate in Manufacturing Day. Mr. Contine also acknowledged Mr. Kevin Edwards, Tech Prep Coordinator, Western Nevada College (WNC) for his two full days of assistance during Manufacturing Day. The students from WNC also presented during the activities.

Mr. Contine recognized Mr. Nate Girdner for his key efforts in the engineering program at Carson High School. Mr. Girdner used two prep periods and organized his students during Manufacturing week. All freshman transition teachers participated in this event; 630 freshman students over two days participated in the activities.

The freshman transition classes participated on a Tuesday and Wednesday; on Friday, 44 students toured the following manufacturing locations; Redco, Micromanipulators, CINC Industries and Vitamin Research.

Mr. Contine presented the numbers:

- 14 teachers were involved in the activities
- 27 industries and higher education staff were involved
- 3; the number representing higher education, industry and school partnership
- 756 students participated in Manufacturing Week; over 10% of the total student body, 1/3 of the students at Carson High School were able to participate in the activities

A full manufacturing day has been scheduled for October 24, 2013; all 174 students from Pioneer High School will have the opportunity to have the same experience. Staff continues to move forward; Mrs. Lewis will lead the Health Care Careers Week during the first week of November, 2013.

Mr. Contine and Mrs. Lewis worked together to identify ways to complete this project. The freshman transition teachers approached Mr. Contine and Mrs. Lewis with ideas on moving this project forward. The best number received at the end of the experience is that 161 students desire to pursue opportunities in manufacturing.

Mr. Swirczek recognized Mrs. Lewis, Mr. Contine and Mr. Gosselin for their hard work and efforts in coordinating this program.

Mr. Contine recognized Mr. Mark Korinek, Manager, Operation Services for organizing guest speakers for the event.

Mr. Reynolds commented on the possibility of students having the ability of earning credits, along with getting excited about potential opportunities for their future. Mr. Reynolds asked for clarification on the financial distribution of the Race to the Top Grant. Dr. Pradere explained that \$1 million was received in the initial distribution, with the remaining \$9 million being released; Spend as you Go, approximately \$3 million each year until the term of the grant.

Mrs. Conrad commented on the efforts associated with increasing the number of students participating in the Free and Reduced Lunch Program. Mrs. Conrad is hopeful that additional items will be incorporated in the Healthier Generations; mental health, exercise, etc.

Mrs. Susan Keema, Associate Superintendent, Educational Services explained that the district has the Wellness Committee, which is an important component of the Strategic Plan. In addition, the National Standards for Counselors is being reviewed. Success for All (SFA) curriculum, Getting Along has been redone and will be introduced in lessons throughout the next school year; training will be provided at all schools. Forms, policies and processes related to bullying will be updated.

Mrs. Conrad commented on the Affordable Care Act and the possibilities associated through grants of providing school based health centers. Dr. Pradere explained that through a grant last year with the Community Development Block Grant (CDBG), the district has a facility, that includes the McKinney Vento Program. The other half of the building is dedicated to developing a school based health center. Mrs. Keema explained that the district is looking into grants that will make the facility fully operational.

Mrs. Crossman reported that Mrs. Laura Valley, P.E. Teacher, Fritsch Elementary School has instituted the 100 mile club at Fritsch Elementary School; several other elementary schools have started it as well.

UPDATE ON PHOTO VOLTAIC SYSTEMS AND OVERALL UTILITY MANAGEMENT IN THE CARSON CITY SCHOOL DISTRICT

Mr. Mark Korinek, Manager, Operation Services presented a power point presentation on the photo voltaic systems and utility management in the district. (A copy is included in the permanent record.)

In regards to wellness, Mr. Korinek explained that Mrs. Valerie Dockery, Manager, Grants Department has been working with staff at Bordewich Bray Elementary School on several school based garden projects.

The goal is to maximize operational efficiencies to improve educational environments for student and employees. Mr. Korinek commented on the number of studies being done that confirm that day lighting, audio enhancements, good temperatures in classrooms etc., increase test scores.

