

CARSON CITY SCHOOL DISTRICT
1402 West King Street
Carson City, Nevada
Tuesday, October 22, 2013

SCHOOL BOARD MEETING

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

CALL TO ORDER – 6:30 P.M.

1. Flag Salute: **Candace Stowell**

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

3. Adjournment to Closed Session per NRS 288.220(4) to discuss Labor Relations with the District’s Management Representatives – **for discussion only.**

4. **RECONVENE TO PUBLIC SESSION – 7:00 P.M.**

5. Superintendent’s Report – **for information only.**
 *Follow-up on inquiries made to the Superintendent
 - Eagle Valley Middle School 8th grade Girls’ Basketball Team; Tah-Neva Champions
 - Recognition of RENO 5000 Bower’s Mansion Winner, Age Group 1-10; Ethan Grant, Fritsch Elementary School Student
 - Announcements

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

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

8. Public Comment – Comments may be made by members of the public on any matter within the authority of this Board. Although members of the Board may respond to questions and discuss issues raised during Public Comment, no action may be taken on such a matter until the matter is placed on an agenda for action at a meeting of the Board. In making Public Comment, speakers are asked to sign in, speak into the microphone at the podium, identify themselves for the record, not simply repeat comments made by others and limit comments to no more than

three (3) minutes. Please note that Public Comment will be taken on any item on this agenda on which action may be taken, before action is taken on the item. – **for discussion only.**

9. Ratification of the Interim Tentative Agreement from all Four Carson City School District Bargaining Groups; Carson City Building Administrators Association, Ormsby County Education Association, Carson Educational Support Association and Carson City Health Services Personnel Association – **for possible action.** **Dr. Jose Delfin**
10. Discussion and Possible Action to Approve Proposed New CCSD Policy: **Second Reading:** Policy 207.3, Reporting Use of Aversive Interventions and Physical and Mechanical Restraints on Students with Disabilities – **for possible action.** **Richard Stokes**
11. Discussion on Newly Proposed CCSD Regulation: Regulation 207.3, Method for Reporting Use of Aversive Interventions and Physical and Mechanical Restraints on Students with Disabilities – **for discussion only.** **Richard Stokes**
Jan Albertson
12. Discussion and Possible Action to Approve Proposed New CCSD Policy: **Second Reading:** Policy 235, Student Foreign Exchange Program – **for possible action.** **Richard Stokes**
13. Discussion on Newly Proposed CCSD Regulation: Regulation 235, Student Foreign Exchange Program – **for discussion only.** **Richard Stokes**
14. Discussion on Proposed Changes to the following CCSD Regulation: Regulation 519.8, Standard Student Attire – **for discussion only.** **Richard Stokes**
15. Discussion on Proposed Changes to the following CCSD Regulation: Regulation 222, Use of Commercial Films/ Videotapes/DVD and Other Media in Schools – **for discussion only.** **Richard Stokes**
16. Discussion and Possible Action on the Process to be Used to Complete the Superintendent’s Evaluation for the 2013 Calendar Year – **for possible action.** **Steve Reynolds**
17. 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

18. Requests for Future Agenda Topics

19. Adjournment

A copy of the Agenda of this meeting has been posted before 9:00 AM on Thursday, October 17, 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.

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

Carson City School District is pleased to provide accommodations for individuals with disabilities. If you have a disability, please contact us at 775-283-2100, and we will provide assistance or accommodate you in any way that we possibly can. [Watch the Board Meeting live at Access Carson City](#)

BOARD OF TRUSTEES MEETING
October 22, 2013

EXECUTIVE SUMMARY

9. Ratification of the Interim Tentative Agreement from all Four Carson City School District Bargaining Groups; Carson City Building Administrators Association, Ormsby County Education Association, Carson Educational Support Association and Carson City Health Services Personnel Association

On June 26, 2013, the negotiating teams for the Ormsby County Education Association (OCEA), Carson City Health Services Personnel Association (CCHSPA), Carson Educational Support Association (CESA), Carson City Administrators' Association (CCAA) and the District reached a Tentative Interim Agreement for salary concessions. Each Association conferred with their membership for ratification. As of October 7, 2013, all of the Associations have submitted their approval of the Interim Tentative Agreement.

Interest Based Bargaining was used to reach the Tentative Agreement. The negotiations process was conducted with careful and sensitive deliberation. Staff recommends approval of the Interim Tentative Agreement.

10. Discussion and Possible Action to Approve Proposed New CCSD Policy: Second Reading: Policy 207.3, Reporting Use of Aversive Interventions and Physical and Mechanical Restraints on Students with Disabilities

As a reminder, Policy 207.3 originated following a presentation by Mrs. Jan Albertson, Director, Student Support Services at the September 10, 2013 Board meeting. Mr. Stokes presented the first reading during the October 8, 2013 Board meeting. This meeting serves as the second reading and action for approval can be taken by Trustees. A copy of the proposed policy is included in your board packet. October 22, 2013 will be noted as the adopted date for this policy. Staff recommends approval.

11. Discussion on Newly Proposed CCSD Regulation: Regulation 207.3 Method for Reporting Use of Aversive Interventions and Physical and Mechanical Restraints on Students with Disabilities

Regulation 207.3 provides information and assistance to staff in understanding the expectations and reporting requirements regarding the use of aversive interventions and physical and mechanical restraints on students with disabilities. A copy of the regulation is included in your board packet. October 22, 2013 will be noted as the adopted date for this regulation.

12. Discussion and Possible Action to Approve Proposed New CCSD Policy: Second Reading: Policy 235, Student Foreign Exchange Program

Policy 235 was created to outline district procedures regarding Foreign Student Exchange programs. Mr. Stokes presented the first reading during the October 8, 2013 Board meeting. This meeting serves as the second reading and action for approval can be taken by Trustees. A copy of the proposed policy is included in your board packet. Please note, the Policy title has changed to the following; *Foreign Student Exchange Program*. October 22, 2013 will be noted as the adopted date for this policy. Staff recommends approval.

13. Discussion on Newly Proposed CCSD Regulation: Regulation 235, Student Foreign Exchange Program

Regulation 235 outlines and provides details associated with foreign student exchange educational opportunities. A copy of the regulation is included in your board packet. Please note, the Regulation title has changed to the following; *Foreign Student Exchange Program*. October 22, 2013 will be noted as the adopted date for this regulation.

