

CARSON CITY SCHOOL DISTRICT
1402 West King Street
Carson City, Nevada
Tuesday, August 27, 2013

SCHOOL BOARD MEETING

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

CALL TO ORDER – 7:00 P.M.

1. Flag Salute: **Steve Reynolds**

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. Superintendent’s Report – **for information only.**
 *Follow-up on inquiries made to the Superintendent
 - Announcements

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

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

6. 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.**

7. Informational Update on Construction Projects Associated with Single Points of Entry at Carson High School, Pioneer High School, Fritsch Elementary School, Mark Twain Elementary School, Fremont Elementary School, Bordewich Bray Elementary School and the Early Childhood Center – **for discussion only.**

Keith Shaffer

8. Discussion on the following Revised CCSD Regulations: Regulation 519.8, Standard Student Attire; Regulation 706.1, Key Protocol – **for discussion only.** **Richard Stokes**
9. Adoption of CCSD Test Security Plan for the 2013-2014 School Year, as Required by NRS 389.620 – **for possible action.** **Susan Keema**
10. Approval of Consent Agenda – **for possible action (public comment will be taken prior to any action).**

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

- a. Approval and Ratification of Purchase Orders and Payables, and Authorization for Signing of Warrant Registers, Payroll Journals and other orders for goods and services for Processing and Payment.
 - b. Approval of 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
11. Requests for Future Agenda Topics
12. Adjournment

A copy of the Agenda of this meeting has been posted before 9:00 AM on Thursday, August 22, 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

August 27, 2013

EXECUTIVE SUMMARY

7. Informational Update on Construction Projects Associates with Single Points of Entry at Carson High School, Pioneer High School, Fritsch Elementary School, Mark Twain Elementary School, Fremont Elementary School, Bordewich Bray Elementary School and the Early Childhood Center

Mr. Shaffer will update the board on design, permitting and pre-construction activities associated with the Single Points of Entry and Controlled Access Features, as well as other Bond Master Plan projects within the District.

8. Discussion on the following Revised CCSD Regulations: Regulation 519.8, Standard Student Attire; Regulation 706.1, Key Protocol

As operational conditions change within the schools, the Board and Administration regularly take steps to improve efficiencies or address conditions that require modification. As such, Regulations are under constant review. For your review and input are Regulation 519.8 Standard Student Attire and Regulation 706.1 Key Protocol.

Regulation 519.8 Standard Student Attire:

This recommended change is the result of Board discussion on the topic. Recommended changes include 1) a description of the membership requirements of the Standard Student Attire site committee, 2) a brief description of the purpose and function of the Standard Student Attire site committee, 3) a brief description of how a decision to implement SSA will occur, 4) how parents will be notified when the decision has been made to implement SSA and what will be included in the notification, 6) direction on survey requirements regarding whether to continue SSA following its implementation and the time-frame to conduct subsequent surveys, and 7) other clarifying language.

Regulation 706.1 Key Protocol:

This regulation is new. Its implementation is intended to provide a consistent and standardized process for managing our key/building locking systems. The goal of the Regulation is to provide an additional measure of safety and security for students, staff, the public, and the buildings. The Regulation gives direction to site administrators, supervisors, staff, and the public on key issuance and building access. The Regulation defines access hours to District buildings as 6 AM to 9:30 PM on week-days and 10 AM to 3 PM on week -ends with no access on snow-days or District approved calendar holidays.

Mr. Stokes will introduce both Regulations and respond to discussion and questions. This item is for discussion only.

9. Adoption of CCSD Test Security Plan for the 2013-2014 School Year, as Require by NRS 389.620

Per NRS 389.620, the Board of Trustees for each District is required to adopt a Test Security Plan. The plan must establish procedures to ensure security of all State and local assessments pursuant to NRS 389.015 and NRS 389.550.

- a. Included in your board packet for your review, you will find a copy of the *Plan for Test Procedures and Security Plan* for the Carson City School District.

- b. The Board of Trustees must also provide a written notice summarizing the plan to all students, legal guardians and school employees. The enclosed brochure titled, *Test Security Plan* serves as the District's written summary.

Upon approval, the Carson City School District *Plan for Test Procedures and Security Policy* will be submitted to the Nevada Department of Education on your behalf.

**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. Each school that chooses to participate will separately determine appropriate attire, programs for financial assistance 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 Procedure:

Prior to the implementation of a SSA policy, the individual school considering such a policy will:

1. Establish a SSA site-based committee (*SSA Committee*) consisting of *two (2) students, four (4) parents appointed by the Parent-Teacher Association of the School, four (4) 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.~~
2. *The purpose of the SSA Committee shall be to provide input and involvement throughout the decision-making process.*
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* ~~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.*
5. 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 e 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.*

6. 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 SSA articles may be purchased during the summer months prior to the start of school. The color and type of all SSA clothing and accessories is to be clearly specified.

7. After a ~~minimum~~ of one (1) **full** school year of implementation, a ~~the~~ **school site**, acting through its SSA ~~site-based~~ Committee, with approval of the ~~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.
8. **The survey process mentioned in subparagraph 7, above should be conducted every three (3) years.**

REGULATION No. 519.8 — CONTINUED

9. 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.*
4. Colors and styles of shirts and pants shall be left to the SSA ~~site-based~~ Committee, acting with the approval of the Principal 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~~ ~~v~~ ~~violations~~ *of SSA requirements* will result in 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 student and his/her family.
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, a conference with the parent must be held with ~~the school Principal~~ *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** parent/guardian ~~requests~~ **seeks** an exemption based upon a bona ~~fide~~ **fide** religious objection, ~~the~~ **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** 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 purpose of the meeting includes (a) ensuring that the parents/guardians understand the reason for and goals of the SSA protocol; (b) verifying the accuracy of the information in the parent/guardian written request for an exemption; and (c) preventing 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, local school community and business partners to identify resources for assisting families
 - c. Assist those identified families to purchase the approved attire

Adopted: May 25, 2010

Revised: October 9, 2012 - Title Change

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**BOARD OF TRUSTEES
CARSON CITY SCHOOL DISTRICT**

**REGULATION No. 706.1
PROPERTY**

KEY PROTOCOL

Purpose

The purpose of this procedure is to maintain the safety and security of Carson City School District staff, students and public buildings, and their contents, to establish responsibility for key control, obtain authorized permission to access District facilities and to communicate this information to staff and the public.

Objective

To develop and maintain a consistent, standardized master keying system, utilizing a patented master keyway system and software archive system, which provides appropriate levels of safety and security to Carson City School District properties and persons.

To administer a keying system that allows Site /School to control, document and track access to their own facilities and areas independently from other Sites /School.

To establish updated guidelines based on safety and security requirements.

To be used as a guide to secure additional or new District facilities and reduce the cost of call backs.

Definitions

Key Authority: The site designated employee to authorize all key requests within a Site /School.

Skilled Building Maintenance Worker: The only maintenance staff personnel authorized to make keys, access archive system, and assign or perform repairs to Keying System.

Keying System: A unique and patented key configuration designed for Carson City School District that limits the variety of keys which can be used without compromising security. The system is comprised of several master keyed areas.

Key Request: Service request entered into the district Computerized Work-order System to have a key made, lock work or repairs on secured entries. Use code 25.

Key Safe: Secure vault or lockbox used to store and manage key inventory at sites.

Room/Area Key: Will operate only one lock

REGULATION No. 706.1 CONTINUED

- Teachers' room, lounge, workrooms, closet/store room, restroom, etc.
- One per teacher, one spare in safe

Site Master Key: Will operate all locks under one Master Key and issues are limited.

Grand Master Key: Will operate all locks District-wide under one Grand Master Key.

Site Gate Key: Will operate all gates on a specific Site.

Grounds Gate Key: Will operate all exterior gates in the district

Procedures:

Key Safe or School Vault: Each school will have a Key Safe or school vault in which all unassigned keys are to be stored.

Issuance of Keys: The Principal or Site Administrator shall designate a site employee as a 'Key Authority' to issue keys and maintain accurate records of each key issued / returned.

The Principal or Site Administrator may delegate the procedures involved in administering this policy, but they cannot delegate the responsibility.

The site 'Key Authority' shall maintain an up-to-date record of the distribution of all keys. At the beginning of each school work year, keys shall be issued to teachers and other annualized employees. All requests received for keys shall be documented on a Key Receipt form signed by the recipient and approved by the Principal or site administrator. (Form A)

All keys held by persons, other than 12 month employees, shall be turned in as part of the checkout procedures at the end of each school year or work period. These keys shall be kept in a vault or safe until reissued. Keys no longer needed on site shall be returned to the lock shop.

An annual audit of the key receipt/record form by the Principal or Site Administrator shall be performed on all keys, and may be reviewed by Operations. Employees that transferred to another department must return their keys to that site on or before transfer date. Employees that terminate employment; changed programs; fulfilled contract; etc., those keys must be accounted for before clearance is granted from District office or final check will be held.

Employees shall only use District keys for access to their assigned work area and must lock and verify the door is secure when leaving their work area.

The classroom teacher is to be issued only the keys to accomplish their assigned duties. At no time shall a classroom teacher be issued a master key or gate key.

REGULATION No. 706.1 CONTINUED

Teachers' assistants shall be defined as a district employee and may be allowed to possess the required keys for assigned duties at school district facilities.

Substitutes or Temporary Employees may check-out key but must without exception, turn in all check-out keys:

- A. At the end of each school day;
- B. At the conclusion of the substitute assignment.

If this property is not returned promptly, the substitute paycheck will be withheld until this property is returned.

Authorized personnel needing keys for holidays or summer break will be issued keys which limit access to the room(s) area(s) necessary for your activities. Prior written approval by the Principal or Site Administrator must be obtained. Access will be restricted outside of contract days. Access hours: 6:00 am – 9:30pm/Weekday; 10:00 am – 3:00 pm/Saturday and Sunday (principals may choose to close their buildings on Sunday). The schools will be closed to all staff on Snow Days and District Approved Calendar Holidays.

The issuance for Grand Master keys must have the written approval from the Manager of Operation Services.

Site Master Keys shall be issued to Site Administrators, Lead / Head Custodians, Custodians, Office Managers and Administrative Secretaries.

The Principal or Site Administrator shall arrange to have main exterior doors of building opened and closed as necessary and coordinate alarms.

NOTE: It is important to keep the number of master and specialized keys to a minimum to maintain site safety and security.

No keys are to be duplicated except through a Maintenance Department work-order. Only authorized personnel of the District Lock shop are authorized to duplicate keys. Duplication by anyone else is in willful violation of this protocol. The employee will be held financially liable where damage or loss to District property results from such action.

*Padlocks, cabinet locks, or door locks shall not be added or installed on District owned grounds or properties except as authorized by the Manger of Operation Services.

All keys shall be retained in the possession of the person to whom they are issued at all times. Keys will not be loaned out or left on desks. **Keys are never to be given to students, volunteer, or non-district employee for any reason, accept by Operations check-out procedure.**

REGULATION No. 706.1 CONTINUED

Contractor Keys:

Operation Services will be responsible for issuing keys to outside contracted person(s) needing access to their Site/School. All keys must be checked in and out on a daily basis unless they have been given special permission from the Manager of Operation Services.

Lost/Stolen Keys:

All lost, stolen, or damaged keys at sites, are to be reported immediately to the Principal or Site Administrator

- A. Immediate notification will be in person or by phone.
- B. Immediate notification will be followed up by completing a "Lost Key Report" form.
- C. A copy of this form is to be kept on site & Operations for safety and security purposes.

If the security of a building or the District has been compromised, it will be the responsibility of the Principal or Site Administrator to notify:

- 1) Lead Safety Officer
- 2) Manager of Safety Services
- 3) Manager of Operation Services

* If key(s) or lock(s) must be changed or replaced for security reasons, actual cost of re-keying may be charged to the individual to whom the keys were issued.

Disciplinary Action:

* Failure to comply with the provision of this policy will invoke the progressive discipline procedures pursuant to the respective negotiated agreements and practices.