Mr. Korinek provided an overview of the photo voltaic system at Carson High School:

- 1 megawatt ground mount system; largest ground mount solar system on any school campus in Nevada
- Commissioned on October 26, 2011
- Reduction in electrical costs were associated with lighting retrofits
- Electrical costs in 2010-2011 were approximately \$292,000
- Electrical costs in 2012-2013 were approximately \$137,000
- Moving forward with a monitoring system that will be linked to the environmental control system

Mr. Korinek presented a colored graph that identifies the billable kilowatt hours. The charts are provided monthly by NVEnergy. A second chart identifies the number of kilowatt hours generated by the school. A facility demand chart was presented, at this time there is no solution for reducing demand. There are various events scheduled at the school sites therefore, creating a need for demand.

A monthly cost breakdown per kilowatt was presented; spending approximately .14 per kilowatt hour several years ago, currently spending .04 per kilowatt hour. NVEnergy provides estimated savings for the district, which Mr. Korinek will monitor. Mr. Korinek noted that when the usage or cost of energy increases, the savings also increases. Currently, the cost for energy is low therefore, the savings is low.

Mr. Korinek reported that since April, 2013, the cost for energy has increase 9 ¼%, likely to increase again. Due to the increase in solar energy in the day, the demand at Carson High School begins to decrease around 7:30 a.m.; school is typically powered on its own until 6:00 p.m.

An electrical dashboard has been developed for use at Carson High School, which includes the solar power meter. Information includes the current temperature, along with number of kilowatt hours that are being generated at that time. Additional information includes electrical generation for the current day, previous day, monthly and yearly productions. If additional funding becomes available, this information could be made available to students.

Mr. Korinek presented a chart that included the different utilities by location; water/sewage, garbage, natural gas, electricity, etc. The cost per square foot for all utilities was also presented:

- Fremont Elementary School cost is \$1.80 per square foot for all utilities
- Mark Twain Elementary School cost is \$1.69 per square foot for all utilities
- Carson Middle School electrical costs are half of what they were last year vs. this year
- Eagle Valley Middle School added an additional 50 kilowatt system on the gymnasium, which will be linked into one meter
- Carson High School has approximately 330,000 square feet of conditioned space; costing .82 cents per square foot for utilities
- Pioneer High School cost is \$1.83 per square foot for utilities

Mr. Korinek presented information on recent energy retrofit and upgrade projects:

- High energy transformers were changed throughout Carson High School and in several areas, harmonic mitigating transformers were installed in computer labs
- Installed a 50 kilowatt photo voltaic array on the new gymnasium at Eagle Valley Middle School; install paid for with rebate
- Power quality review was completed at Carson High School in January, 2013
- New transformer and day lighting the multipurpose room at Seeliger Elementary School was completed in the Spring
- Roof at Bordewich Bray Elementary School was re-coated with Cool Roof
- Induction lighting was installed at Transportation and Carson Middle School
- LED lighting project currently in progress at Fremont Elementary School
- Ongoing various energy audits, assessments and upgrades throughout the district

The district received various rebates from NVEnergy and Southwest Gas Corporation in 2012.

Mrs. Wilke-McCulloch commented on the decrease in use of natural gas. Mr. Korinek explained that most natural gas usage is due to the boiler systems. Over the last several years, three new boilers systems have been installed; currently, natural gas is the lowest it has been in several years.

Mrs. Wilke-McCulloch confirmed the overall savings from the solar panels at \$500,000. Mr. Anthony Turley, Director of Fiscal Services commented on the number of items since 2008 that should be considered in the total; lighting retrofits at various schools, etc., which contribute to the savings. Mr. Turley explained that NVEnergy is projecting a savings of approximately \$265,000, which is directly associated with the photo voltaic systems.