14. Discussion on Proposed Changes to the following CCSD Regulation: Regulation 519.8; Standard Student Attire

Regulation 519.8 was first presented during the August 27, 2013 Board meeting. Since that time, Mr. Stokes met several times with Trustee Crossman and received input from site administrators, as well as other staff and community members. At this time, suggested comments and input have been incorporated in the regulation. A copy of Regulation 519.8 is included in your board packet. October 22, 2013 will be noted as the revised date for this regulation.

15. Discussion on Proposed Changes to the following CCSD Regulation: Regulation 222, Use of Commercial Films/Videotapes/DVD and Other Media in Schools

Regulation 222 was reviewed and suggested changes were received from district staff. The suggested comments have been included in the regulation. Please note, the regulation title and number have been changed to *221.1, Guidelines for Use of Audio Visual Resources*, which will replace Regulation 222. October 22, 2013 will be noted as the revised date for this regulation. A copy of the Regulation 221.1 is included in your board packet.

16. Discussion and Possible Action on the Process to be Used to Complete the Superintendent's Evaluation for the 2013 Calendar Year

Included in your board packet for consideration, are two suggested forms, to be used for completing the Superintendent's evaluation for 2013. Trustee Reynolds provided the forms titled; *Superintendent Performance Standards and Superintendent Evaluation, Specific District Goals*. This agenda item allows Board members to discuss the process that will be used to accomplish the evaluation.

**BOARD OF TRUSTEES
CARSON CITY SCHOOL DISTRICT**

**POLICY No. 207.3
PROGRAM**

**REPORTING USE OF AVERSIVE INTERVENTIONS
AND PHYSICAL AND MECHANICAL RESTRAINTS
ON STUDENTS WITH DISABILITIES**

The Carson City School District recognizes the importance of fully investigating and resolving all instances where aversive interventions or physical and mechanical restraints have been used with students who have disabilities. The District shall comply with the requirements of the law.

NRS 388.521- NRS 388.5315
Adopted: ??

**BOARD OF TRUSTEES
CARSON CITY SCHOOL DISTRICT**

**REGULATION No. 207.3
PROGRAM**

**METHOD FOR REPORTING USE OF AVERSIVE INTERVENTIONS AND
PHYSICAL AND MECHANICAL RESTRAINTS ON STUDENTS WITH
DIABILITIES**

This regulation is intended to provide assistance in the implementation of statutory provisions contained in NRS 388.521-388.5315. This regulation is designed to assist District employees in understanding expectations regarding the use and correct reporting of aversive interventions and restraints on students with disabilities.

NRS 388.521-NRS 388.526 provides detailed definitions of mechanical restraints, physical restraints, and aversive interventions. While the use of aversive interventions as defined in the statute is prohibited, there are permissible uses of physical and mechanical restraints, including use in certain emergencies. Non-permissible uses of physical and mechanical restraints violate the NRS. The definitions for aversive interventions, physical restraints, and mechanical restraints are provided below. Also included are the various reporting requirements contained in the NRS.

Aversive Interventions:

Employees of the District may not use aversive intervention on a student with a disability. NRS 388.5215, Aversive intervention is defined as any of the following actions if the action is used to punish a student with a disability or to eliminate, reduce, or discourage maladaptive behavior of a student with a disability:

- 1) The use of noxious odors and tastes;
- 2) The use of water and other mists or sprays;
- 3) The use of blasts of air;
- 4) The use of corporal punishment;
- 5) The use of verbal or mental abuse;
- 6) The use of electric shock;
- 7) The administration of chemical restraint to a person;
- 8) The placement of a person alone in a room where release from the room is prohibited by a mechanism, including, without limitation, a lock, device, or object positioned to hold the door closed or otherwise prevent the person from leaving the room;
- 9) Requiring a person to perform exercise under forced conditions if the:
 - a) Exercise is required because he/she exhibited a behavior that is related to his/her disability;
 - b) Exercise is harmful to the health of the person because of his/her disability;
 - c) Nature of the person's disability prevents him/her from engaging in the exercise;

REGULATION No. 207.3 – CONTINUED

- 10) The deprivation of necessities needed to sustain the health of a person regardless of the length of deprivation, including, with limitation, the denial or unreasonable delay in the provision of:
- a) Food or liquid at a time when it is customarily served; or
 - b) Medication.

Penalties for Intentional Use of Aversive Interventions or Non-Permissible Restraints:

Any teacher or administrator who intentionally uses an aversive intervention on a student with a disability or who intentionally violates the prohibitions on the use of physical or mechanical restraints is subject to discipline, including verbal warning, admonition, suspension, demotion, dismissal or non-reemployment under NRS 391.312. NRS 391.330 provides for suspension or revocation of a license for certain intentional violations of NRS 388.5265 or 388.527. All other employees may be disciplined through verbal warning, written reprimand, suspension, or dismissal. Discipline will be consistent with the Negotiated Agreements.

Mechanical Restraints:

A mechanical restraint involves the use of devices, including, without limitation, mittens, straps and restraint chairs to limit a person's movement or hold a person immobile.

NRS 388.528(2) allows for the permissible use of a mechanical restraint upon a student with disability to:

1. Treat the medical needs of the student;
2. Protect a student who is known to be at risk of injury because he or she lacks coordination or suffers from frequent loss of consciousness;
3. Provide proper body alignment to a student; or
4. Position a student who has physical disabilities in a manner prescribed in the IEP.

Emergency mechanical restraints are only allowed for the limited purposes defined in NRS 388.528(1), and should only be used by medically trained personnel under the direction of a physician's order in accordance with NRS 388.528(1). Emergency uses of mechanical restraints in accordance with NRS 388.528(1) are permissible and do not violate the statutes.

Physical Restraints:

A physical restraint is the use of physical contact to limit a person's movement or hold a person immobile. NRS 388.5275(2) generally allows for the permissible use of a physical restraint to:

1. Assist the student in completing a task;
2. Escort or carry a student to safety if the pupil is in danger; or
3. Conduct medical examinations or treatments.

NRS 388.5275(1) allows for an emergency use of physical restraint as follows:

1. An emergency* that necessitates the use of physical restraint;
2. A limited period of use necessary to contain behavior; and
3. A force which does not exceed that which is reasonable and necessary.

REGULATION No. 207.3 – CONTINUED

***Emergency** means a situation in which immediate intervention is necessary to protect the physical safety of a person or others from an immediate threat of physical injury or severe property damage. Emergency uses of physical restraints in accordance with NRS 388.5275(1) are permissible and do not violate the statutes.