Adopted: ??

Introduction

The Carson City School District administers Achievement and Proficiency examinations to pupils in grades 3 through 12 on an annual basis. Students are assessed in the areas of Reading/Language Usage, Writing, Mathematics, Science and Career Technical Subjects. For the 2013-14 school year these assessments include, but are not limited to:

- ◆ Measures of Academic Progress [MAP] (grades K-9)
- ◆ Criterion Referenced Tests [CRT] (grades 3-8)
- ◆ Writing (grades 5,8&11)
- ◆ High School Proficiency Exam [HSPE] (grades 10-12)
- ◆ National Assessment of Educational Progress [NAEP] (grades 4,8&12)
- ◆ Career, Technical & Adult Education [CTE] (grades 10-12)

This document has been prepared to describe the District's test security plan. A complete copy of the security plan, *Plan for Test Procedures and Security Policy*, can be obtained at any school office, the Carson City School District website, and in hard copy form in the Educational Services Office, 1402 W. King St., Carson City.

Purposes of the Assessment Program

The purpose of the Carson City School District assessment program is to identify individual student needs and appropriate curriculum or instructional modifications, based upon the skills and concepts tested. Longitudinal tracking of statistical data will demonstrate content areas of learning strength and deficiency. It is the intent of the district testing program to gather and report data that are accurate, meaningful and professionally sound. In addition, proficiency exams are required to earn a high school diploma.

Instructional Use of Examinations

The use of test and/or examination data is to encourage analysis of results and to assist in planning for instructional improvement at every level, i.e., student, classroom, grade level, school, or district. The statistical data and other information received from assessments are most effectively used for diagnostic and prescriptive purposes to improve the curriculum and instructional program.

Parent/Guardian Notification

Notifying parents/guardians of the Carson City School District testing program is considered to be an important integral part of overall assessment orientation and preparation. All school administrators and teachers are encouraged to communicate with the parents/guardians of affected students about one month before the actual testing.

To maximize the opportunity for appropriate use of assessment results and in accordance with NRS 389.015, not more than 10 working days after a school district receives the results of the examinations, the superintendent of each school district shall certify that the results of the examinations have been transmitted to each school within the school district. Except as otherwise provided, not more than 15 working days after each school receives the results of the examinations, the principal of each school shall certify that the results for each pupil have been provided to the parent or legal guardian of the pupil (a) during a conference or (b) by mailing the results to the last known address of the parent or legal guardian.

If a pupil fails the High School Proficiency Examination, the school shall notify the pupil and the parents or legal guardian of that pupil as soon as practicable but not later than 15 working days after the school receives the results of the examination.

Examination Administration Procedures

Students should only bring required materials to the test examination session: soft #2 pencils and calculators, if authorized by the state, district or publisher. All other materials--including test booklets, writing test prompts, answer sheets and scratch paper--will be provided at the testing location.

Tests are not to be distributed to those who will administer them until the prescribed date for test administration. When not in the school's locked test storage cabinet or in classrooms used for test administration, test materials should not be left in any area to which students or others have unsupervised access.

NRS 389.015 indicates that all items contained in Nevada Proficiency Examination Program examinations and the approved answers are confidential. Disclosure of test items, testing materials or approved answers used for ANY state-mandated assessment is unlawful and constitutes grounds for revocation of licensure or other penalty, unless a person has written authorization in advance from the Nevada Superintendent of Public Instruction.

Sufficient teachers or proctors will be provided to supervise and monitor the assessment. Teachers and proctors are responsible for verifying the identification and eligibility of each student. At the secondary level, this may necessitate checking student I.D. cards or drivers' licenses. Test administrators must follow all instructions given in the administration manuals for each test. Test administrators, proctors, or other adults may not provide assistance of any kind beyond making certain that students understand the instructions for taking the test.

Only individuals who have participated in annual training are allowed to administer or proctor an examination Primary responsibility for test administration **must not** be given to unlicensed personnel, student teachers, paraprofessionals,

emergency substitutes, and parents or community volunteers. The teacher/proctor should continually walk through the classroom during the time allocated for the test. Sitting down throughout the assessment period is inappropriate. Additional instructional materials, beyond those specified in test administration instructions, or approved by an IEP committee, cannot be provided to students for use during a test administration. Failure to strictly adhere to consistent and uniform test administration procedures may result in the invalidation of student scores.

At no time during testing can students be left unattended with test and/or examination materials.

Upon completion of testing, all materials are to be returned to the appropriate school administrator in a timely manner. All test examination booklets or copies of examinations must be accounted for when they are returned to the school administrator. The school administrators will, in turn, verify by signature that all test booklets that were received at the school are returned to the Educational Services Office.

Examination Item Security and Confidentiality

The test and/or examination items, problems or questions contained in all Carson City School District examinations, and the approved answers for grading them, are confidential. Under no circumstances shall copies of writing test prompts or examination booklets, marked answer sheets, or answer keys be generally circulated among faculty, administrators or other persons, except for test administration.

School administrators, teachers, proctors (or any other school personnel) are NOT allowed to review the test contents for any reason, nor are any individuals allowed to copy, scan or make notes on test content.

Carson City School District

Assessment Calendar for 2013-14

Assessment **Grade level(s)** **Date(s)**

MAP	K-9 th	Sept. 9 th -Nov. 30 th
MAP	K-9 th	Dec.1 st -Feb.28 th
MAP	K-9 th	March 3 rd -May 23 rd
Writing	5 th / 8 th	March 24 th – April 14 th
CRT	3 rd - 8 th	April 28 th –May 2 nd
CTE	10 th -12 th	March 24 th - April 11 th
ELPA		Feb. 20 th -March 28 th

HSPE-High School Proficiency Exam

Math/Reading /Science	11 th , 12 th	Nov. 4 th – 8 th
Writing	11 th , 12 th	Nov. 6 th
Math/Reading/ Science	10 th , 11 th , 12 th	March 3 rd – 7 th
7 th Writing	11 th , 12 th	March 5 th
Math/Reading/Science	12 th	May 5 th – 7 th
Writing	12 th	May 7 th
Math/Reading	12 th	July 7 th -11 th
Writing	12 th	July 9 th

If you have any questions about this brochure, please contact:

Carson City School District

Educational Services Department

P.O. Box 603

Carson City, NV 89702

(775) 283-2110

C.C.S.D. Test Security Plan

2013-14

Scoring and Reporting

Scoring, whether completed by the State of Nevada or a private vendor, will be handled in accordance with the publisher's directions and using the norms for the appropriate test and/or examination level and time of year.

Reporting the test scores of individual students to anyone other than authorized school personnel, the student's parent/guardian, or the student is a violation of the privacy rights of the individual. Any research conducted within Carson City School District that may deal with student test and/or examination scores must first be approved in writing by the Associate Superintendent of Educational Services, who will ascertain that individual confidentiality will be fully maintained.

In view of the many variables involved in assessment, it is considered inappropriate to compare only test scores without consideration of other factors, such as population tested, transiency rates, socioeconomic factors of the population, dropout rates, etc.

Reporting Suspected Breaches or Irregularities

In accordance with NRS 391.600 through 391.648, all pupils, school officials and others are strongly encouraged to report any suspected irregularities in testing administration or testing security. A person who willfully discloses untruthful information concerning testing irregularities shall be guilty of a misdemeanor and is subject to disciplinary action.

A teacher or administrator may be demoted, suspended, dismissed or not re-employed, or his/her license may be suspended for failure to observe and carry out state or school district plans for ensuring the secure administration of required examinations.

Procedures for Reporting Security Breach

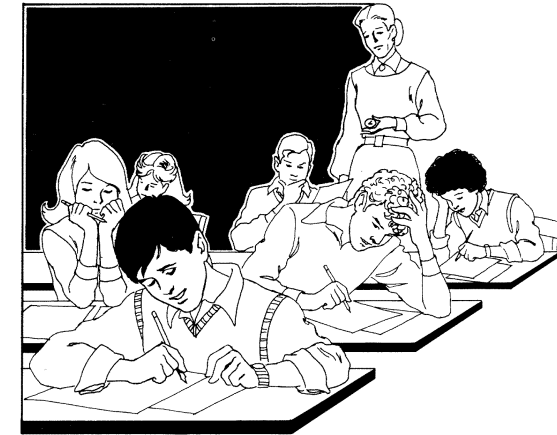
In the event of any suspected breach of test security or unauthorized disclosure of test content, this sequence should be followed:

1. **The situation must be immediately reported to the school principal and/or school test coordinator**
2. The principal must immediately report the breach of test security to the Associate Superintendent of Educational Services and initiate the investigation process.
3. The Associate Superintendent of Educational Services will communicate with members of the Board of Trustees (and appropriate District level administrators) about the suspected breach or unauthorized disclosure.
4. Within 24 hours, the Associate Superintendent of Educational Services (representing the Board of Trustees) will report any breach of test security to the proper Test Security personnel at the Department of Education.
5. The school principal, with assistance from the Associate Superintendent of Educational Services (representing the Board of Trustees), will conduct a thorough investigation of the irregularity in accordance with NRS 389.628.
6. The school principal must provide a completed Report of Test Irregularity in the Nevada Proficiency Examination Program form to the Associate Superintendent of Educational Services within 7 days after the incident occurred.
7. Test Security personnel from the Department of Education will conduct a review of the information and take appropriate action. Disciplinary action may be taken against individuals if it is determined that a breach in security or confidentiality of a test's questions or answers, or intentional failure to carry out this plan has occurred.



2013-2014

TEST SECURITY PROCEDURES



Used In The
Carson City School District

August 2013



Carson City School District

Plan for Test Procedures and Security Policy

2013-2014 DRAFT

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Introduction

The *Plan for Test Procedures and Security Policy* is intended to articulate clear and consistent guidelines for the administration of state and district-mandated tests in the Carson City School District for all employees who administer tests or who assist with the testing program. It is intended for use with the state test security manual, *Test Security Procedures for Nevada Proficiency Examinations*.

The intent of this plan is to focus upon the standardization and professionalism of the testing policies and procedures within the Carson City School District. This plan was adopted by the Board of Trustees on August 27, 2013. For additional information, contact the Educational Services Department, Carson City School District, at 283-2110.

Statement of Responsibility

Responsibility for proper administration of the Nevada Proficiency Examination Program (NPEP) and Carson City School District testing program is shared by all District employees.

1. In accordance with Nevada Administrative Code (NAC) 389.054, on or before September 15, the principal of each school shall submit to the Educational Services Office (for submission to the Department of Education) a copy of the ASSURANCE FORM (Authorization to Administer the Nevada Proficiency Examination and Other State Assessments). **Ultimately, it is the school principal who bears the responsibility for test administration.**
2. Each teacher and other administrative or classified personnel involved with the testing program will annually receive training and acknowledge (in writing) that s/he has received a copy of this *Plan for Test Procedures and Security Policy* and/or the *Test Security Plan* brochure, has read the plan, and understands the plan.
3. Teachers and other administrative or classified personnel involved with the testing program will attend the school site meeting where this information will be discussed. Only individuals who have participated in the annual training can be allowed to administer or proctor an examination unless a special training has been provided for them prior to administration of the test. **Primary responsibility for test administration must never be given to unlicensed personnel, student teachers, paraprofessionals, emergency substitutes, or parent and community volunteers.** They may be utilized as proctors, but must receive current test security and administration training. EXCEPTION: Provided it is not a violation of district testing procedures, qualified paraprofessionals who have certified on the WIDA website (www.wida.us) for the appropriate assessments may administer the Speaking (all grades) and Kindergarten portions of the ELPA. Administration must occur under the direct supervision of assigned, licensed personnel who are trained in the 2013-14 test security and administration training procedures. A copy of the sign-in sheet for the school site meeting must be sent to the Educational Services office.
4. Each school will produce a school test security plan that will be kept on file at the school site (and a copy sent to the Educational Services Office). The school plan must be consistent with the procedures outlined in the district plan and must include, but is not limited to:
 - a. Site-specific provision for locked storage and access.