Mrs. Wilke-McCulloch confirmed the initial costs for the systems; \$7.2 million. Mr. Korinek explained that the initial bond totaled \$12 million, with a rebate of \$9.7 million. Mr. Turley explained that the medium term financing will be paid for by the end of 2016; a 5 year pay-back period.

Mr. Reynolds asked if there was anything particular that attributed to the exceptional solar generation in September; additional 120,000 kilowatt hours vs. previous years. Mr. Korinek explained that during the previous month the inverters were randomly shutting down due to high voltage spikes. Mr. Korinek contacted the company, who came out, checked the equipment and installed electrical busbars vs. fuse protection.

Mr. Reynolds commented on the approximate savings if the baseline years of 2008-2009 are established; \$700,000. Mr. Korinek explained that utility costs for 2008-2009 were approaching costs of approximately \$2 million vs. \$1.2 million last year.

Mr. Cacioppo recognized Mr. Korinek for his work efforts in this area. Mr. Korinek explained that approximately 5 acres of land is used for the photo voltaic system at Carson High School. Mr. Cacioppo asked if there were issues regarding vandalism. Mr. Korinek explained that there was one panel last year, an incident at Seeliger Elementary School this year and two panels at Eagle Valley Middle School.

In an effort to increase productivity, Mr. Turley commented on the importance of keeping the inverters running constantly.

Mr. Korinek also stressed the importance of keeping the inverters running at all times.

Mrs. Conrad inquired about the increase in water/sewage in 2010-2011; Carson Middle School in 2009-2010 was \$32,281 vs. \$43,466. Mr. Korinek explained that rates have increased. In addition, there has been additional landscaping associated with site remodels; various areas have also contributed to the increase.

PRESENTATION AND DISCUSSION FOR NEWLY PROPOSED CCSD POLICY: FIRST READING: POLICY 207.3, REPORTING THE USE OF AVERSIVE INTERVENTIONS AND PHYSICAL AND MECHANICAL RESTRAINTS ON STUDENTS WITH DISABILITIES

Mr. Stokes reminded Board members that when new policies are created or revised, action is typically taken during the second reading. However, during the first reading, feedback from Board Members and the public is welcome. A second reading of the policy usually takes place at the next meeting, at which time the regulation is presented. The regulation details the administrative process used to administer the policy.

Mr. Stokes reminded Board members that Mrs. Jan Albertson, Director, Student Support Services presented information at a previous Board meeting and identified a need to report and investigate activity associated with restraining or aversive actions of students with disabilities. Following the investigation, if wrong doing by the district is found, correction action may need to be taken.

The information included in the policy is brief and easy to understand. Mr. Stokes added that the policy is similar to one that was implemented by Mrs. Albertson in another county.

Mr. Reynolds asked if most regulations are associated with a policy. Mr. Stokes explained that the majority of policies are associated with a regulation; however, there are some policies that resemble the regulation. In reviewing and modifying policies and regulations, policies are changed to reflect a general statement regarding the district's philosophy vs. regulations, which details the process of administering the Policy.

PRESENTATION AND DISCUSSION FOR NEWLY PROPOSED CCSD POLICY: FIRST READING: POLICY 235, STUDENT FOREIGN EXCHANGE PROGRAM

Mr. Stokes commented on the number of requests that have been received for several years from various agencies that host international exchange students. There are also exchange programs that send district students to various locations overseas. These types of programs provide students with global educational opportunities.

Mr. Stokes commented on the number competing for students coming from other agencies to the high school. The policy was created, with the hope of establishing an organized process. Mrs. Susan Keema provided assistance with the policy; using some policies that have been created by other districts. Information from the Council on Standards for International Educational Travel (CSIET) was also incorporated in the policy.

Mr. Stokes explained that there several types of student visas; however, the district typically encounters a J1 Visa. Students are sponsored by an organization or agency that has established procedures. Mr. Stokes believes the F1 Visa is less desirable, as the district or school would sponsor the student. The responsibility to find a host family would be up to the school.