Prohibited Actions:

The use of an aversive intervention or the use of a non-permissible physical or mechanical restraint violates the NRS. The statutes prohibit any use of aversive interventions if the action is used to punish a student with a disability or to eliminate, reduce, or discourage maladaptive behavior of a student with a disability. The statutes also prohibit non-permissible uses of physical or mechanical restraints, which include (1) emergency uses that do not comply with the statutory requirements, and (2) any other uses not specifically defined as permissible.

Reporting Requirements:

The NRS contains specific reporting requirements, with different requirements and timelines for reports of the use of physical or mechanical restraints in emergencies and for reports of the use of aversive interventions or other violations of the statutes. To ensure that the District complies with the various timelines, staff must adhere to the following consistent procedures for reporting to supervisors and the Director of Student Support Services.

Staff must notify the site administrator and the Director of Student Support Services **immediately upon discovery of the use, and in no case more than 24 hours after the use** of an aversive intervention, the use of a non-permissible restraint, or an emergency use of a restraint.

All staff with knowledge of the incident must file an “Incident Summary Report” (ISR) describing the incident **immediately upon discovery of the use, and in no case more than 24 hours after the use** of an intervention, the use of a non-permissible restraint, or an emergency use of a restraint. ISR(s) must be filed with the site administrator and the Director of Student Support Services.

The Director of Student Support Services, in consultation with the school administration, will review the ISR(s) and make a determination as to the nature of the incident (use of an aversive intervention, non-permissible use of restraint, emergency use of restraint, or otherwise permissible use of restraint).

The ISR(s) must be placed within the student’s cum folder, special education folder, and a copy provided to the student’s IEP committee, including the parents, within **one working day** of the incident.

The Director of Student Support Services will notify the Superintendent, who will notify the Board of Trustees **within 24 hours** of the use of an aversive intervention or the use of a non-permissible restraint, or as soon thereafter as the use is discovered.

REGULATION No. 207.3 – CONTINUED

In the event of the use of an aversive intervention or the non-permissible use of restraint, the Superintendent will decide if Child Protective Services or law enforcement must be notified, and the Superintendent will direct the appropriate staff to do so.

The use of an aversive intervention or the use of a non-permissible restraint violates the statutes. When a violation occurs, the Director of Student Support Services will submit to the Superintendent a corrective action plan as soon as is practicable. The Superintendent may refine the corrective action plan and will submit it to the Nevada Department of Education (NDE). The corrective plan must provide for appropriate action to be taken within 30 calendar days to prevent future violations.

Should the corrective action plan require revision at the request of NDE, the Superintendent will so advise the Director of Student Support Services. The Director of Student Support Services will be responsible to revise and re-submit the plan.

After three reports (incidents) of an emergency use of restraint regarding a single student, the school must review the circumstance and submit a report to the Director of Student Support Services in accordance with NRS 388.5275(4) or NRS 388.528(4), as applicable. After five reports /incidents, the IEP team must be reconvened and the IEP must be reviewed in accordance with NRS 388.5275(5) or NRS 388.528(5), as applicable. The IEP team must include Special Services staff and the school psychologist in addition to the regular members of the student's IEP team. If the reports/incidents continue, the IEP must be revised to include additional methods appropriate to ensure that restraint does not continue, including mentoring, training, conducting a functional behavioral assessment, and developing a positive behavior plan, and positive behavioral supports.

On or before August 1 of each year, the District shall prepare a report regarding the use of restraints and aversive interventions and submit it to the NDE by August 15.

Mandatory Education and Training for Staff:

Appropriate training as described in NRS 388.5285 shall be provided for the members of the staff of the schools within the District who are authorized to carry out and monitor physical restraint and mechanical restraint to ensure that those members of the staff are qualified to carry out the procedures in accordance with NRS 388.521 to 388.3217.

Retaliation:

No employee of the District shall retaliate against any person for reporting or providing information regarding a violation or suspected violation in the use of aversive interventions or a violation or suspected violation in the use of physical or mechanical restraints.

Reference: NRS 388.521- 388.5315

Adopted: ??

**BOARD OF TRUSTEES
CARSON CITY SCHOOL DISTRICT**

**POLICY No. 235
PROGRAM**

STUDENT FOREIGN STUDENT EXCHANGE PROGRAM

The Board of Trustees acknowledges that youth foreign exchanges provide local and foreign students with an expanded understanding of the world. As such, Carson City School District supports international youth exchange programs *which have been recognized by the United States, State Department* for students who possess J-1 Visas. All programs sponsoring international exchanges are expected to encourage global perspectives for students and help teenagers on both sides of an exchange to grow and gain maturity. These educational, cross-cultural experiences offer unique opportunities to help our students and community:

- Learn first-hand about other cultures and customs
- Create life-long friendships across cultures
- Gain new perspectives on our country and the world
- Begin to understand how tightly connected peoples and countries of the world are to each other
- Open young minds to the importance of understanding other languages and cultures, particularly with respect to career and personal opportunities

The Superintendent or designee, in cooperation with the High School Principal, will develop guidelines for creating and maintaining quality international exchange opportunities for students of high school age.

Definition

As used herein, "Foreign exchange student" means a student:

1. *Whose legal residence is not in the United States;*
2. *Who comes into this State to attend an educational institution for 1 school year; and*
3. *Who returns to his or her legal residence at the end of that school year.*

Reference: NRS 483.075

Adopted: ??

**BOARD OF TRUSTEES
CARSON CITY SCHOOL DISTRICT**

**REGULATION No. 235
PROGRAM**

FOREIGN STUDENT EXCHANGE PROGRAM

OUTBOUND EXCHANGE STUDENTS

Carson City School District Students on Foreign Exchange

High school age youth engage in a number of education experiences sponsored by agencies that provide educational travel experience for high school students. As recognition of the educational worth of such experiences, the Carson City School District may award students who are on foreign exchange, one-quarter (1/4) credit for each 120 hours of classroom participation in the educational portion of such programs. The total credits to be awarded for the exchange experience shall not exceed one (1) credit for the four (4) years of high school.

Agencies desiring to offer foreign exchange student experiences to Carson City School District high school students may submit a proposal for credit which contains an outline of the classes and proposed course of study for the student who is seeking the credit. The proposal must be submitted to the student's high school no later than sixty (60) calendar days before the beginning of the school year during which the experience is proposed. The outline contained in the proposal shall emphasize the educational aspects of the program and specify how the student's participation will be evaluated to determine if the granting of credit is justified. Approval of the proposal will be by the high school guidance and administration departments and shall not be construed as an endorsement of or a recommendation for the proposed program.