- b. The manner in which materials will be distributed, collected, and returned.
- c. The names of the individuals responsible for carrying out the procedures.
- d. Procedures for handling students who require additional time for testing.
- e. Permissible activities.

An **Acknowledgment** intended for use by teachers and all other appropriate district employees who participate in any aspect of the testing program is included on page 15 of this document. Copies of applicable sections of NRS 389 are also attached (pages 19 – 23).

Purposes of the Assessment Program

The purpose of the Carson City School District assessment program is to identify individual student needs and appropriate curriculum or instructional modifications, based upon the skills and concepts tested. Longitudinal tracking of statistical data will demonstrate content areas of learning strengths and deficiencies. Statistical data can also be used to establish comparisons among students in the district, in the state, and in the nation. It is the intent of the District testing program to gather and report data that are accurate, meaningful and professionally sound. The professional integrity of every certified or classified employee of the district is, therefore, required for the effective implementation of this program.

Instructional Use of Examinations

The use of examination data is to encourage analysis of results and to assist in planning for instructional improvement at every level, i.e., student, classroom, grade level, school, or district. The statistical data and other information received from examinations are most effectively used for diagnostic and prescriptive purposes to improve the curriculum and instructional program.

Parent/Guardian Notification

Notifying parents/guardians of the Carson City School District testing program is considered to be an integral part of test orientation and preparation. School administrators and teachers are encouraged to communicate with the parents/guardians of affected students about one month before the actual testing. Written notice regarding tests and examinations mandated by the state or school district will be produced by the Educational Services office and distributed to staff, parents and/or legal guardians of all students, no later than September 30. *A copy of the Carson City School District 2013-2014 testing calendar can be found on page 14 of this document.*

To maximize the opportunity for appropriate use of assessment results and in accordance with NRS 389.015, not more than 10 working days after a school district receives the results of the examinations, the superintendent of each school district shall certify that the results of the examinations have been transmitted to each school within the school district. Except as otherwise provided, not more than 15 working days after each school receives the results of the examinations, the principal of each school shall certify that the results for each pupil have been provided to the parent or legal guardian of the pupil (a) during a conference or (b) by mailing the results to the last known address of the parent or legal guardian.

If a pupil fails the High School Proficiency Examination, the school shall notify the pupil and the parents or legal guardian of that pupil as soon as practicable but not later than 15 working days after the school receives the results of the examination.

Appropriate Testing Environment

All students should have the opportunity to test under the same conditions, regardless of physical location.

The following test administration procedures must be adhered to:

- Photographing, recording, or transmitting any part of a test or testing session is PROHIBITED unless the activity is required for the administration of the NAA.
- Nevada Formative Writing Tools, ELPA, and CTE Assessments are timed tests for students who are not testing with accommodations. See the specific testing accommodation forms (appendix, Students with Special Needs chapter) for information regarding additional time for these assessments.
- Place-value indicators, number lines, charts, or posters that provide specific factual information or guidance (e.g., test-taking strategies, multiplication charts, hundreds charts, fraction-decimal-percent equivalency charts, graphic organizers, Thinking Maps, annotated samples of essays or paragraphs, or sample introductory and concluding techniques) must be removed or covered with blank, opaque material.
- Student desk/table tops must be cleared of any material not specified in the test administration manual. Material that is affixed to desk tops must be covered with blank, opaque material.
- Students may use **only** materials and/or supplies that are specified in the test administration manuals or provided with the test booklet for a **specific** test and grade level.
- Students may not have access to personal materials, including electronic devices, during testing unless specified in the student's IEP.
- All testing materials must be distributed or accessed prior to the beginning of the testing session.
- Scratch paper may **only** be plain unlined, lined, or grid-only (unlabeled) graphing paper. No other pre-printed material is permitted on the front or back except for student identification information.
- Prior to and during testing, a test administrator must follow the script provided in the test administration manual and cannot provide additional assistance or direct the students' attention to any materials in the room for the purpose of enhancing test performance.

CRT and HSPE

For the CRT and HSPE in reading, math, and science, the following aids have been developed by the Department of Education and provided in the test booklets for the purpose of providing appropriate assistance to students and are permitted for use during the test:

- CRT written-response checklist for grades 4 and 5
- CRT written-response rubric for grades 6 through 8
- HSPE formula sheet

Formative Writing Assessments

For Formative Writing Assessments, the following may be displayed, but individual copies may not be provided to students for use during the test:

- Required 5th and 8th grade Formative Writing Assessments will be administered in computer labs. The CCSD Acceptable Use Policy will be in effect.
- Analytic and holistic scoring guides provided by the Department of Education

- Word walls or word lists without definitions, visual aids (including color coding), or labels
- 5th and 8th grade Formative Writing Assessments do not count towards the NV School Performance Framework Star Rating System. Participation reporting to the NV Department of Education is required by CCSD.

LEP

Bilingual dictionaries for LEP students testing with accommodations:

- Are permissible for math & science CRT/HSPE
- Are **Prohibited** on the 8th grade writing assessment
- Are **Prohibited** permissible on any reading test (all grades)

Materials provided by the Department of Education may not be paraphrased or modified (except for enlargement). For information regarding testing students with accommodations, see the Students with Special Needs section of the Assessment Manual produced by the Nevada Department of Education.

Career, Technical & Adult Education (CTE) Assessments

- Must follow all CCSD and NDE test security procedures.

Timing the Examination

Accurate timing of all tests is important to ensure the reliability of the results. The administrative test instructions, accompanying teacher directions or manuals, and other materials specify the time limits for each test or sub-test. Administrators and teachers are responsible for implementing and monitoring the specific time limits. Any deviation from the specific time limits is a violation of ethical testing practices and professional expectations.

Although the specific administration schedule for testing at each school is a site-based decision, designated days for subject matter such as Math, Reading, etc will be assigned by the Nevada Department of Education or the Educational Services department.

Additional Time, Breaks, and Students Who Finish Early

For the CRT, HSPE, Fifth and Eighth Grade Writing Assessments, and the ELPA, the Department has established the following guidelines for additional time, breaks, and students who finish testing early.

Additional Time and Breaks

Food and beverages are only permitted during the supervised breaks (not during test administration). A restroom break should be provided prior to the test administration. Breaks during the scheduled testing period are discouraged unless absolutely necessary. Breaks should not be given during a scheduled HSPE testing period except in the event of an emergency. **Exceptions:** Students participating in the Nevada Alternate Assessment (NAA) may take as many breaks as necessary and may resume testing on another day (within the prescribed testing window).

Some students will not complete all Parts or Sessions of the CRT or the HSPE during the scheduled testing period and must be given additional time as long as they are working productively. Follow your school's test security plan for appropriate procedures. Students must not interact with their peers during this process, and must be accompanied by trained staff while

in possession of test materials. At this time, students may require a break. Breaks must be closely supervised and should be limited to 10 or 15 minutes. A ratio of one staff member to no more than a few students is recommended. It is not appropriate to excuse students to another class, P.E., lunch, recess, or other school activity prior to the completion of a Part or Session of the test. **Students may not return to a previously-administered Part of the CRT or HSPE on a subsequent day.**

Permissible Activities for Students Who Finish Early

Students who finish the HSPE before the end of the scheduled testing period may be excused according to school test security procedures. For the CRT, Fifth and Eighth Grade Formative Writing Assessments, CTE, and ELPA, students may bring books or other reading materials to occupy their time (quietly) if they finish early. These materials must not be on student's desks or table tops while they are testing. Students may store these materials under their desks or on a table in the front or back of the room. Test administrators may also provide reading materials to students. Plan ahead for this activity, as it is not appropriate for students to reach into their desks or backpacks while testing is in progress. Drawing is permitted, but paper must be collected by the test administrator prior to dismissing students. **Utilizing textbooks, binders, and assignment pages, such as for completing homework, is not appropriate. Writing is not permitted.**

Examination Administration

Definitions

The following definitions will be used throughout this section:

- “District Test Director” refers to the individual who represents an individual school district on all matters of testing.
- “School Test Coordinator” refers to the individual who represents an individual school on all matters of testing.
(It is important to note that the Test Coordinator’s responsibilities do not, in any way, minimize the fact that the school principal assumes final responsibility for the proper training and administration of all tests.)
- “Classroom Test Administrator” refers to an individual who is responsible for administering tests to students.
- “Classroom Proctor” refers to a school employee who assists the Classroom Test Administrator by supervising students during testing.

New For the 2013-2014 School Year

- ELPA Test Administrator must have English Native Fluency.
- Translation of testing content or directions is **Prohibited**
- 5th & 8th Grade Writing Assessments will be administered on-line. The CCSD Acceptable Use Policy will be in effect.

Procedures

Examinations are not to be distributed until the prescribed date prior to examination administration. When not in the school's locked test storage cabinet or in a classroom used for test administration, examination materials must not be left in any area to which students or others have unsupervised access.

NRS 389.015 indicates that all items contained in Nevada Proficiency Examination Program examinations and the approved answers are confidential. Disclosure of test

items/booklets and testing materials and approved answers used for ALL state-mandated assessments is unlawful and constitutes grounds for revocation of licensure and/or other penalties, unless a person has written authorization in advance from the Nevada Superintendent of Public Instruction. Similarly, district-mandated assessments are confidential.

All writing test prompts, examination booklets, and teacher directions or manuals must be counted by the appropriate staff and batched well in advance of the examination date to assure ample materials for the date of examination administration. Examination booklets will be numbered in order to facilitate more efficient return of materials. **The School Test Coordinator must maintain a log identifying the serial numbers of the test booklets assigned to each Classroom Test Administrator.**

Numbered test booklets will be issued to school sites, requiring a signature of the principal or School Test Coordinator verifying receipt of materials. A signature will be required (on an "Accountability Worksheet" – see page 18 of this document) for each Classroom Test Administrator to whom numbered booklets are issued. Classroom Test Administrators shall assign test booklets to students using these numbers. **All test booklets must be accounted for prior to the dismissal of students at the end of the testing period.**

The School Test Coordinator must verify (in writing) that the same numbered test booklets are returned after testing is completed. An example "Accountability Worksheet" (page 18 of this document) indicating signatures for receipt of materials and numbered test booklets must be kept at the school site for future auditing purposes. **Test booklets must be placed in serial number order before returning to the District Test Director to reduce accounting errors.**

Sufficient Classroom Test Administrators and/or Classroom proctors should be provided to adequately supervise and monitor the assessment (a maximum ratio of 35:1 is suggested). Unlicensed personnel, student teachers, and parent or community volunteers may act as proctors and not as test administrators. At the secondary level, School Test Coordinators will provide each Classroom Test Administrator a list of eligible students. Changes to these lists can only be made by the School Test Coordinator.

Classroom Test Administrators are responsible for verifying the identification and eligibility of each student. This will necessitate checking I.D. cards and/or requesting verification from the school office if the student is not known to the Classroom Test Administrator. School sites will establish the process for verifying student eligibility.

A parent or guardian of a student who is participating in a specific test may not be present in the testing room.

Test administrators must follow all instructions given in the administration manuals for each test. The Classroom Test Administrator must ascertain that all students understand the directions for taking the test. **Test administrators, proctors, or other adults may not provide assistance of any kind beyond making certain that students understand the instructions for taking the test. Students may not provide assistance of any kind on test material to other students.** All required materials, e.g., #2 pencils, test booklets, answer sheets, and scratch paper must be provided at the testing location.

Students may bring only required materials to the test and /or examination session: soft #2 pencils and calculators, if authorized by the state, district or publisher. All other materials

including examination booklets, writing test prompts, HSPE formula sheets, answer sheets, and scratch paper shall be provided at the testing location. These materials must be accounted for and collected from each student before she/he leaves the testing room. All used scratch paper will be destroyed in an appropriate manner as determined by the administrator of that school.

Electronic communication and imaging devices, portable media players, and hand-held computers (e.g., cell phones, pagers, cameras, hand-held scanners, iPods, PDAs) are strictly prohibited during testing sessions unless a student has an IEP that allows a specific device.