Mr. Stokes suggested that the type of Visa; J1, be added to the policy. The policy is general and allows for future modifications.

Mr. Reynolds commented on entities that organize exchange programs as a way of making money. In addition, he asked if there was a way of obtaining background information or a rating on the organization. Mr. Stokes explained that the regulation has information that details approval requirements; must be approved by the CSIET. The Rotary International Exchange Program is recognized by the Council on Standards for International Educational Travel. CSIET also helps to identify whether the program is responsive to students and would be responsive to students.

Mrs. Conrad suggested that within the 4th bullet, that the word “the” before “people of the countries” be removed.

Mr. Cacioppo asked if there are other organizations, besides Rotary that currently has exchange students in the district. Mr. Stokes believes there are possibly two other organizations, as others have expressed an interest in placing exchange students in the district.

DISCUSSION ON THE FOLLOWING CCSD REGULATION 519.8; STANDARD STUDENT ATTIRE

Mr. Stokes thanked Mrs. Crossman for her efforts on this regulation. Mr. Stokes would like to be able to present this information to the Principals'. The purpose for presenting the information at this time is to allow for review and discussion, if necessary.

Mr. Stokes referred to Mrs. Crossman for additional information. Mrs. Crossman summarized the changes to date:

- Addition on the number of years; 3rd year vs. 4th year
- Addition of a timeline
- Section A.1, Committee members – included language from Clark County School District Policy; minimum of eleven (11) members. They also reference 6 parents and 2 staff members.
- Significant clause in Clark County School District policy that is not included in the District regulation; Parents who do not desire to attend a SSA school may request a variance. Mrs. Crossman expressed concerns that students with a medical and/or religious exemption would be easily identified at their school site.
- Regulation 519.7, Dress and Grooming; is a general dress code. Mrs. Crossman suggested combining the two regulations. The basic dress code applies to all schools in the district, with the option to implement Standard Student Attire.
- Covering inappropriate tattoos is an item not included in the regulation

Ms. Stowell is pleased to see that the information is going to be given to Principals'. Ms. Stowell believes that on some levels, it is a lot to handle for SSA and doesn't believe it should be that complicated.

Mr. Reynolds questioned, at what point is what goes on at one school, significantly different than what goes on at another school. In addition, he questioned whether SSA is a good thing and if it is, then it should be implemented at all schools. If not, then why is it being done at the sites? Mr. Reynolds asked again, what other things in the district should be decided by the vote of parents at a particular site.

Mr. Cacioppo reiterated the same comments made about the amount of time being spent on this topic. Mr. Cacioppo believes students should be dressed appropriately. Mr. Cacioppo commented on the total number of committee members; totals 12, but listed as 11.

Mrs. Wilke-McCulloch believes the Trustee should not have a vote, just be there to listen and observe.

Mrs. Conrad thanked Mrs. Crossman for her hard work and efforts put into the Regulation. However, Mrs. Conrad concurred with comments made by other Board members; she does not want it to be the focus of what the district does. If it is approved, Mrs. Conrad expressed concerns with the reference made in the timeline about the percentage of surveys required to be sent by U.S. Mail. She suggested other resources; Survey Monkey, etc.

Mrs. Crossman explained that the information related to U.S. Mail could be removed; however, it was originated due to the varied procedures used at each school site. Mrs. Crossman believes it is important to have a consistent survey. Mrs. Crossman noted the percentage of students on Free and/or Reduced Lunch; 60%. Mrs. Crossman is not in favor of asking or telling families that they need to go purchase certain clothing. Mrs. Crossman believes that when districts have uniforms, they are likely to hear from the American Civil Liberties' Union (ACLU) vs. mandatory uniform policies. To avoid potential lawsuits, Mrs. Conrad commented on the importance of including as much procedural information as possible.

Mrs. Conrad suggested that the regulation be shared with the Principals' and that Mr. Stokes and Mrs. Crossman meet again and finalize the details.