Determination of credit being issued and such credit being placed on the student's transcript will take place when the student presents the evidence as outlined in the proposal to the guidance and administration at the Carson City School District school. The student is solely responsible for providing the evidence based on the proposal and no exceptions will be accepted in determining the issuance of credit.

INBOUND EXCHANGE STUDENTS

Number of International Exchange Students

Carson City School District will accept up to a maximum enrollment of five (5) foreign exchange students each year. Only students with J-1 Visas who are participating in a program recognized by the United States, State Department will be considered for an exchange.

Timing of Placement Process

- Foreign student exchange organizations must contact the high school to indicate an interest in placing exchange students in an upcoming school year. Advance notice of an intent to place students is required.

REGULATION No. 235 – CONTINUED

- A proposal for admittance of individual students must be submitted to the Registrar by July 1, but not later than August 1 of the school year during which the exchange is proposed.

Selecting Student Exchange Programs

- Carson City School District reserves the right to work with exchange organizations that have proved their commitment and responsiveness.
- Carson City School District requires all participating student exchange programs be recognized by the United States, State Department and be listed in the most current Council on Standards for International Educational Travel (CSIET) Advisory List (for the current list, visit www.csiet.org).

Expectations of Student Exchange Program

Carson City School District reserves the right of final approval on all student placements. Additionally, each individual student exchange program must:

- Maintain a network of qualified and trained local representatives living in or near the community, with responsibility for each student, and provide orientation and ongoing support for both the host family and the student.
- Provide continuing hands-on monitoring and responsiveness - from local representative to national headquarters - including student selection and preparation, selection and screening of host families, ongoing contact with each host family and student, and communication with the school and responsiveness to school needs.
- Receive school enrollment authorization for placements each year prior to contacting potential host families - and follow school policy on timing and requirements.
- Screen and prepare exchange students while monitoring their progress during the school year, responding to issues or problems as they develop.
- Arrange host family placements before exchange students leave their home country. Exchange students are expected to be in their host family and school placements by the first day of classes.
- Personally interview and screen all potential host families, matching student and family interests and personalities.
- In the event that tutoring/ESL help is needed, the organization will make arrangements and ensure that the student accepts financial responsibility for it.
- Provide the school with a complete student application which includes the following:
 - personal letter from the student
 - detailed information on the student and his or her natural family
 - proof that the student has sufficient language ability to function in an American classroom
 - original transcript of student's high school grades, with English translation (and this must meet school requirements) necessary medical history, including proof of immunizations as required by the District, note any medical/physical restrictions and provide proof of a recent physical exam with a clearance for foreign travel

REGULATION No. 235 – CONTINUED

School Expectations for Students on International Exchange

- Each exchange student must be qualified to participate in regular classes and maintain a typical schedule; this means an acceptable level of proficiency in the English language, a commitment to treat coursework as important, and the social skills required to enjoy participation in social and extra-curricular activities.
- The District appreciates the difficulty of a student's plunge into a different language/culture/institution, but exchange students are expected to attain passing grades by the end of their first semester.
- Exchange students will receive enrollment eligibility for one-year only.
- Exchange students must have medical and accident insurance that meets or exceeds U.S. Department of State guidelines.
- Foreign exchange students will be placed in the 11th grade and are required to take U. S. History. It is also highly recommended that the students take American Government.
- Exchange students shall not earn a diploma from Carson City School District schools.
- Exchange students shall not participate in graduation ceremonies at Carson City School District schools.
- Exchange students shall be subject to all Carson City School District regulations regarding behavior and attendance.
- Exchange students must comply with all school, Carson City School District, and NIAA regulations regarding participation in athletic and extra- curricular activities. Many athletic teams require try-outs.
- Exchange students are eligible and may participate in all senior functions such as the senior trip, prom, class rings, class pictures, etc.

Exceptions of the School

Exchange students will pay no tuition, but are expected to pay all normal expenses, including standard course and extra-curricular activity fees. The host school has no obligation to provide any special services, tutoring, supplies or equipment beyond what is offered to other students.

- Exchange students have all rights and privileges accorded to community students - EXCEPT the right to a diploma and participation in graduation ceremonies.
- The host school will make every effort to integrate international exchange students into the school's social fabric. In turn, schools shall encourage international exchange students to participate enthusiastically in school activities, to make friends, to make a personal contribution to the school, and to help spread the word about their country and themselves, informally and by making presentations in classes and to community groups and talking to media when asked.

REGULATION No. 235 – CONTINUED

Definition

As used herein, “Foreign exchange student” means a student:

- 1. Whose legal residence is not in the United States;*
- 2. Who comes into this State to attend an educational institution for 1 school year; and*
- 3. Who returns to his or her legal residence at the end of that school year.*

Reference: NRS 483.075

Adopted: ??

**BOARD OF TRUSTEES
CARSON CITY SCHOOL DISTRICT**

**REGULATION No. 519.8
STUDENTS**

STANDARD STUDENT ATTIRE

Standard Student Attire (SSA) provides an option for those school communities that would like to have students wear SSA for the purposes of increasing student achievement, promoting safety and enhancing a positive school climate. Exemption from the SSA may be permitted for medical or religious reasons.

As provided in this Regulation, ~~Principals~~ *school sites* may establish a protocol that requires pupils to wear SSA. *It is expected that the decision to implement SSA reflects the desires of the school community.* Each school that chooses to participate will separately determine appropriate *student* attire *and* programs *of* ~~for~~ financial assistance *for families seeking help to provide required clothing articles for their student(s).* ~~and work with members of the school community to ensure community involvement~~ *the decision is well based.* The implementation of a SSA policy at a specific school site must adhere to the parameters set forth in this Regulation.

A. Standard Student Attire Policy Determination *and Continuation* ~~Procedure~~ *Process*:

Prior to the implementation ~~and after the second year of an existing~~ of a SSA policy, the individual school considering such a policy will:

Prior to the implementation of an SSA policy, and every third year of an existing SSA policy, the individual school will:

~~1. Establish a SSA site-based committee (SSA Committee) consisting of two (2) students (optional at the elementary level), four (4) parents appointed by the Parent-Teacher Association of the School, four (4) three (3) representatives of the certified staff appointed by the certified staff of the school, one (1) representative of the classified staff appointed by the classified staff of the school, a District administrator appointed by the Superintendent or his/her designee and one (1) Trustee (preferably the Trustee assigned to report on the activities of the site), all acting in an advisory capacity to the site administrator.~~ staff and administration for input and involvement throughout the decision-making process.