Additional instructional materials, beyond those specified in test administration instructions, or approved by an IEP committee, cannot be provided to students for use during a test administration. **Failure to strictly adhere to consistent and uniform test administration procedures may result in the invalidation of student scores.**

Students are better prepared for the assessment situation if the Classroom Test Administrator explains that the purpose of taking a test is to find out which skills have been mastered so that instruction can focus upon skills needing further development. It should be pointed out that some items will be more difficult than others and some material may be new to students; they are not expected to know all the answers. Students should also be told that there may be more spaces on their answer sheets than the number of items in their test and/or examination book. Extra spaces on their answer sheets should be left blank.

Students should mark only one response for an item and should erase completely any responses they do not want. If a student is obviously marking answers randomly, that student's subtest(s) should be invalidated. The Classroom Test Administrator will need to follow specific test procedures to indicate subtests that have been invalidated.

Special circumstances, interruptions, or distractions that affect individual or group performance can also result in invalid subtests. Students who mark multiple responses to individual items, who experience sudden illness, or who become unduly disturbed by the assessment situation should have their subtests marked as invalid. Students who complete only one part of the longer Reading and Mathematics subtests should have the entire subtest invalidated, as described above.

Additional (text deleted) materials beyond those specified in test administration instructions, or approved by an IEP committee, cannot be provided to or made available to (text added) students for use during a test administration.

During test administration, the Classroom Test Administrators and/or other proctors should closely and frequently monitor to see that each student is marking answers in the correct manner. They should help those students who are not marking their answers appropriately. After such problems have been resolved (e.g., bubbles are not dark enough, two bubbles are marked on the same line, bubbles extend beyond the specified area, any changed answers are not completely erased, etc.), **the only educational assistance given should be to clarify the instructions for taking the test and/or examination.**

The Classroom Test Administrator should continually walk through the classroom during the time allocated for the test and/or examination. **Sitting down throughout the assessment period is inappropriate.** It is essential for Classroom Test Administrators to monitor student progress continuously during the assessment period. It is important to observe unusual behavior carefully.

At no time during testing should students be left unattended with test and/or examination materials. A restroom break should be provided prior to the test administration. Restroom breaks should be discouraged during the administration of tests in grades 3 through 8. **On any administration of the High School Proficiency Examination, having students leave the room for any reason (except in an emergency) should not be allowed.**

Additional time in a test-conducive setting **must be allowed** for any student who is working productively at the end of the district- or school-prescribed times. (Reference: Timing of the Examination section on page 6)

Upon completion of testing, all test materials (including scratch paper) are to be returned to the appropriate school administrator or School Test Coordinator in a timely manner (not later than the end of the school day on which the assessment is administered). If more than one day is involved, all assessment materials must be returned to the school administrator/School Test Coordinator each day and stored securely in an area to which no students or others have unsupervised access. **Both topics of the HSPE in Writing must be completed on the same day. For students with IEP's, please see Special Accommodations document.**

At the conclusion of testing, it is expected that the booklets that were issued to a Classroom Test Administrator will be returned to the School Test Coordinator. **All examination booklets (including any booklets that were not distributed to students) must be accounted for when they are returned to the School Test Coordinator using the "Accountability Worksheet" (found on page 18 of this plan), or another form approved by the school principal.** The School Test Coordinator and school administrator will, in turn, verify by signature that all booklets sent to the school are returned to the Educational Services Office or directly to the vendor. Guidance will be given for each Assessment from the Educational Services Office. CRT and HSPE examination booklets will normally be returned directly to the vendor.

Calculator Usage

No calculators are to be used on the CRT's and HSPE's unless specified in a student's IEP.

Calculators, when permissible (see language in previous paragraph), must be a free standing, basic four-function or scientific calculator. Graphing or programmable features on calculators (students with IEP only) are **prohibited**. Fractions are permitted. Calculators that require an electrical outlet, use paper tape, have sound capability, or have typewriter-style keypads are **prohibited**.

Documentation of Situations Affecting a Testing Environment

It is strongly recommended that extraordinary events during or around the testing window be documented. **Situations affecting the testing environment may serve as a basis for an appeal.** The following listed situations should be documented:

- Hospitalization/Broken bones
- Death in the family
- Parent arrest
- Incidents involving Juvenile Hall/Child Protective Services
- Chronic or recent medical issues
- Accidents on the way to school

- Any other incident(s) that may affect time in the classroom, or a student’s ability to function during the test window.
- Medically Fragile children must be designated by the site nurse prior to testing.
- A child is sent home ill during the testing window and does not return until after the make-up window has closed.
- Attendance issues during the test window should be brought to the attention of the Test Coordinator. CCSD Security assistance can be enlisted if a home visit is necessary. The phone number for the CCSD Security Officer is 690-1109.

Test Irregularity

The listed situations may be viewed as a test irregularity. In case of a test irregularity, notify the Site Test Coordinator and then follow procedures in the Reporting Suspected Breach Irregularities section on page 13.

- Student/Teacher cell phones ringing during the test
- Leaving students unattended
- Leaving test materials in a room unsupervised
- Inappropriately marking answer sheets (i.e. marking modifications vs accommodations)
- Cheating
- Utilizing unauthorized testing materials or utilizing materials at an undesignated time
- Student use of electronic devices during testing
- Translating of test directions and or content

Test Item Security and Confidentiality

Definitions

The following definitions will be used throughout this section:

- **“Irregularity in testing administration”** means the failure to administer an examination in the manner intended by the person or entity that created the examination.
- **“Irregularity in testing security”** means an act or omission that tends to corrupt or impair the security of an examination, including, without limitation:
 - The failure to comply with the department or district security procedures.
 - The disclosure of questions or answers to questions on an examination in a manner not otherwise approved by law.
 - Other breaches in the security or confidentiality of the questions or answers to questions on an examination.

Procedures

The test items, problems or questions contained in all examinations and the approved answers for grading them are confidential. **Test administrators, proctors, school administrators, teachers, and any other school personnel are not allowed to review the test contents for any reason.** Copies of examinations currently in use are not to be stored in places to which faculty or other persons have unsupervised access.

During test administration, Classroom Test Administrators and/or proctors must not make written notes regarding specific writing test prompts, test items, or illustrations in booklets while administering examinations. **Note: Since 2010-11, it is no longer permissible to make copies of student responses for the 5th & 8th grade writing assessments.**

Copying test prompts, test items, or approved answers by any means, or disclosure of those prompts, items, or approved answers is a breach of state testing procedures. Such breaches of testing procedures may be cause for disciplinary action.

Any questions about the use of test materials or the breach of test security should be directed to the school principal or to the Associate Superintendent of Educational Services.

Any concern about the contents of a test prompt or test item should be communicated directly to the school principal within the first two school days after the examination has been administered. S/he will forward that concern to the Associate Superintendent of Educational Services.

Each school principal (or his/her designee) shall conduct an explanatory meeting for all faculty members and other appropriate personnel involved with testing well in advance of the first scheduled NPEP assessment. The purpose of the meeting will be to insure that all certified and classified personnel involved with assessment are familiar with the policies and professional expectations contained within this *Plan for Test Procedures and Security Policy*. Each faculty member (and other appropriate school personnel) shall be given a copy of this plan or a copy of the summary version, *Test Security Plan*, for personal reference.

Test Collection and Scoring

The Classroom Test Administrator is responsible for collecting and organizing the answer sheets or consumable test and/or examination booklets for his/her individual classroom. The Classroom Test Administrator should carefully check each answer sheet, making corrections if needed, for demographic accuracy (e.g., the student's name, ID number, grade level, school name, etc). It is imperative that the subtest answer portion of the answer sheet not be altered in any way, with the exception of erasing stray marks and darkening responses as may be required for scoring. For answer documents that are not pre-coded, it is crucial that the student demographic portion “bubbles” be accurately darkened.

It is important for everyone associated with test administration to understand that the data for state accountability reporting are based upon demographic coding as well as for students receiving services from Special Education, ESL, or who receive free or reduced meals. In other words, school and district accountability data will be determined based upon coding verified by teachers and administrators at school sites.

The School Test Coordinator is responsible for collecting and organizing the answer sheets or consumable tests and/or examination booklets at the school level and returning them as directed for scoring. As an additional verification of accuracy, the school administrator or his/her designee is encouraged to validate the accuracy of demographic information.

When the school administrator or his/her designee returns materials to the Educational Services Department or to the vendor, it is essential that all materials be organized and ordered as has been requested. An accounting of all test booklets must also accompany answer documents when they are returned to the Educational Services Department.

Scoring, whether completed by the State of Nevada or a private vendor, will be handled in accordance with the publisher's directions using the norms for the appropriate examination level and time of year.

Reporting the examination scores of individual students to anyone other than authorized school personnel, the student's parent/guardian, or the student is a violation of the privacy rights of the individual. Any research conducted within Carson City School District that may deal with student examination scores must first be approved in writing by the Associate Superintendent of Educational Services, who will ascertain that individual confidentiality will be fully maintained.

In view of the many variables involved in assessment, it is considered inappropriate to compare only test and/or examination scores without consideration of other factors, such as population tested, transiency rates, socioeconomic factors of the population, dropout rates, etc.

Reporting Suspected Breaches or Irregularities

In accordance with NRS 391.600 through 391.648, all pupils, school officials and others are required to report any suspected irregularities in testing administration or testing security to Susan Keema; CCSD Test Coordinator. Susan Keema is the only school official to contact the Nevada Department of Education regarding test irregularities/test security issues.

NRS 391.628 specifically prohibits any school official from directly or indirectly using his/her official authority to influence another school official in an effort to interfere with or to prevent the disclosure of information concerning a testing irregularity.

If any reprisal or retaliatory action is taken within 2 years of the disclosure, a process of appeal for that school official will result in a hearing before the State Board of Education.

A person who willfully discloses untruthful information concerning testing irregularities shall be guilty of a misdemeanor and is subject to disciplinary action.

A teacher or administrator may be demoted, suspended, dismissed or not re-employed or his/her license may be suspended for failure to observe and carry out state or school district plans for ensuring the secure administration of required examinations.

In certain instances of repeated test administration irregularities at the same school in consecutive years, the Nevada Department of Education may determine that an examination must be administered again at the expense of the school district.

Procedure in the Event of a Suspected Breach or Unauthorized Disclosure

In the event of any suspected breach of test and/or examination security or unauthorized disclosure of test and/or examination content, this sequence should be followed:

- 1) The situation shall be immediately reported to the school principal and/or School Test Coordinator.
- 2) The principal and/or test coordinator must immediately report the breach of test security to the District Test Director. (Note: It is the District Test Director who has been designated by the local Board of Trustees as their designee for handling alleged breaches in test security.) The principal will initiate the investigation process. S/he will interview students, teachers, and/or paraprofessionals who may have been involved in the alleged security breach. The principal will carefully document the accounts of all witnesses. S/He will include this information in the report that s/he is required to submit to the District Test Director. **Test Irregularity Forms are available at Educational Services.**
- 3) The District Test Director will immediately communicate with appropriate CCSD district-level administrators and/or Board of Trustees about the suspected breach or unauthorized disclosure.
- 4) Within 24 hours of the alleged incident, the District Test Director must report any breach of test security to the Nevada Proficiency Examination Program personnel.
- 5) Within five days of the alleged incident, the school principal must provide a completed “Report of Test Irregularity in the Nevada Proficiency Examination Program” to the District Test Director. This report needs to be completed when any alleged breach of test security or irregularity involving either district and/or state-required assessments has occurred.

Investigation Protocol

Reported instances of alleged breaches of test administration or test security may be investigated by the school district or by the Nevada Department of Education. Both the school district and the Department of Education may issue a subpoena, as needed, to compel attendance or testimony of a witness or the production of relevant materials. If the witness refuses to attend, testify, or produce relevant materials, the school district or the Nevada Department of Education may report that refusal to the district court.