Mrs. Crossman commented on suggestions made by Mr. Swirczek to have teachers dress in complimentary Standard Student Attire. Mrs. Crossman noted, that Mr. Brian Wallace, President, Ormsby County Education Association (OCEA) pointed out that this regulation pertains to students; therefore, does not apply to staff. Staff has a regulation that pertains to appropriate dress for staff.

Mr. Stokes explained that the regulation will be presented next time in a cleaner format, eliminating the strikethroughs.

Mrs. Wilke-McCulloch confirmed that regulations are generally longer and have more detail than the policies.

PRESENTATION OF ACCOUNTABILITY REPORT FOR 2012-2013 SCHOOL YEAR

Mrs. Susan Keema, Associate Superintendent, Educational Services explained that per NRS 385.347, the District and State Accountability reports for 2012-2013 have been released by the Nevada Department of Education. The data for the reports is collected throughout the year, and in some areas, include data from the 2011-2012 school year. The report covers all schools including Carson Montessori Charter School. In addition to the reports, information was provided detailing changes within the report. The Department of Education is planning to provide revisions by October 20, 2013. Spanish versions of the report will also be available at that time, which will be available on the district website; www.carsoncityschools.com.

A sample parent guide was provided, detailing how to read the school report card. The district is not required to mail copies of the report, as they are available on the website. Mrs. Keema provided a demonstration on how to use the website; data can be compared to other districts, view it longitudinal, etc.

The report can be accessed by going to www.nevadareportcard.com. Mrs. Keema provided a lesson on accessing the report and highlighted information included in report:

- Select the district or school name, followed by selecting "get report"
- Board Trustee information, curriculum information
- Highlights from the previous year
- Growth model, which supports the Nevada School Performance Framework (NSPF); additional information on understanding NSPF is available online
- Resources on the U.S. Department of Education is available

Mrs. Keema demonstrated how to locate comparison data; demographic data. Comparison data can be reviewed as far back as 2003-2004. The district would be selected and compared to previous years; State data vs. demographic data for Carson City. The data can also be provided by special populations; Individualized Education Plan (IEP), Free and Reduced Lunch (FRL), English Language Learners (ELL), etc.

Personnel information is also included in the report; required to report teachers that are not Highly Qualified. The information comes from the Nevada Department of Education Teacher Licensure Department. Additional information in the report includes special programs; summer school, full-day kindergarten, etc. The parent/teacher conference attendance ratios for the elementary schools are generally high; good participation. Student led conferences will take place at both middle schools, as well as during the freshman transition classes at Carson High School.

The category of assessment and accountability include participation in testing, not the scores. Information regarding the Criterion Reference Test (CRT) and the Nevada Alternate Assessment (NAA) tests for special education students. Mrs. Keema provided information on the cohort graduation rates. The calculation of the graduation rate has changed for the last two years. Mrs. Keema compared data for Carson High School to Douglas High School, and several high schools in Washoe County School District. The data is for graduation in June, 2012; cannot be calculated until after the High School Proficiency Exam (HSPE) is completed in July. There were 40,000 students that graduated in 2011-2012; Carson City had 761, for 84.3%. The information can also be manipulated to see ethnicity, special populations, etc.

Mrs. Keema highlighted student attendance; district rates are comparable to the State average, remaining the same for the last two years. As an intervention, Solutions training; parents, community, academics, truancy, attendance, behavior, etc. was provided at all elementary schools. The schools have sub-committees that will look at interventions and ways of getting students to school. The focus at the elementary schools will be to increase the student attendance rate. Tracking with interventions at the middle schools and high schools will also take place.