1. Establish an SSA site-based committee (SSA Committee) consisting of students, parents, staff and administration. The Committee shall consist of an odd number of members with a minimum of eleven (11) members, including four (4) parents, two (2) students, three (3) representatives of the certified staff appointed by the certified staff of the school, one (1) representative of the classified staff appointed by the classified staff of the school, one (1) District administrator appointed by the Superintendent or his/her designee, and one (1) Trustee (preferably the Trustee assigned to report on the activities of the site), all acting in an advisory capacity to the site administrator.

~~2. The purpose of the SSA Committee shall be to provide input and involvement throughout the decision-making process.~~

2. The purpose of the SSA Committee shall be to provide input and involvement throughout the decision-making process. The SSA Committee shall be provided available research on the advantages and disadvantages of an SSA policy. The site administrator and the SSA Committee shall openly communicate with all stakeholders on all issues regarding SSA protocol and actively seek their input, suggestions, and recommendations through surveys, meetings, and other appropriate means. Timeline:

- a. By November 15 ~~October 21~~ – Create a site-based SSA Committee as described in Section A.1.**
- b. By January 15 – Conduct a survey of families. At least twenty (20) percent of the surveys sent by U.S. Mail to families that make up the population of the student body must be returned and fifty-five (55) percent of the surveys returned must agree to implement the SSA policy. The survey shall pose the sole question as to whether the parent(s) are in favor of ~~support~~ the school adopting a school SSA policy. Pro and con statements and a description of the required Standard Student Attire will be included in the survey. Schools, adopting an SSA Policy will survey their communities every third year. The surveys will be designed, administered and reported by the Director of Accountability and Assessment.**
- c. By February 15 – Publish results of the survey. Hold school/community meetings to gather additional input.**
- d. By May 15 – Notify families of final determination. Notification of a decision to implement an SSA policy for the following year will be given to families that make up the population of the student body, including families having students transitioning from feeder schools, by U.S. Mail, postmarked no later than May 15th of the school year then in progress. The most current student address on file will be used. Notice shall also be publicized on the District website and sent home, for elementary and middle school students, with other school papers. This notification should also identify the SSA clothing and accessory requirements so that SSA articles may be purchased during the summer months prior to the start of the school year. The color and type of all SSA clothing and accessories is to be clearly specified.**

~~3. The Utilize SSA e Committee with **shall be provided** available research on the advantages ~~and~~ disadvantages of a SSA.~~

~~4. The site administrator and the SSA Committee shall ~~O~~ openly communicate with all stakeholders on all issues regarding SSA protocol and actively seek their input, suggestions and recommendations(s) through surveys, meetings, etc ~~and other appropriate means.~~~~

- 3. A decision to implement an SSA policy shall be made jointly by the site administrator and the SSA Committee. The specifics related to student dress shall be determined as provided in Section B below, and a report thereon shall be made to the Board of Trustees at a duly noticed meeting.***

~~Should a decision be made to implement a SSA, the Principal and the site-based *site administrator, with the advice and consent of the SSA c* Committee, shall determine student dress, as provided in Section B.4., below, *and a report thereon shall be made to the Board of Trustees at a duly noticed meeting.*~~

- 4. After a minimum of one (1) year of implementation, with the approval of the site administrator and the SSA Committee, a school may initiate the survey process in order to discontinue implementation of a mandatory SSA policy prior to the expiration of the identified survey cycle.***

- ~~5. Notification of the final decision to implement the SSA protocol for the following year will be sent *given* to families that make up the population of the student body, *including families having students transitioning from feeder schools, by* This will be done via U.S. Mail, and postmarked no later than May 31st of the school year *then* in progress. The most current student address on file will be used. *Notice shall also be publicized on the District website and for elementary and middle school students, sent home with other student papers.*~~

~~*This letter should also identify the SSA clothing and accessory requirements so that SSA articles may be purchased during the summer months prior to the start of school year. The color and type of all SSA clothing and accessories is to be clearly specified.*~~

- 5. Failure to follow the prescribed process will result in the school adhering to Regulation 519.7; Dress and Grooming, to begin at the start of the next school year.***

- ~~6. After a minimum of one (1) *full* school year of implementation, a *the* school *site*, acting through its SSA site-based c Committee, with approval of the *shall conduct a survey in order to determine whether to continue implementation of SSA at the end of the then current school year. The site administrator, with the advice and consent of the SSA Committee, shall report the findings of the survey, and make recommendations for change to the Superintendent, who shall report his determination to the Board of Trustees at a duly noticed meeting.*~~

~~Superintendent/Designee, may initiate a survey process in order to determine whether to discontinue implementation of SSA at the end of the current school year. The Principal shall have authority to determine whether, in light of the survey, the Student Attire Policy should be amended, continued or discontinued in the next school year.~~

- ~~7. *The survey process mentioned in subparagraph 7, above should be conducted every three (3) years*~~

- 6. The survey requirement referenced above shall not apply to school sites which provide services in an alternative school setting/location as identified by the***

Superintendent. It is not practical to survey families at these schools due to the temporary assignment of the student population. Therefore, the site administrator shall have the authority to adopt an SSA policy.

REGULATION No. 519.8 CONTINUED

~~8. The requirement to survey *requirement referenced above*, families does *shall* not apply to schools *sites* which provide services in an alternative school setting/location as identified by the Superintendent/Designee. It is not practical to survey families at these schools due to the temporary assignment of the student population. Therefore, the site Principal *administrator* shall have the authority to adopt SSA.~~

B. Dress Requirements

The ~~Principal~~ *site administrator* and the ~~site-based~~ SSA Committee shall determine SSA requirements, *consistent with the following*:

1. All jeans, pants and trousers must be secured at waist level, have no rips or tears that expose undergarments and/or are located mid-thigh or higher; and sagging is strictly prohibited.

2. Schools will notify families of special occasions exempt from wearing SSA; i.e. spirit days, etc.

~~3. Colors and styles of outerwear, such as *sweaters*, jackets and coats are not required to meet the color or style specifications of SSA. *Site administrators, working with students and families, may determine when outerwear may be worn indoors.*~~

3. Colors and styles of outerwear, such as sweaters, jackets, and coats are not required to meet the color or style specifications of SSA. Site administrators, working with students and families, may determine when outerwear may be worn indoors. Administrators, teachers, and staff may use their discretion as appropriate, based on the temperature in the facility.