Assessment Calendar for the 2013-2014 School Year

TEST NAME	GRADES	TEST WINDOW DATES
CRT'S	3,4,5,6,7,8	APRIL 28-MAY 2
CRT'S	FREMONT	APRIL 28-MAY 2
CTE	10-12 Completers Employability Skills	MARCH 24-APRIL 11
CTE	10-12 Completers End of Program	APRIL 21- MAY 16
ELPA- ACCESS	LEP	FEB. 20-MARCH 28
HSPE		
FALL (R,M,S)	11,12 & ADULT	NOV. 4-8
(Writing)	11,12 & ADULT	NOV. 6
SPRING (R,M,S)	10,11,12 & ADULT	MARCH 3-7
(Writing)	11,12 & ADULT	MARCH 5th
MAY RETEST (R,M,S)	12 & ADULT	MAY 5-7
(Writing)	11,12 & ADULT	MAY 7th
JULY RETEST (R,M,S)	12 & ADULT ED	JULY 7-11
(Writing)	11,12 & ADULT	JULY 9th
MAP		
FALL	(K-1st Math, Reading) (2nd-5th Math, Reading, Language) (6th-8th Math, Reading, Language) (9th Math, Reading, Language)	FALL SEPT. 9 -NOV. 30
WINTER		WINTER DEC. 1-FEB. 28
SPRING		SPRING MARCH 3-MAY 23
		?
NAA	ELIGIBLE 3-8th, 11th	FEB. 3 -APRIL 11
NAEP	4th,8th,12th	TBD
SMARTER FIELD TEST	3-8,11th	TBD
WRITING	5TH	MARCH 24 - APRIL 4
WRITING	8TH	MARCH 24 - APRIL 4

Plan for Test Procedures and Security Policy and/or Test Security Plan

My signature below indicates that I have received test security training and a copy of Carson City School District's *Plan for Test Procedures and Security Policy and/or Test Security Plan* document(s). I have reviewed and I understand the information contained. (This page must be signed and returned to your school's principal.)

Staff Member Signature _____
Date

Printed Name

Signature of Person Providing Training _____
Date

NOTE: It is the principal's responsibility to retain this signed page until the beginning of the following school year in the event that questions or circumstances require reference to this signed form.

(Please keep these forms at your site until all AYP determinations have been made for the current school year).

Confidentiality Agreement Form
Nevada Proficiency Examination Program

2013-2014 School Year Only

CONFIDENTIALITY AGREEMENT

This form is to be completed prior to test administration by a test administrator or proctor who is required to read test content to students as provided in their IEP, Section 504, or LEP Testing Accommodations Forms, or as needed for the NAA and ELPA. Test security procedures must be strictly adhered to in the administration of NPEP testing for all students.

Test security and student confidentiality are of utmost importance to the Nevada Department of Education. As a test administrator or proctor for students receiving accommodations on state assessments, you have access to materials that must be regarded as secure, specifically, any content that you read in any of the testing booklets or writing prompts, and student responses. All materials must be treated as confidential. You are not to reproduce any materials, directly or indirectly, not to disclose the contents of these materials to anyone, not to discuss the test with anyone, not to take notes about what you read, and not to by any other means reveal the contents of the test.

We are certain that you share our concern that all assessment materials and student responses be handled in a professional, secure, and confidential manner. By signing this form, you agree to abide by these procedures as set forth in NRS 389.015.

Please retain the original signed form with the school's test security documentation. (Do not forward copies to the Department.)

Teacher Name (please print)

Date

Signature

School/Work

Important Security Reminders for Test Administrators

- Verify the eligibility and identity of **EACH** student who is testing—determine credit sufficiency prior to testing. HSPE sections of the Procedures manual have emphasis on graduation-ready eligibility requirements for participation in May and July.
- Use a sign-in sheet with a column to log the test booklet numbers assigned to each student.
- Provide an answer document for every eligible student enrolled during testing.
- Use **ONLY ONE ANSWER DOCUMENT PER STUDENT**—students testing in different subjects on different days are to use the same answer sheet.
- No personal belongings are permitted on the desk surface. Whenever practicable, have students store back packs and other personal belongings in the front or rear of the testing room.
- Follow the script in the Test Administration Manual **VERBATIM**.
- Provide accommodations as outlined in the students' IEP, 504, or LEP testing accommodation plans. Students must not be provided accommodations to which they are not entitled.
- Students who do not have IEP, 504, or LEP accommodation plans must test under regular conditions and are not entitled to accommodations. See the specific test administration manuals regarding required and permissible materials.
- Students must not be left unattended with test materials.
- Walk the room—actively monitor students during testing; observe that students are bubbling responses in the correct subject section of the answer document.
- Electronic communication and imaging devices, portable media players, and hand-held computers (e.g., cell phones, pagers, cameras, hand-held scanners, iPods, PDAs) are strictly Prohibited unless a student has an IEP that allows a specific device.” *Students who violate this mandate will have their test invalidated.*
- Provide additional time in a test-conducive environment—follow the school’s plan for orderly transition from one testing situation to another. Students must **NOT** be left unsupervised during the transition and may not interact with peers prior to completing a Part or Session.
- DISCLOSURE OF TEST CONTENT IS STRICTLY PROHIBITED BY STATE LAW**—do not read, review, copy, reproduce, or take notes on test items.
- Students may **NOT** receive assistance with test items.
- Tests may **NOT** be translated into another language.
- Collect and log in all materials—test booklets, writing prompts, scratch paper, pencils, etc. Students are to leave the room with only their personal belongings.
- Check test booklets for answer documents tucked inside.
- Ensure that the number of test booklets (or prompts) and answer documents returned is identical to the quantities that were distributed prior to testing. (30 students = 30 tests + 30 answer documents)
- Report irregularities **IMMEDIATELY** to your school test coordinator or principal.

Accountability Worksheet

Check in/out of Testing Materials

(Keep original at school site for auditing purposes; send one (1) COPY to Educational Services with Answer Sheets)

School: _____

Name of Test: _____
 (HSPE; Writing; ITBS/ITED; CRT)

Test Administration Date(s): _____

<u>Distribution</u>		Signed for by	<u>Collection</u>		Signed for by
Date of Test Distribution	Test #s		Date of Test Collection	Test #s	

Signature
 of school personnel distributing the test

Date

Signature
 of school personnel collecting the test

Date

Principal's Signature

Date

Related Nevada Revised Statutes

NRS 389.015 Administration and scoring of achievement and proficiency examinations; reporting of results; accommodations for pupils with disabilities; effect of failure to demonstrate adequate achievement or to pass; confidentiality of examinations.

1. The board of trustees of each school district shall administer examinations in all public schools of the school district. The governing body of a charter school shall administer the same examinations in the charter school. The examinations administered by the board of trustees and governing body must determine the achievement and proficiency of pupils in:

- (a) Reading;
- (b) Writing;
- (c) Mathematics; and
- (d) Science.

2. The examinations required by subsection 1 must be:

- (a) Administered before the completion of grades 4, 8, 10 and 11.
- (b) Administered in each school district and each charter school at the same time. The time for the administration of the examinations must be prescribed by the state board.
- (c) Administered in each school in accordance with uniform procedures adopted by the state board. The department shall monitor the compliance of school districts and individual schools with the uniform procedures.
- (d) Administered in each school in accordance with the plan adopted pursuant to NRS 389.616 by the department and with the plan adopted pursuant to [NRS 389.620](#) by the board of trustees of the school district in which the examinations are administered. The department shall monitor the compliance of school districts and individual schools with:

- (1) The plan adopted by the department; and
 - (2) The plan adopted by the board of trustees of the applicable school district, to the extent that the plan adopted by the board of trustees of the school district is consistent with the plan adopted by the department.
- (e) Scored by the department or a single private entity that has contracted with the state board to score the examinations. If a private entity scores the examinations, it shall report the results of the examinations in the form and by the date required by the department.

3. Not more than 14 working days after the results of the examinations are reported to the department by a private entity that scored the examinations or the department completes the scoring of the examinations, the superintendent of public instruction shall certify that the results of the examinations have been transmitted to each school district and each charter school. Not more than 10 working days after a school district receives the results of the examinations, the superintendent of schools of each school district shall certify that the results of the examinations have been transmitted to each school within the school district. Except as otherwise provided in this subsection, not more than 15 working days after each school receives the results of the examinations, the principal of each school and the governing body of each charter school shall certify that the results for each pupil have been provided to the parent or legal guardian of the pupil:

- (a) During a conference between the teacher of the pupil or administrator of the school and the parent or legal guardian of the pupil; or
 - (b) By mailing the results of the examinations to the last known address of the parent or legal guardian of the pupil.
- If a pupil fails the high school proficiency examination, the school shall notify the pupil and the parents or legal guardian of the pupil as soon as practicable but not later than 15 working days after the school receives the results of the examination.

4. Different standards of proficiency may be adopted for pupils with diagnosed learning disabilities. If a pupil with a disability is unable to take an examination created by a private entity under regular testing conditions or with modifications and accommodations that are approved by the private entity, the pupil may take the examination with modifications and accommodations that are approved by the state board pursuant to subsection 8. If a pupil with a disability is unable to take an examination created by, the department under regular testing conditions or with modifications and accommodations that are approved by the department, the pupil may take the examination with modifications and accommodations that are approved by the state board pursuant to subsection 8. The results of an examination that is taken under conditions that are not approved by a private entity or the department, as applicable, must not be reported pursuant to subsection 2 of [NRS 389.017](#). If different standards of proficiency are adopted or other modifications or accommodations are made in the administration of the examinations for a pupil who is enrolled in a program of special education pursuant to [NRS 388.440](#) to [388.520](#), inclusive, other than a gifted and talented pupil, the different standards adopted or other modifications or accommodations must be set forth in the

pupil's program of special education developed in accordance with the Individuals with Disabilities Education Act, 20 U.S.C. §§ 1400 et seq., and the standards prescribed by the state board. During the administration of the high school proficiency examination, a pupil with a disability may be given additional time to complete the examination if the additional time is a modification or accommodation that is approved in the pupil's program of special education developed in accordance with the Individuals with Disabilities Education Act, 20 U.S.C. §§ 1400 et seq.

5. If a pupil fails to demonstrate at least adequate achievement on the examination administered before the completion of grade 4, 8 or 10, he may be promoted to the next higher grade, but the results of his examination must be evaluated to determine what remedial study is appropriate. If such a pupil is enrolled at a school that has been designated as demonstrating need for improvement pursuant to subsection 1 of [NRS 385.367](#), the pupil must, in accordance with the requirements set forth in this subsection, complete remedial study that is determined to be appropriate for the pupil.

6. If a pupil fails to pass the proficiency examination administered before the completion of grade 11, he must not be graduated until he is able, through remedial study, to pass the proficiency examination, but he may be given a certificate of attendance, in place of a diploma, if he has reached the age of 17 years.

7. The state board shall prescribe standard examinations of achievement and proficiency to be administered pursuant to subsection 1. The high school proficiency examination must be developed, printed and scored by a nationally recognized testing company in accordance with the process established by the testing company. The examinations on reading, mathematics and science prescribed for grades 4, 8 and 10 must be selected from examinations created by private entities and administered to a national reference group, and must allow for a comparison of the achievement and proficiency of pupils in grades 4, 8 and 10 in this state to that of a national reference group of pupils in grades 4, 8 and 10. The questions contained in the examinations and the approved answers used for grading them are confidential, and disclosure is unlawful except:

(a) To the extent necessary for administering and evaluating the examinations.

(b) That a disclosure may be made to a:

(1) State officer who is a member of the executive or legislative branch to the extent that it is necessary for the performance of his duties;

(2) Superintendent of schools of a school district to the extent that it is necessary for the performance of his duties;

(3) Director of curriculum of a school district to the extent that it is necessary for the performance of his duties; and

(4) Director of testing of a school district to the extent that it is necessary for the performance of his duties.

(c) That specific questions and answers may be disclosed if the superintendent of public instruction determines that the content of the questions and answers is not being used in a current examination and making the content available to the public poses no threat to the security of the current examination process.