Mrs. Keema presented comparison data for Seeliger Elementary School, the district and the high school; data includes transiency rates, remediation rates, credit deficiencies, etc. The remediation rate for Carson High School is 48%. As the remediation data was looked at, districts throughout the State thought they did not have options, as they cannot share data with higher education; when a student leaves, access to their data is no longer available. Mrs. Keema explained that the Accuplacer College Entrance Exam is different than the HSPE, ACT Test, SAT Test, etc. As the data was reviewed, the State began looking at things. The colleges took the Accuplacer and established common cut scores, which are the same at Western Nevada College (WNC) and Truckee Meadows Community College (TMCC). They also determined that the Accuplacer was about grammar and spelling. They are now looking at the section of the Accuplacer where it is embedded in the writing sample; writing is now more important than a multiple choice on grammar. Staff has learned from remediation that it's not necessarily the score, but the classes' students end their year with in high school, prior to entering college. To reduce a student's chance of remediation in higher education, they must end in Math with Algebra II or must have Algebra II by their junior year. Mrs. Keema reminded Board members of the action they took last Spring, to approve the requirement of four years of Math and three years of Science.

In another effort to reduce remediation, Mrs. Jennifer Walls, Math Teacher, Carson High School is now teaching Applied Algebra College prep course. Mrs. Walls is also working with Mr. Scott Morrison, WNC so that when students take the Accuplacer, parents will be asked to sign a release form so that data can be shared with the district. Students taking the class will forgo math remediation classes; going right into regular math classes. Work is also taking place to provide the opportunity for all junior students to take the Accuplacer test. When the HSPE is passed, students have also then passed the exit exam for high school.

Mrs. Keema reported that the Health Science I and II will qualify for a Science credit. In addition, the Agriculture and Horticulture classes will also qualify for Science credit. Information on Career and Technical Education is also available in the report; number of students completing two and/or three courses in a sequence.

The CRT and HSPE are State exams, the National Assessment of Educational Progress (NAEP) serves as the nation's report card. The NAEP randomly assess 4th and 8th grade students, comparing the data to other nations. The report also includes fiscal information from the previous year. The category of instruction pertains to material and teacher support in the classroom. District instructional support includes health services, counselors, school psychologists, etc. Operations consist of facilities, etc. The leadership category is generally below the State average. The category of professional development is likely to have a zero; most of the funding for this category comes from grant or Title II funding. Remedial education funding for 2012-2013 reflects the three Title I schools; Bordewich Bray Elementary School, Mark Twain Elementary School and Empire Elementary School. Historical data includes technology. The State is now looking at how school districts are moving towards technology, how are students getting ready for the Smarter Balanced Consortium, etc. Mrs. Keema provided a demonstration in this area; by school, the number of computers in the district that are more than 5 years old vs. less than 5 years old, number of mobile learning devices, etc.

Ms. Stowell asked for clarification on the Nevada School Performance Framework (NSPF) vs. the Accountability Report, which is easy to understand. Ms. Stowell commented on the level of difficulty there is in understanding how schools receive their Star rankings.

Mrs. Keema agreed with Ms. Stowell and will share the comments and concerns at future Department of Education meetings.

Mr. Swirczek commented on the CRT testing scores and expressed his disappointment with the 3rd grade reading and math scores. Mr. Swirczek also reviewed the instructions prior to testing; sample questions are given in reading and math. Mr. Swirczek met with Mrs. Mary Garey, Principal, Fritsch Elementary School and reviewed their procedures. As a Board member, Mr. Swirczek would like to know more about this subject. Mr. Swirczek commented on the different ranges of test scores amongst the other schools.

Mrs. Wilke-McCulloch verified that the average daily attendance for teachers includes the days when they are not in attendance due to professional development. Mrs. Keema explained that the information varies each year; sometimes it's requested, but not all the time. The professional development days were included last year; numbers this year are similar to that of last year.

Mrs. Crossman confirmed that the average daily attendance for teachers, last year was 94%; whether they were in the classroom or professional development.

As a way to get a measurement of how engaged families are in their child's education, Mrs. Crossman suggested that the "other" category in the NSPF include parent conferences.