4. Colors and styles of shirts and pants shall be left to the SSA ~~site-based~~ Committee, acting with the approval of the ~~Principal~~ *site administrator* and at all times subject to the overall approval of the Superintendent/Designee, *who shall report to the Board.*

C. Compliance Measures

1. Students will be expected to wear the school approved SSA during regular school hours while in attendance at the school or school approved functions. Regular school hours are considered to be the accepted regular school academic day. ~~All~~ *SSA* ~~violations of SSA requirements~~ will result in ~~disciplinary~~ *disciplinary* action ~~in~~ *aligned* ~~ment~~ with the school-based progressive discipline plan.

2. Each school *site* should strive to achieve full compliance through use of positive reinforcement measures and should resort to disciplinary action only when positive measures fail to ensure compliance. ~~In addition, schools shall communicate with parents so that the expectations, rationale, and benefits of SSA are fully understood by the students and his/her *their* family.~~ ***In addition, schools shall communicate with parents so that the expectations, rationale, and benefits of an SSA policy are fully understood by the students and their families.***
3. Since the intent of the protocol is not to inhibit or prohibit any student who is not ~~in~~ ***wearing*** SSA from receiving the education to which he/she is entitled, no student shall receive a lowered academic grade as the result of not complying with the protocol. In addition, prior to initiating any disciplinary action against a student ***who is not in compliance*** ~~complying~~ with the protocol, a conference will be held with the student to give him/her the opportunity to change into SSA. Additionally, ***prior to initiating disciplinary action***, a conference with the parent must be held ~~by with the school Principal~~ ***the site administrator*** to ensure they ***parent(s)*** are aware of the protocol and possible consequences for non-compliance.

REGULATION No. 519.8 — CONTINUED

4. Exemptions

- a. ~~A p~~ ***Parents/guardians*** may apply for their child to be exempt from the SSA policy in the following instances:

- (1) When the parent/guardian can demonstrate a bona fide religious objection to wearing the SSA, ***or***
- (2) When wearing SSA is inappropriate due to a verified medical ***or physical*** condition.

- b. Exemption Procedures

- (1) If ~~the a~~ ***a*** parent/guardian ~~requests~~ ***seeks*** an exemption based upon a bona ~~fide~~ ***fide*** ~~find~~ religious objection, ~~the a~~ ***a*** request for an exemption must include a written statement explaining the religious belief, ***medical or physical condition***, and how it adversely affects the student ~~by from~~ ***from*** complying with the SSA protocol.
- (2) The parent/guardian shall meet with the ~~Principal~~ ***site administrator*** to discuss the SSA protocol and the nature of the objections. The purposes of the meeting ***are to include*** (a) ~~ensure ing~~ ***ensure*** that the parents/guardians understand the reason for and goals of the SSA ~~policy protocol~~; (b) ~~verify ing~~ ***verify*** the accuracy of the information ***contained*** in the parent/guardian written request for an exemption; and (c) ~~prevent ing~~ ***prevent*** fraud or misrepresentation.

- (3) A decision to grant or deny the request for an exemption will be made by the ~~Principal~~ *site administrator, and is subject to review by the Superintendent.*

D. Financial Considerations

1. No student shall be denied attendance at school, penalized or otherwise subject to compliance measures for failing to wear SSA by reason of financial hardship.
2. Each school shall:
 - a. Develop a procedure to identify families in need of financial assistance;
 - b. Work with staff, *the* local school community and business partners to identify resources for assisting families, and
 - c. Assist those identified families to purchase the approved attire.

Adopted: May 25, 2010

Revised: October 9, 2012 - Title Change

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Revisions following Trustee Crossman's meeting with Mr. Stokes on 9/27/13

NRS 392.415

**BOARD OF TRUSTEES
CARSON CITY SCHOOL DISTRICT**

**REGULATION No. 221.1
PROGRAM**

GUIDELINES FOR USE OF AUDIO -VISUAL RESOURCES

**USE OF COMMERCIAL FILMS/VIDEOTAPES/DVD AND OTHER MEDIA IN
SCHOOLS**

Information is available in a variety of media formats in addition to print. Efforts will be made by school librarians and other staff to provide access to such resources as videos, DVDs, sound recordings, internet sites, subscription databases and computer software that support the entire curriculum.

Electronic information resources available via the internet, including subscription reference databases, should be considered as reference resources when possible. Information traditionally available in print reference resources, including encyclopedias, almanacs, etc. is often available in the electronic medium and is updated regularly. Reference databases also provide in-depth articles, current research and quality primary sources, in a format that is convenient to use. All information provided via the internet is pursuant to Administrative Regulation #218, "Internet and Public Network Acceptable Use."

Guidelines for use of Audio-Visual Resources

- I. The use of audio visual resources must be limited to a specific educational purpose. Professional staff should weigh the value of the audiovisual material use against the instructional time it consumes. General selection criteria should include the following;***
 - a. Quality of the overall work***
 - b. Fair and accurate representation of fact***
 - c. The reputation and significance of the writer, director, and/or performer***
 - d. Critical acclaim of the work itself***

- II. The showing of commercial movies in their entirety is strongly discouraged and shall be approved in very few circumstances. These conditions are:***
 - a. If there is no other audiovisual material that addresses the concept being taught and the movie is accurate in its content***
 - b. The value of the movie is so great that it warrants being shown in its entirety***
 - c. It is written into a board-approved curriculum***

The School District respects the judgment of teachers in selecting appropriate videotapes and commercial films. The site administrator should be consulted if there are any questions in the instructor's mind as to the appropriateness of a film or video.

III. Selecting audiovisual and media resources for student use requires the following:

- a. *The teacher is expected to preview the media material.*
- b. *The teacher is expected to demonstrate that the use of media material is appropriate to the age and maturity level of the student, that it contributes to an appropriate classroom instructional objective, and that it does not otherwise consume instructional time.*
- c. *In situations where a movie rating is old or if a movie is not rated at all, a teacher should consult a resource such as <http://www.mpa.org/ratings/what-each-rating-means> to determine whether the material is appropriate for its intended use.*
- d. *It is the responsibility of the school principal to ensure that district guidelines and administrative regulations are followed.*

Elementary (Grades K-5)

Films and videos should have a “G” rating. In cases where “PG” movies or videos are to be shown, parents should be informed in writing and have the right to prohibit the child from seeing a movie.