8. The state board shall prescribe, in accordance with the Individuals with Disabilities Education Act, 20 U.S.C. §§ 1400 et seq., the modifications and accommodations that may be used in the administration of an examination to a pupil with a disability who is unable to take the examination under regular testing conditions or with modifications and accommodations that are approved by the private entity that created the examination or, if the department created the examination, by the department. These regulations may include, without limitation, authorizing a pupil to complete an examination with additional time.

NRS 389.550 Administration of examinations that measure achievement in standards.

1. The state board shall, in consultation with the council, prescribe examinations that measure the achievement and proficiency of pupils in selected grades in the standards of content established by the council that are in addition to the examinations administered pursuant to [NRS 389.015](#). The state board shall, based upon the recommendations of the council, select the grade levels of pupils that are required to take the examinations and the standards that the examinations must measure.

2. The board of trustees of each school district and the governing body of each charter school shall administer the examinations prescribed by the state board. The examinations must be:

(a) Administered to pupils in each school district and each charter school at the same time, as prescribed by the state board.

(b) Administered in each school in accordance with uniform procedures adopted by the state board. The department shall monitor the school districts and individual schools to ensure compliance with the uniform procedures.

(c) Administered in each school in accordance with the plan adopted pursuant to [NRS 389.616](#) by the department and with the plan adopted pursuant to [NRS 389.620](#) by the board of trustees of the school district in which the examinations are administered. The department shall monitor the compliance of school districts and individual schools with:

(1) The plan adopted by the department; and

(2) The plan adopted by the board of trustees of the applicable school district, to the extent that the plan adopted by the board of trustees of the school district is consistent with the plan adopted by the department.

NRS 389.620 Adoption and enforcement of plan for test security by board of trustees; contents of plan; annual submission of plan to state board and legislative committee on education; written notice concerning plan to educational personnel, pupils and parents; definitions.

1. The board of trustees of each school district shall, for each public school in the district, including, without limitation, charter schools, adopt and enforce a plan setting forth procedures to ensure the security of examinations.

2. A plan adopted pursuant to subsection 1 must include, without limitation:

(a) Procedures pursuant to which pupils, school officials and other persons may, and are encouraged to, report irregularities in testing administration and testing security.

(b) Procedures necessary to ensure the security of test materials and the consistency of testing administration.

(c) With respect to secondary schools, procedures pursuant to which the school district or charter school, as appropriate, will verify the identity of pupils taking an examination.

(d) Procedures that specifically set forth the action that must be taken in response to a report of an irregularity in testing administration or testing security and the action that must be taken during an investigation of such an irregularity. For each action that is required, the procedures must identify, by category, the employees of the school district or charter school who are responsible for taking the action and for ensuring that the action is carried out successfully.

The procedures adopted pursuant to this subsection must be consistent, to the extent applicable, with the procedures adopted by the department pursuant to [NRS 389.616](#).

3. A copy of each plan adopted pursuant to this section and the procedures set forth therein must be submitted on or before September 1 of each year to:

(a) The state board; and

(b) The legislative committee on education, created pursuant to [NRS 218.5352](#).

4. On or before September 30 of each school year, the board of trustees of each school district and the governing body of each charter school shall provide a written notice regarding the examinations to all teachers and educational personnel employed by the school district or governing body, all personnel employed by the school district or governing body who are involved in the administration of the examinations, all pupils who are required to take the examinations and all parents and legal guardians of such pupils. The written notice must be prepared in a format that is easily understood and must include, without limitation, a description of the:

(a) Plan adopted pursuant to this section; and

(b) Action that may be taken against personnel and pupils for violations of the plan or for other irregularities in testing administration or testing security.

5. As used in this section:

(a) "Examination" means:

(1) Achievement and proficiency examinations that are administered to pupils pursuant to [NRS 389.015](#) or [389.550](#); and

(2) Any other examinations which measure the achievement and proficiency of pupils and which are administered to pupils on a district-wide basis.

(b) "Irregularity in testing administration" means the failure to administer an examination in the manner intended by the person or entity that created the examination.

(c) "Irregularity in testing security" means an act or omission that tends to corrupt or impair the security of an examination, including, without limitation:

(1) The failure to comply with security procedures adopted pursuant to this section or [NRS 389.616](#);

(2) The disclosure of questions or answers to questions on an examination in a manner not otherwise approved by law; and

(3) Other breaches in the security or confidentiality of the questions or answers to questions on an examination.

NRS 389.628 Violation of district plan: Duty of board of trustees to investigate or refer to department; authority of board of trustees to issue subpoenas; enforcement of subpoena by court.

1. If a school official has reason to believe that a violation of the plan adopted pursuant to [NRS 389.620](#) may have occurred, the school official shall immediately report the incident to the board of trustees of the school district. If the board of trustees of a school district has reason to believe that a violation of the plan adopted pursuant to [NRS 389.620](#) may have occurred, the board of trustees shall:

(a) If the violation is with respect to an examination administered pursuant to [NRS 389.015](#) or [389.550](#), immediately report the incident to the department orally or in writing followed by a comprehensive written report within 14 school days after the incident occurred; and

(b) Cause to be commenced an investigation of the incident. The board of trustees may carry out the requirements of this paragraph by:

(1) Investigating the incident as it deems appropriate, including, without limitation, using the powers of subpoena set forth in this section.

(2) With respect to an examination that is administered pursuant to [NRS 389.015](#) or [389.550](#), requesting that the department investigate the incident pursuant to [NRS 389.624](#).

The fact that a board of trustees elects initially to carry out its own investigation pursuant to subparagraph (1) of paragraph (b) does not affect the ability of the board of trustees to request, at any time, that the department investigate the incident as authorized pursuant to subparagraph (2) of paragraph (b).

2. Except as otherwise provided in this subsection, if the board of trustees of a school district proceeds in accordance with subparagraph (1) of paragraph (b) of subsection 1, the board of trustees may issue a subpoena to compel the attendance or testimony of a witness or the production of any relevant materials, including, without limitation, books, papers, documents, records, photographs, recordings, reports and tangible objects. A board of trustees shall not issue a subpoena to compel the attendance or testimony of a witness or the production of materials unless the attendance, testimony or production sought to be compelled is related directly to a violation or an alleged violation of the plan adopted pursuant to [NRS 389.620](#).

3. If a witness refuses to attend, testify or produce materials as required by the subpoena, the board of trustees may report to the district court by petition, setting forth that:

(a) Due notice has been given of the time and place of attendance or testimony of the witness or the production of materials;

(b) The witness has been subpoenaed by the board of trustees pursuant to this section; and

(c) The witness has failed or refused to attend, testify or produce materials before the board of trustees as required by the subpoena, or has refused to answer questions propounded to him, and asking for an order of the court compelling the witness to attend, testify or produce materials before the board of trustees.

4. Upon receipt of such a petition, the court shall enter an order directing the witness to appear before the court at a time and place to be fixed by the court in its order, the time to be not more than 10 days after the date of the order, and then and there show cause why he has not attended, testified or produced materials before the board of trustees. A certified copy of the order must be served upon the witness.

5. If it appears to the court that the subpoena was regularly issued by the board of trustees, the court shall enter an order that the witness appear before the board of trustees at a time and place fixed in the order and testify or produce materials, and that upon failure to obey the order the witness must be dealt with as for contempt of court.

NRS 391.312 Grounds for suspension, demotion, dismissal and refusal to reemploy teachers and administrators; consideration of evaluations and standards of performance.

1. A teacher may be suspended, dismissed or not reemployed and an administrator may be demoted, suspended, dismissed or not reemployed for the following reasons:

(a) Inefficiency;

(b) Immorality;

(c) Unprofessional conduct;

(d) Insubordination;

(e) Neglect of duty;

(f) Physical or mental incapacity;

(g) A justifiable decrease in the number of positions due to decreased enrollment or district reorganization;

(h) Conviction of a felony or of a crime involving moral turpitude;

(i) Inadequate performance;

(j) Evident unfitness for service;

(k) Failure to comply with such reasonable requirements as a board may prescribe;

(l) Failure to show normal improvement and evidence of professional training and growth;

(m) Advocating overthrow of the Government of the United States or of the State of Nevada by force, violence or other unlawful means, or the advocating or teaching of communism with the intent to indoctrinate pupils to subscribe to communistic philosophy;

(n) Any cause which constitutes grounds for the revocation of a teacher's license;

(o) Willful neglect or failure to observe and carry out the requirements of this Title;

(p) Dishonesty;

(q) Breaches in the security or confidentiality of the questions and answers of the achievement and proficiency examinations that are administered pursuant to [NRS 389.015](#);

(r) **Intentional failure to observe and carry out the requirements of a plan to ensure the security of examinations adopted pursuant to [NRS 389.616](#) or [389.620](#).**

PROTECTION FOR DISCLOSURE OF IRREGULARITIES IN TESTING ADMINISTRATION AND SECURITY
NRS 391.600 Definitions. As used in [NRS 391.600](#) to [391.648](#), inclusive, unless the context otherwise requires, the words and terms defined in [NRS 391.604](#) to [391.620](#), inclusive, have the meanings ascribed to them in those sections.

NRS 391.604 “Examination” defined. “Examination” means:

1. Achievement and proficiency examinations that are administered to pupils pursuant to NRS 389.015 or 389.550; and
2. Any other examinations which measure the achievement and proficiency of pupils and which are administered to pupils on a district-wide basis.

NRS 391.608 “Irregularity in testing administration” defined. “Irregularity in testing administration” means the failure to administer an examination in the manner intended by the person or entity that created the examination.

NRS 391.612 “Irregularity in testing security” defined. “Irregularity in testing security” means an act or omission that tends to corrupt or impair the security of an examination, including, without limitation:

1. The failure to comply with security procedures adopted pursuant to NRS 389.616 or 389.620;
2. The disclosure of questions or answers to questions on an examination in a manner not otherwise approved by law; and
3. Other breaches in the security or confidentiality of the questions or answers to questions on an examination.

NRS 391.616 “Reprisal or retaliatory action” defined. “Reprisal or retaliatory action” includes, without limitation:

1. Frequent or undesirable changes in the location of an office;
2. Frequent or undesirable transfers or reassignments;
3. The issuance of letters of reprimand, letters of admonition or evaluations of poor performance;
4. A demotion;
5. A reduction in pay;
6. The denial of a promotion;
7. A suspension;
8. A dismissal;
9. A transfer; or
10. Frequent changes in working hours or workdays,

if such action is taken, in whole or in part, because the school official disclosed information concerning irregularities in testing administration or testing security.

NRS 391.620 “School official” defined. “School official” means:

1. A member of a board of trustees of a school district;
2. A member of a governing body of a charter school; or
3. A licensed or unlicensed person employed by the board of trustees of a school district or the governing body of a charter school.

NRS 391.624 Declaration of policy concerning disclosure of irregularities in testing administration and security. It is hereby declared to be the policy of this state that a school official is encouraged to disclose, to the extent, not expressly Prohibited by law, irregularities in testing administration and testing security, and it is the intent of the legislature to protect the rights of a school official who makes such a disclosure.

NRS 391.628 School officials Prohibited from using authority or influence to prevent disclosure of information.

1. A school official shall not directly or indirectly use or attempt to use his official authority or influence to intimidate, threaten, coerce, command, influence or attempt to intimidate, threaten, coerce, command or influence another school official in an effort to interfere with or prevent the disclosure of information concerning irregularities in testing administration or testing security.
2. As used in this section, “official authority or influence” includes taking, directing others to take, recommending, processing or approving any personnel action such as an appointment, promotion, transfer, assignment, reassignment, reinstatement, restoration, reemployment, evaluation or other disciplinary action.

DRAFT

Report of Testing Irregularity
Nevada Proficiency Examination Program
2013-2014 School Year

This report must be completed within 14 days of the incident in which an irregularity in test security and/or test administration has occurred. A copy of this report is to be **filed with the test director in your school district**, who must immediately forward a copy of the report to the test security coordinator at the Nevada Department of Education. State public schools (not part of SPCSA) and private schools must forward the report directly to the Department.