Mrs. Conrad referenced the graduation rate for the Class of 2012 and would like to see improvement for Hispanic students. Mrs. Keema explained that the concern was included in the Accreditation Plan for Carson High School, along with their Closing the Gap Plan, which is associated with the Race to the Top Grant. To support this goal, Ms. Leticia Servin, Parent Liaison, Carson High School was assigned the full-time position last year. Mrs. Laura Austin, Director, English as a Second Language (ESL) Director, is overseeing a data system called Elevation; an efficiency tool letting ESL teachers to spend less time on paperwork, allowing the technology to do that for them. The introduction of a data matrix system for all students, will allow staff to view a student's test scores, grades, etc.

Mr. Reynolds is looking forward to having the ability to view the credit deficiency data. Mrs. Keema commented on the work that has been done with the School Support Teams (SST) at the middle schools and high schools. To address credit recover last year, middle school students took a credit recovery class during their school day, with the goal of leaving middle school with no deficiencies. In addition to credits in Science and Social Studies, credits in Math and English are also required at the middle school level. The data matrix is being used to identify students that need credit recovery, not allowing the credit deficiencies to build up. Mrs. Keema reported that credit recovery options are available for students during the day at Carson High School.

DISCUSSION AND POSSIBLE ACTION ON APPOINTMENT OF TRUSTEES TO SERVE AS INDIVIDUAL LIAISONS TO SCHOOLS WITHIN THE DISTRICT

Mrs. Conrad reminded Board Trustees of their assignments that were approved at the January 8, 2013 Board meeting.

Mrs. Crossman expressed an interest in Fritsch Elementary School.

Ms. Stowell expressed an interest in Seeliger Elementary School.

It was moved by Mrs. Laurel Crossman, seconded by Mrs. Stacie Wilke-McCulloch that **the Carson City School Board of Trustees approve the following appointments of Trustees to serve as individual liaisons to the following schools:**

**Laurel Crossman – Fritsch Elementary School
Lynnette Conrad – Bordewich/Bray Elementary School
Steve Reynolds – Fremont Elementary School
Lynnette Conrad – Mark Twain Elementary School
Stacie Wilke-McCulloch – Empire Elementary School
Candace Stowell – Seeliger Elementary School
Joe Cacioppo – Carson Middle School
Ron Swirczek – Eagle Valley Middle School
Joe Cacioppo & Ron Swirczek – Carson High School
Steve Reynolds – Pioneer High School/Opportunity School
Laurel Crossman – Bray Building, Aberasturi Early Childhood Center**

Motion carried unanimously.

Public Comment:

Ms. Liza McIwee, Area Representative, World Heritage Student Exchange Program introduced herself to the Board and asked if anyone had questions regarding World Heritage as another student foreign exchange program.

APPROVAL OF CONSENT AGENDA

It was moved by Mrs. Laurel Crossman, seconded by Mr. Ron Swirczek, **that the Carson City School Board of Trustees approve consent agenda items (A), (B), (C), (J) and (K) as submitted.** Motion passed 6-0-1. Mr. Cacioppo abstained.

REQUEST FOR FUTURE AGENDA TOPICS

Mrs. Wilke-McCulloch requested an update on the three Deputies that were to be split between the district and Sheriff's Office.

Mrs. Conrad requested that a presentation from Mrs. Tammy Westergard from the Carson City Library be provided.

Ms. Stowell asked about the possibility of scheduling a work shop prior to the end of the year in an effort to have a better understand NSPF rankings.

Mr. Reynolds asked that the topic of completing the Superintendent's Evaluation be placed on a future agenda.

Mrs. Conrad recommended that Board members view the tutorial video regarding the NSPF ranking system.

Present agenda items to Mr. Richard Stokes or President Lynnette Conrad.

ANNOUNCEMENT OF MEETINGS

The next regular meeting of the Carson City School District Board of Trustees will be on Tuesday, October 22, 2013.

ADJOURNMENT

There will be no further business to come before the members of the Board in public meeting; President Conrad declared the meeting adjourned at 9:52 p.m.