- a. *The Principal must be notified when a G-rated film or audio visual resource is used in their entirety in the classroom.*
- b. *PG-rated (or the equivalent) commercial or off-air films or video tapes will not be shown unless the Principal determines that the audio visual resource has been selected in accordance with state statute and district administrative regulations. All materials must be consistent with district curriculum guidelines and instructional objectives.*

Prior to using a PG-rated film, the teacher must submit the form titled Request to Utilize a Commercial or Off-Air Film or Video Tape and Film and Video Classification Guide (both found in the appendix of this regulation) to the Principal for consideration. Approval for classroom use of a PG-rated film requires the Principal’s signature on the form.

If a PG rated film is approved by the Principal, the teacher must then notify the parents of the intent to show the film. Using the form titled Parent Notice and Permission (found in the appendix of this regulation) teachers must obtain the signature of the parent or guardian prior to the student being permitted to view a PG-rated audio visual resource in the classroom. This process is to be used for any PG-rated (or equivalent) material used during the year.

Parents shall have the opportunity to opt their student out of any movie. Teachers will provide an educationally relevant alternative lesson for students who have opted out of any movie. Students opting out shall be treated discreetly and with respect.

- c. *PG-13 and R-rated films (or the equivalent) will not be shown in the elementary schools.*

- d. *Any materials recorded from off-air TV/Cable/Satellite and used in the district should be used in compliance with Public Law 94-553, Sections 106 and 107, of the Copyright Revision of 1976.*
- e. *Specific materials used in established district programs, such as Sex Education, Family Life, AIDS Education, and Child Assault Prevention, should be used only in accordance with established administrative regulations and Nevada Revised Statute 389.065*

Secondary (6-12)

Parents should be informed in writing of the use of "PG" or "R" rated material and have the right to prohibit a student's access.

Middle School (Grades 6-8)

- a. *The principal must be notified when any G and PG (or equivalent) rated, or non-rated audio visual resources are used in their entirety in the classroom.*
- b. *PG-13 rated (or equivalent) commercial or off-air films or video tapes will not be shown unless the Principal determines that the audio visual resource has been selected in accordance with state statute and district administrative regulations. All materials must be consistent with district curriculum guidelines and instructional objectives.*

Prior to using a PG-13 (or equivalent) rated film, the teacher must submit the form titled Request to Utilize a Commercial or Off-Air Film or Video Tape and Film and Video Classification Guide (both found in the appendix of this regulation) to the Principal for consideration. Approval for classroom use of a PG-13 film requires the Principal's signature on the form.

If a PG-13 (or equivalent) rated film is approved by the Principal, the teacher must then notify the parents of the intent to show the film. Using the form titled Parent Notice and Permission (found in the appendix of this regulation) teachers must obtain the signature of the parent or guardian prior to the student being permitted to view a PG-13 rated audio visual resource in the classroom. This process is to be used for any PG-13 (or equivalent) rated film used during the year.

Parents shall have the opportunity to opt their student out of any movie. Teachers will provide an educationally relevant alternative lesson for students who have opted out of any movie. Students opting out shall be treated discreetly and with respect.

- c. *R-rated films will not be shown.*
- d. *Any materials recorded from off-air TV/Cable/Satellite and used in the district should be used in compliance with Public Law 94-553, Sections 106 and 107, of the Copyright Revision of 1976.*

- e. *Specific materials used in established district programs, such as Sex Education, Family Life, AIDS Education, and Child Assault Prevention, should be used only in accordance with established administrative regulations and Nevada Revised Statute 389.065*

High School (9-12)

- a. *The Principal must be notified when any G, PG (or equivalent) rated, or non-rated audio visual resource is used in their entirety in the classroom.*
- b. *PG-13 rated (or equivalent) commercial or off-air films or video tapes will not be shown unless the Principal determines that the audio visual resource has been selected in accordance with state statute and district administrative regulations. All materials must be consistent with district curriculum guidelines and instructional objectives.*

Prior to using a PG-13 (or equivalent) rated film, the teacher must submit the form titled Request to Utilize a Commercial or Off-Air Film or Video Tape and Film and Video Classification Guide (both found in the appendix of this regulation) to the Principal for consideration. Approval for classroom use of a PG-13 film requires the Principal's signature on the form.

If a PG-13 (or equivalent) rated film is approved by the Principal, the teacher must then notify the parents of the intent to show the film. Using the form titled Parent Notice and Permission (found in the appendix of this regulation) teachers must obtain the signature of the parent or guardian prior to the student being permitted to view the audio visual resource in the classroom. This process is to be used for any PG-13 (or equivalent) rated film used during the year.

Parents shall have the opportunity to opt their student out of any movie. Teachers will provide an educationally relevant alternative lesson for students who have opted out of any movie. Students opting out shall be treated discreetly and with respect.

- c. *R-rated, NC-17, and X-rated films will not be shown.*
- d. *When unrated commercial films and videos from an outside source are shown at any grade level in its entirety, the Principal must be notified and his/her written approval given. For this purpose, use the Request to Utilize a Commercial or Off-Air Film or Video Tape and Film and Video Classification Guide forms found in the appendix of this regulation. The Principal will determine whether written parental approval shall be required. No such resource shall be shown unless the Principal determines that it has been selected in accordance with state statute and district administrative regulations. All materials must be consistent with district curriculum guidelines and instructional objectives.*

- e. *Any materials recorded from off-air TV/Cable/Satellite and used in the district should be used in compliance with Public Law 94-553, Sections 106 and 107, of the Copyright Revision of 1976.*
- f. *Specific materials used in established district programs, such as Sex Education, Family Life, AIDS Education, and Child Assault Prevention, should be used only in accordance with established administrative regulations and Nevada Revised Statute 389.065*

Violence

~~Movies or videos selected for use should not depict graphic violence or bloody scenes unless the instructor can show cause related to curricular goals: i.e., historical representations of war, etc.~~

Profanity

~~Media selected should not include profane or vulgar language beyond the possible use of "damn" or "hell."~~

Nudity/Sexual Implications

~~Nudity without specific educational purpose is not acceptable. Nudity which has sexual implications or is added for excitement is not acceptable. It may be possible for teachers to utilize films or videotapes which violate these guidelines if, through editing, the objectionable material can be eliminated and the site administrator agrees that the changes allow the film to meet the above guidelines.~~

Violence/Profanity/Nudity/Sexual Implications

Resources containing or depicting frequent and /or excessive violence, profanity, nudity, or explicit sexual situations are not to be used in schools. Resources that have been approved by the Family Life Committee are permitted for use within the appropriate venue, course, or program. When using resources documenting historically significant or educationally relevant events, activities, music, or art, the teacher is expected to use the highest level of professional discretion when selecting resources for use in the classroom. If at any time a teacher is uncertain whether a resource being considered for use with students is appropriate, the Principal should be consulted.