Address: 700 East Fifth Street, Room 107, Carson City, NV 89701
E-mail: cmason@doe.nv.gov Fax: 775-687-9240

For more information, contact Carol Mason (775-687-9260) at the Nevada Department of Education.

School: _____ District: _____ Date: _____

Name of School Principal: _____ Phone #: _____

Name of Person Completing Form: _____ Phone #: _____

Title: _____ Date of Incident: _____

Test(s) for which the irregularity occurred (check all boxes that apply):

HSPE READING:

GRADE 10 GRADE 11 GRADE 12 ADULT

HSPE MATH:

GRADE 10 GRADE 11 GRADE 12 ADULT

HSPE: SCIENCE

GRADE 10 GRADE 11 GRADE 12 ADULT

HSPE: WRITING

GRADE 11 GRADE 12 ADULT

CRT:

GRADE 3 GRADE 4 GRADE 5

CRT:

GRADE 6 GRADE 7 GRADE 8

NAA:

GRADE(S): _____

ELPA:

GRADE(S): _____

CTE:

TEST/SUBJECT: _____

1. Provide a narrative description of the testing irregularity and how it occurred. (*Attach additional pages as necessary.*)

2. Indicate the names and positions of the individual(s) who were primarily responsible for the testing irregularity. (*Attach training logs and/or statements as necessary.*)

3. What is your best estimate of the damage to the Nevada Proficiency Examination Program that will or could result from this testing irregularity?

4. ***Procedures for the Nevada Proficiency Examination Program*** and other publications distributed by the Nevada Department of Education contain provisions that should have prevented this testing irregularity.

Which procedure(s) was/were not followed?

5. What action has been taken to help ensure against future testing irregularities in your school?

6. Please provide your recommendation with regard to any further appropriate action that might be taken with regard to this incident.

7. What action was taken regarding students? Were answer documents coded as “invalid” (check one)? Yes _____ No _____

8. If question 7 is applicable, provide student information in the table below.

Last Name	First	MI	ID #	DOB	Subject(s)

**CARSON CITY SCHOOL DISTRICT
 CONSENT AGENDA ITEM SUMMARY
 August 27, 2013**

EMPLOYEE LEAVE REQUESTS			
Name	Position/Subject	Location	Type of Leave

REQUEST WITHDRAWAL TO TAKE GED			
Name	Grade	School	
Nery Obryan Carrillo Pineda	11	CHS	

REQUEST ATHLETIC PARTICIPATION FOR HOMESCHOOL/CHARTERSCHOOL STUDENTS			
Name	Grade	School	Sport
Tyler Christy	9	CHS	Football

REQUEST VACCINATION EXEMPTION PER NRS 392.437			
Grade	School	Personal	Religious
K	Seeliger		X

CARSON CITY SCHOOL DISTRICT - STAFF INFORMATION

August 27, 2013

ADMINISTRATIVE STAFF

2013-2014 - NEW HIRES				
Name	Position/Subject	Location	Hire Date	New/Replace
Laura Austin	ESL Director	PDC	8/23/2002	Replace - FY 14
Laurel Terry	Vice Principal	Mark Twain Elementary	9/17/1986	Replace - FY 14

2012-2013 - RESIGNATIONS/RETIREMENTS					
Name	Position/Subject	Location	Hire Date	Term Date	Resign/Retire
Christine Butson	ESL Administrator	PDC	8/23/1996	6/26/2013	Resignation
Patrick Houlihan	Vice Principal	CHS	8/25/1994	6/26/2013	Resignation

CERTIFIED STAFF

2013-2014 - NEW HIRES				
Name	Position/Subject	Location	Hire Date	New/Replace
Hollie Eiswert	6th Grade Math Teacher	Carson Middle School	TBD	Replace - FY 14
Dorothy Draper	At-Risk Counselor	Empire & Mark Twain Elementary	7/17/2008	New/R.I.F. ReCall - FY 14
Jeremy Falconer	5th Grade Teacher (1 Year ONLY)	Mark Twain Elementary	TBD	Replace - FY 14
Cary Jordan	Counselor	Pioneer High School	8/9/2012	New/R.I.F. ReCall - FY 14
Caitlin Poley	3rd Grade Teacher	Seeliger Elementary	TBD	Replace - FY 14
Joseph Tierney	6th Grade Social Studies Teacher	Carson Middle School	TBD	Replace - FY 14
Mary Whalen	Kindergarten	Fremont Elementary	TBD	New
Tad Williams, Jr.	5th Grade Teacher	Fritsch Elementary	TBD	Replace - FY 14

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

CARSON CITY SCHOOL DISTRICT - STAFF INFORMATION

August 27, 2013

CLASSIFIED STAFF

2013-2014 - NEW HIRES				
Name	Position/Subject	Location	Hire Date	New/Replace
Greg John	School Safety Officer	Carson High School	TBD	Replace - FY 14
Samantha Tyrrell	Senior Office Specialist II	PDC - Educational Services	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					

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

Tuesday, July 23, 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
 Steve Reynolds, Member
 Joe Cacioppo, Member
 Laurel Crossman, Member
 Candace Stowell, Member
 Richard Stokes, Superintendent
 Mike Pavlakis, Legal Counsel

Members Absent
 None

Board Member, Joe Cacioppo led the Pledge of Allegiance.

ACTION TO ADOPT THE AGENDA

It was moved by Mr. Ron Swirczek, seconded by Mrs. Stacie Wilke-McCulloch, **that the Carson City School District Board of Trustees adopt the agenda as submitted.** Motion carried unanimously.

SUPERINTENDENT'S REPORT

- Mr. Stokes explained that several staff members were not in attendance, as they are on vacation
- Classes for the Early Childhood Program resumed on Monday, July 22, 2013
- Open House for the Early Childhood Program is Wednesday, August 14, 2013 from 5:30 – 6:30 p.m.
- District is offering free full-day kindergarten at all elementary schools; registration begins August 6th; families that registered students in the Spring do not have to re-register
- Classes resume at all schools on Monday, August 19, 2013
- "Back to School"/ Meet & Greet and Open House Information is available on the district website; www.carsoncityschools.com

BOARD REPORTS

Mrs. Crossman reported on the following:

- Classes resumed at the Early Childhood Center on July 22, 2013
- Kindergarten "Back to School" night at Fritsch Elementary School will be held on August 21, 2013 at 6:00 p.m.
- Fritsch Elementary School Ice Cream Social sponsored by Parent Teacher Association (PTA) will be held on August 29, 2013 at 5:00 p.m.

Mrs. Conrad apologized for her absence at the July 9, 2013 Board meeting, as she attended the Greenhouse Project fundraiser for Carson High School.

ASSOCIATION REPORTS

There were no association reports.

PUBLIC COMMENT

There was no public comment.

DISCUSSION AND REVIEW OF CCSD REGULATION 519.8; STANDARD STUDENT ATTIRE

Mr. Stokes reminded Board members that a request was made during the July 9, 2013 Board meeting to review Regulation 519.8; Standard Student Attire (SSA). Mr. Stokes provided historical information regarding SSA; 4 years ago Carson Middle School initiated a request to implement SSA in the district. At that time, and as a way to provide assistance in creating a regulation, information was gathered from other districts utilizing school uniforms at their sites.

Mr. Stokes invited Mrs. Crossman to speak on this agenda item.

Mrs. Crossman attended one of the parent meetings that took place at Carson High School and received quite a bit of feedback following the meeting. Mrs. Crossman expressed concerns with the regulation being a site based decision. She also noted that a parent survey should be completed following the first year of implementation. To allow parents the opportunity to evaluate the regulation, Mrs. Crossman believes a parent survey should be completed every two years. She also believes it is important to include accountability in making sure the surveys take place. Mrs. Crossman also shared concerns with Item #D; Financial Considerations. If all students needing financial assistance requested it, how much money would the district be responsible for and how can the district establish equity amongst the school sites.

Mrs. Wilke-McCulloch asked if Carson Middle School completed a survey following the first year of Standard Student Attire. Mr. Stokes explained that Carson Middle School made modifications to the uniforms several times, which caused some difficulty. Mr. Stokes provided feedback to the Principals, asking them to leave the uniforms alone for a period of time, reducing the number of changes being made, as they caused confusion to families. Since making this decision, the number of concerns has been reduced. Mr. Stokes addressed Mrs. Crossman's concerns regarding financial assistance; due to the number of students attending other schools where SSA has been implemented, there may be more navy, white and/or red polo shirts in local thrift stores or retained by the schools. Mr. Stokes believes steps have been taken to help manage this area a little better.

Based on the purpose of SSA; increasing student achievement, promoting safety and enhancing positive school climate, Mrs. Wilke-McCulloch asked if Carson Middle School has any data in the last three years to support those items. Mr. Stokes does not believe Carson Middle School has data to support SSA. Mrs. Wilke-McCulloch commented on the SSA process that recently took place at Carson High School and felt like Board members were not included in the process. Board members were receiving calls from parents and community members trying to find out what they could do. Mrs. Wilke-McCulloch referenced Item #1 of the Regulation and would like to include having a Board member serve on any site based committee.

Mrs. Crossman expressed concerns with having a committee referenced without having it being an identifiable committee. Mrs. Wilke-McCulloch commented on the perception of committee members being afraid of coming forward, where as a Board member would not be afraid to come forward. Mrs. Wilke-McCulloch believes the public would have a feeling that everything is being handled appropriately if a Board member served on the Committee.

Mrs. Conrad asked if there was a total on the amount of money being utilized for school uniforms. Mr. Stokes did not have an exact total, as it varies by site; start-up year vs. maintenance year. The Principals' have a discretionary account; a per pupil amount for materials and supplies, which also allows them to purchase uniform items. Mr. Stokes also commented on the grant funded program; McKinney-Vento, which contributes money towards SSA.

Ms. Stowell inquired as to the number of schools that have adopted SSA. Mr. Stokes explained that Carson Middle School, Eagle Valley Middle School, Empire Elementary School, Seeliger Elementary School, Bordewich Bray Elementary School and Fremont Elementary School have Standard Student Attire.

Mr. Cacioppo commented on wording included in the Regulation; district is not trying to prohibit students from getting an education. At times students may not be wearing SSA; therefore they are called to the office and possibly sent home. Mr. Cacioppo asked Mr. Pavlakis if there are any legal consequences, if a child is sent home. Mr. Pavlakis explained that positive reinforcement is encouraged; conference with a student, conference with a parent, opportunity for student to change clothing, etc.; therefore there is no violation of the law.

As a parent of a Carson Middle School student, Mrs. Conrad believes Carson Middle School has gone to the extreme regarding school uniforms and the number of buttons on the polo shirt and not enough about learning. If the uniforms are distracting from learning, then it's an issue. Mrs. Conrad is in favor of school uniforms; however, she believes we need to ease up on the students.

Mr. Cacioppo attended both parent SSA meetings at Carson High School and found that they wanted to promote school spirit. In promoting school spirit, CHS has a large number of clubs and activities available to students. Mr. Cacioppo expressed concerns with students not being allowed to wear spirit wear at the middle schools and high school. Therefore, Mr. Cacioppo would like to include some flexibility within the Regulation to allow students to wear spirit wear.

Mrs. Crossman expressed concerns about not receiving proper notifications regarding changes to SSA for Carson Middle School. In addition, Mrs. Crossman commented on the number of SSA changes that have been made at Carson Middle School since it was implemented and the added expense it has on her household.

For the record, Mr. Swirczek commented on the date the Regulation was adopted; 2010 and asked why it wasn't adopted by the Board as a district-wide policy vs. a site based Regulation. Mr. Stokes explained that at the time, one site had an interest in implementing Standard Student Attire, with no Regulation in place. Therefore, the Regulation was created, leaving the discretion at the site level.

Mrs. Wilke-McCulloch recalled the Standard Student Attire as being a pilot program because one school wanted to try it based on data from a school in Washoe County School District. At the time, SSA was also linked to a new Positive Behavior Support program; therefore it was not made into a district wide policy; it was a pilot for the requesting site.