Ron Swirczek, Clerk

Date

DRAFT

**CARSON CITY SCHOOL DISTRICT
 CONSENT AGENDA ITEM SUMMARY
 November 13, 2013**

EMPLOYEE LEAVE REQUESTS			
Name	Position/Subject	Location	Type of Leave
Karin Randle	Secondary Teacher	Prison Education	FMLA
Kelly Hogan	Secondary Teacher	CHS	FMLA

REQUEST WITHDRAWAL TO TAKE GED			
Name	Grade	School	
Bryce Bass	10	PHS	

REQUEST ATHLETIC PARTICIPATION FOR HOMESCHOOL/CHARTERSCHOOL STUDENTS			
Name	Grade	School	Sport

REQUEST VACCINATION EXEMPTION PER NRS 392.437			
Grade	School	Personal	Religious
Kindergarten	Fritsch		X

NOTIFICATION OF THE USE OF A RESTRAINT ON A CCSD STUDENT WITH DISABILITIES PER NRS 388.5275 AND 388.528			
Grade	School	Physical	Mechanical

CARSON CITY SCHOOL DISTRICT - STAFF INFORMATION

November 12, 2013

ADMINISTRATIVE STAFF

2013-2014 - NEW HIRES				
Name	Position/Subject	Location	Hire Date	New/Replace
Susan Moulden	Vice Principal	Eagle Valley Middle School	TBD	Replace - FY 14

2012-2013 - RESIGNATIONS/RETIREMENTS					
Name	Position/Subject	Location	Hire Date	Term Date	Resign/Retire
None					

CERTIFIED STAFF

2013-2014 - NEW HIRES				
Name	Position/Subject	Location	Hire Date	New/Replace
Margaret Cornell	3rd Grade/Art Combo Teacher	Bordewich/Bray Elementary	TBD	New - FY14
Lisa Marcusson	Pre-Kindergarten Teacher	Empire Elementary School	TBD	New - FY14
Adrienne Turner	Pre-Kindergarten Teacher	Mark Twain Elementary School	TBD	New - FY14

2012-2013 - RESIGNATIONS/RETIREMENTS					
Name	Position/Subject	Location	Hire Date	Term Date	Resign/Retire
Dave Bisson	NJROTC Instructor	Carson High School	8/13/2013	10/31/2013	Resignation

CARSON CITY SCHOOL DISTRICT - STAFF INFORMATION

November 12, 2013

CLASSIFIED STAFF

2013-2014 - NEW HIRES				
Name	Position/Subject	Location	Hire Date	New/Replace
Carli Bianchi	Para Professional IV	Eagle Valley Middle School	TBD	Replace - FY 14
Pamela Molleson	Para Professional IV (1:1)	Fritsch Elementary School	TBD	New (1:1) - FY 14
Michaelyn Palamar	Inst. Assist. IV for DHH (1:1)	Student Support Services	TBD	New (1:1) - FY 14
Jesse Palmer	Interpreter Specialist	Student Support Services	8/25/2008	New - FY 14
Dale Primus	Bus Driver	Transportation Department	TBD	Replace - FY 14

2012-2013 - RESIGNATIONS/RETIREMENTS					
Name	Position/Subject	Location	Hire Date	Term Date	Resign/Retire
None					

NURSING STAFF

2013-2014 - NEW HIRES				
Name	Position/Subject	Location	Hire Date	New/Replace
None				

2012-2013 - RESIGNATIONS/RETIREMENTS					
Name	Position/Subject	Location	Hire Date	Term Date	Resign/Retire
None					

EXECUTIVE STAFF

2013-2014 - NEW HIRES				
Name	Position/Subject	Location	Hire Date	New/Replace
None				

2012-2013 - RESIGNATIONS/RETIREMENTS					
Name	Position/Subject	Location	Hire Date	Term Date	Resign/Retire
None					