If through editing, objectionable material can be eliminated from the resource and if the Principal agrees that the changes allow the resource to meet the guidelines set forth in this regulation, the teacher may utilize the edited version.

Adopted: October 1, 1983

Revised: March 24, 2009

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**BOARD OF TRUSTEES
CARSON CITY SCHOOL DISTRICT**

**REGULATION No. 221.1
Classification Guide**

FILM AND VIDEO CLASSIFICATION GUIDE

All unrated commercial films and videos and materials recorded from off-air TV/Cable/Satellite, used in the Carson City School District should be screened by the teacher before use in the classroom to ensure that:

1. The material is appropriate to the age and maturity level of the students
2. It contributes to an appropriate classroom instructional objective

Only A-level films should be shown at the elementary level. A and B-level films may be shown at the middle school level and high school level; however, B-level films may be shown only after the Principal and parents have been notified and their written approval given. No films with frequent and/or excessive violence, profanity, frontal nudity, explicit sexual situations will be shown in the schools.

VIOLENCE	A – Minimal violence B – Some violence, but no extremely bloody scenes
PROFANITY	A – No swearing B – Infrequent use of profane words
NUDITY	A – No nudity B – Very limited glimpses of exposed body parts
SEX	A – No sexual situations B – Some implied sexual situations

Adopted:

**BOARD OF TRUSTEES
CARSON CITY SCHOOL DISTRICT**

**REGULATION No. 221.1
Notification/Permission Form**

PARENT NOTIFICATION AND PERMISSION

This form is notice that your student's teacher plans to use a commercial/off-air film or videotape in the classroom. The Principal has been consulted and approves of this classroom activity. The information regarding the film and its purpose in the classroom is listed below. Following your review of the information, please determine whether or not you want your student to participate in watching the film, then sign the form and return it to the teacher. If you prefer not to have your student watch the film, he/she will be given an educationally relevant and time equivalent assignment in a separate, supervised, location.

For a full review of the Board of Trustees Administrative Regulation on Guidelines for Audio-Visual Resources, please visit our webpage at www.carsoncityschools.com.

Requested by: _____

Title of film or videotape: _____

Grade level and subject: _____

Proposed date, time, period: _____

Please check the appropriate classification below:

Rated commercial motion picture or video Rating: _____

Unrated commercial motion picture or video Material recorded from off-air TV/Cable

Teacher's review of objectionable content – Please see Film and Video Classification Guide

Violence _____ Profanity _____ Nudity _____ Sex _____

The specific district adopted course of study objective that will be achieved by showing this film is: _____

The learning outcome that will be accomplished by showing this film or videotape is: _____

My student _____ is or is not approved to watch the film:

Student's Name

Parent Signature: _____ Date: _____

SUPERINTENDENT EVALUATION

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><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><u>RATING:</u></p> <p>___ SUPERIOR</p> <p>___ VERY SATISFACTORY</p> <p>___ SATISFACTORY</p> <p>___ NEED TO IMPROVE</p>

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><u>RATING:</u> <input type="checkbox"/> SUPERIOR <input type="checkbox"/> VERY SATISFACTORY <input type="checkbox"/> SATISFACTORY <input type="checkbox"/> 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><u>RATING:</u> <input type="checkbox"/> SUPERIOR <input type="checkbox"/> VERY SATISFACTORY <input type="checkbox"/> SATISFACTORY <input type="checkbox"/> 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><u>RATING:</u> <input type="checkbox"/> SUPERIOR <input type="checkbox"/> VERY SATISFACTORY <input type="checkbox"/> SATISFACTORY <input type="checkbox"/> 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. • Establishes procedures for dealing with emergencies such as weather, threats to schools, student bullying, violence and trauma. 	<p><u>RATING:</u> <input type="checkbox"/> SUPERIOR <input type="checkbox"/> VERY SATISFACTORY <input type="checkbox"/> SATISFACTORY <input type="checkbox"/> NEED TO IMPROVE</p>

SUPERINTENDENT PERFORMANCE STANDARDS

Page 2

<p>Educational Program/Curriculum Planning Development</p> <ul style="list-style-type: none">• 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.	<p><u>RATING:</u> ___ SUPERIOR ___ VERY SATISFACTORY ___ SATISFACTORY ___ NEED TO IMPROVE</p>
<p>Instructional Leadership, Professional and Leadership Development</p> <ul style="list-style-type: none">• 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.	<p><u>RATING:</u> ___ SUPERIOR ___ VERY SATISFACTORY ___ SATISFACTORY ___ NEED TO IMPROVE</p>
<p>Human Resources Management/Staff and Personnel Relations</p> <ul style="list-style-type: none">• 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.	<p><u>RATING:</u> ___ SUPERIOR ___ VERY SATISFACTORY ___ SATISFACTORY ___ NEED TO IMPROVE</p>

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

CARSON CITY SCHOOL DISTRICT - STAFF INFORMATION

October 22, 2013

ADMINISTRATIVE 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					

CERTIFIED STAFF

2013-2014 - NEW HIRES				
Name	Position/Subject	Location	Hire Date	New/Replace
Rhonda Berning	STEM Teacher (Remainder of Year ONLY)	Carson Middle School	TBD	Replace - FY 14
Julie Tuttle	4th Grade (Remainder of Year ONLY)	Mark Twain Elementary	TBD	New - FY 14

2012-2013 - RESIGNATIONS/RETIREMENTS					
Name	Position/Subject	Location	Hire Date	Term Date	Resign/Retire
Adam Coyan	Science Teacher	Carson High School	8/14/2013	10/11/2013	Resignation

CARSON CITY SCHOOL DISTRICT - STAFF INFORMATION

October 22, 2013

CLASSIFIED STAFF

2013-2014 - NEW HIRES				
Name	Position/Subject	Location	Hire Date	New/Replace
Stacy Kelly	Para Professional I (1 Year ONLY)	Bordewich/Bray Elementary	TBD	New - FY 14
Angela Swain	Bus Attendant for Disabled Students	Transportation Department	TBD	Replace - FY 14

2012-2013 - RESIGNATIONS/RETIREMENTS					
Name	Position/Subject	Location	Hire Date	Term Date	Resign/Retire
Gordon Smiley	Warehouse Specialist	Material Services - Operations	8/14/1989	9/30/2013	Retirement
Isabel Zahtilla	Para Professional IV	Carson High School	9/4/2008	10/11/2013	Retirement

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					