Mrs. Conrad personally likes the idea of having the decision at the site level; it is important for teachers and parents to have input. Mrs. Conrad agrees with the suggestion of having a Board member serve on the Committee.

Mr. Stokes will share the comments and suggestions with Principals' at their first meeting on August 7, 2013, providing them with a modified draft of the Regulation to include the comments suggested tonight.

Mrs. Conrad suggested that Mrs. Crossman work with Mr. Stokes on evaluating the Regulation.

Public Comment:

Ms. Jennifer Cherpeski, parent of four students in the district, commented on the number of SSA changes that have been made at Carson Middle School. Ms. Cherpeski expressed dissatisfaction with having to trade in light blue shirts to the school following a change with SSA. Ms. Cherpeski also has students in the elementary level and expressed a desire to see proof for reasons to have SSA vs. it's just looking nice. Ms. Cherpeski summarized the SSA changes that Carson Middle School has had over the last three years; eliminate light blue shirts, purchase uniforms anywhere, no skirts, etc. Ms. Cherpeski was happy to see that Carson High School opened the discussion to include parents. Ms. Cherpeski expressed concerns with having a site based decision; one person makes a decision that affects many people. Ms. Cherpeski referenced the situation at Carson High School; the Principal had a committee that no one knew about. Ms. Cherpeski believes that the Board should have input in the process, as they are elected, etc. vs. someone that the public has no say in hiring, terminating, etc. In general, Ms. Cherpeski is not in favor of uniforms; however, at the middle schools, she believes they provide ways on how to dress for school.

Ms. Karina Flansburg believes parents, teachers and administrators are partners in education, aiming for successful students. Ms. Flansburg supports site based administrative decisions; however, she also believes the district should have a policy to guide the decisions that affect families. Committees should be formed in an unbiased way, not hand-picked. In addition, parents and teachers should be included. Ms. Flansburg expressed additional concerns; believes uniforms have become a form of punishment; pay to wear street clothes, free choice day etc.; shopping restrictions due to SSA requirements, and limitations and choices of what can be worn during cold weather. Ms. Flansburg also commented on the number of changes that have taken place. She also shared concerns with cost; responsibility of a family, not the Principals' to clothe students.

Mrs. Wilke-McCulloch suggested that a survey be completed of the last two years.

Mrs. Crossman commented on the outerwear specifications that are noted in the Regulation; schools are only allowing school purchased sweatshirts. Mrs. Crossman believes there should be some flexibility with the outerwear students wear to school.

Public Comment:

Mrs. Casey Gilles, Principal, Fremont Elementary School commented on the process utilized at the elementary level. Parent meetings and surveys were conducted; ideas were brought forth by the School Improvement Team and presented to parents for feedback. At that time, modifications were made prior to approving SSA at Fremont Elementary School. For families with financial hardships, Mrs. Gilles worked with the Parent Teacher Association (PTA) and used some of her discretionary funds to assist students with their SSA clothing. Each new student at Fremont Elementary School is provided one new shirt. Mrs. Gillis commented on the number of families that have thanked her for adopting SSA at the school. The school has spirit days, club dress-up days and students are allowed to wear whatever they would like on picture day. The time taken to address concerns with the dress codes vs. SSA has ended.

DISCUSSION AND POSSIBLE ACTION ON A RESOLUTION TO APPROVE AN AMENDED BUDGET FOR FY2014, TO INCLUDE REVISIONS TO THE GENERAL FUND FOR THE DISTRIBUTIVE SCHOOL ACCOUNT (DSA), STATE GRANTS FUND FOR FULL-DAY KINDERGARTEN, AND ADDITIONAL ALLOCATION FOR CLASS SIZE REDUCTION FUND (CSR) DUE TO THE OUTCOME OF THE 2013 LEGISLATIVE SESSION

Mr. Anthony Turley, Director of Fiscal Services provided an explanation as to why Agenda Items #8 and #9 were separated into two items vs. one. Mr. Turley provided several examples between Agenda Item #8 and Agenda Item #9:

- Item #8 – relates to a personal budget; receive additional money that was not budgeted; now decisions can be made on how the money will be spent
- Item #9 – income is the same; however, there is a reduction in an expenditure, creating additional money within a budget. The funds can be reallocated for another expenditure.
- Item #8 – related to revenue allocated to the district through the Legislative Session, that

was not included in the budget.

- Item #9 – money is already in the budget; however the funds may not need to be spent on items included in the original budget; therefore, the money can be reallocated to another expenditure
- Item #8 – amendment to the budget, including new revenue is reported to the Nevada Department of Taxation
- Item #9 – changes can be made within the same funds, with Board having the authority to make the suggested adjustments; there is no reporting at the State level

Mr. Turley explained that agenda item #8 pertains to additional revenue that was received in the General Fund in the following areas; approximately \$2,250,000, \$927,000 for Full-Day Kindergarten (FDK), and \$297,000 for Class Size Reduction (CSR).

The following funds were impacted by the revenue changes:

- General Fund – additional revenue of \$2,251,569; additional \$306 per student allocation
- Pay to Participate initiative was removed from the budget – (\$50,000)
- Net change to Revenue - \$2,201,569

General fund expenditure augmentations:

- \$10,000 added back for field trips in regular programs
- \$500,000 WiFi upgrades district wide; budgeted in business administration, funds will be transferred to the school sites as needed
- \$50,000 cell phones; budgeted in operation utilities
- \$560,000 – total expenditure augmentation
- \$1,641,569 balance for the ending fund balance to be used for fiscal year 2015 expenditures

Mr. Swirczek asked if a quote was received for the WiFi upgrades of \$500,000. Mr. Turley explained that the total is an estimate received from the District's Information Technology Department, not a quote.

Mrs. Conrad asked when the Pay to Play initiative was removed. Mr. Stokes explained that the Pay to Play was a cost saving measure that was proposed when the budget was initially being built. During May, there was little information available regarding the budget; however, once the district knew they would be receiving additional revenue from the DSA, Mr. Stokes made a decision not to collect funds for Pay to Play.

Mr. Turley explained that the Full-Day Kindergarten Fund, tuition based only was also impacted; all revenue and expenditures were removed as a result of the change by the State. A small amount in the fund balance will be looked at later in the year, possibly transferring the money back into the General Fund.

State Grant Fund Impacts:

- Revenue enhancements - \$973,712 categorical funding for Full-Day Kindergarten as a result of the 2013 Legislative Session
- Expenditure augmentation - \$648,219 for salaries and \$275,493 for benefits in regular programs; Full-Day Kindergarten program

Class-Size Reduction Fund Impacts:

- Revenue enhancements - \$297,000; 4.5 additional teachers for Kindergarten class-size reduction
- Expenditure augmentation - \$203,425 for salaries and \$93,574 for benefits in regular programs; Class-Size Reduction fund

Mr. Swirczek asked if most of the 4.5 additional teachers for Kindergarten were new teachers. Mr. Turley explained that a hand-out was provided for the next agenda that outlined how the funding for Kindergarten and the Class Size Reduction would be spent; some allocations are for new teachers. To date, the funding from both sources will pay for almost all kindergarten teachers in the district.

Mr. Stokes explained that during the Legislative session, testimony was given regarding the class sizes of kindergarten classes. The funding is intended to reduce kindergarten class sizes to 21:1; however, they would allow districts to make decisions to increase class sizes to 25:1. Upon reviewing last year's kindergarten enrollment in districts, the Legislature chose the number of 4.5 for the district, which was based on current information. The goal is to reduce the kindergarten class sizes to a more manageable number.

Mr. Turley referenced the handout for Agenda Item #9, which outlines the proposed categorical funding for the kindergarten programs.

Mr. Turley summarized the budget amendment presentation:

- DSA additional allocation – spend \$610,000 of \$2,250,000, having approximately \$1,640,000 going into the ending fund balance for fiscal year 2015; avoiding any additional Reductions in Force (RIF)

Mrs. Conrad asked if the proposal was for the budget augmentation and the budget transfer. Mr. Turley explained that Agenda Item #8 pertains only to the budget augmentation and amendment.

Mr. Swirczek confirmed that Agenda Item #9 requires no other budget augmentation or amendment. As presented, money that the district has will be used and redistributed for other purposes. Mr. Turley confirmed Mr. Swirczek's assumption of Agenda Item #9. Mr. Swirczek asked for reassurance on the availability of the \$400,000 identified in the presentation. Mr. Turley requested that he speak on that in Agenda Item #9.

Ms. Stowell referenced a handout that identified several changes and asked for information on where the changes could be found in the amended budget. Mr. Turley explained that there were no changes to the amended budget; only in the summary sheet, due to miscalculations in several formulas.

Mrs. Conrad asked Mr. Stokes to provide information on how staff feels about the 1:1 mobile devices. Mr. Stokes explained that this was one of the goals when the Strategic Plan was created; members of the community suggested that wireless devices be made available to students. It was also identified that teachers would need similar technology. The project also allows students that may not have access to computers or the internet at home, the opportunity to bridge this type of gap. There is also an expectation that districts in Nevada will be using electronic testing methods, with approximately only one year for preparation. Initially, the district planned to use the 2010 Bond "Pay as You Go" (PAYG) money; however, due to the reduction of assessed valuation in Carson City, plans have changed. At this time, there is no indication that the assessed valuation in Carson City will increase in the near future. Mr. Stokes believes staff is committed and ready to go with this project. In moving ahead, Mr. Stokes is hopeful that the Board supports this project. Mr. Stokes noted that the district's mobile process cannot proceed without an increase to the wireless system.

Mr. Turley commented on the number of situations that took place with the bandwidth during the Robotics Competition last year.

Mrs. Crossman confirmed that some sites were having difficulty while administering testing online.

Mr. Swirczek suggested that Agenda Item #8 and Agenda Item #9 be combined to allow for additional discussion.

DISCUSSION AND POSSIBLE ACTION TO ADD OR RESTORE CERTAIN STAFF AND OPERATIONS TO THE FY2014 BUDGET, WHICH MAY INCLUDE, BUT MAY NOT BE LIMITED TO: CLASS SIZE REDUCTION TEACHING POSITIONS, A DISTRICT WIDE ADMINISTRATOR, CUSTODIAL STAFF, ELEMENTARY SCHOOL COUNSELORS AND A PUBLIC RELATIONS OFFICER

For clarification purposes, Mr. Stokes commented on the process for creating the budget for fiscal year 2014; discussions and meetings began early in the school year, allowing board members, parents, staff, etc. the opportunity to provide input and suggestions for reducing the budget. Mr. Stokes included in his executive summary, several items, where steps were taken to eliminate certain items. Mr. Stokes noted that a Public Relations Officer was not included, as it was not something that was reduced. In addition, it is not necessarily on the immediate list to add back; however, it is something that is happening in other districts. This topic was mentioned during the last Board meeting, therefore, for the public's benefit, Mr. Stokes noted that this item was not removed from the initial budget.

Mr. Stokes referenced a handout provided by Mr. Turley that includes an orange and green box, which has ideas on items the district believe are important to the operations in the district and items that were reduced.

Mr. Stokes explained that the decisions were based on the following; class-size reduction considerations in the full-day kindergarten program and class-size reductions in 1st – 3rd grade, which were based on discussions that took place during the Legislative Session. Mr. Stokes commented on the uncertainty of the number of students that will be in attendance in the district on the first day of school. Due to full-day kindergarten being free, parents may seek the economic benefit of having free child care in a classroom environment. Mr. Stokes stressed the fact that the district cannot go above the kindergarten ratio of 25:1. Therefore, Mr. Stokes believes the district should wait to make any decisions on spending any available funds until after school begins; this will help identify the need for any additional teachers, etc. Mr. Stokes also suggested waiting until after the Labor Day holiday to make any decisions regarding the budget.

Mr. Stokes explained that the district has \$50,000 available for an At-Risk Elementary Counselor, which provides a Title I school the opportunity to have a counselor. The cost for the position would need to be supplemented.

Mr. Stokes summarized identified items of importance, referenced in the orange box on the handout:

- \$225,000 – 3 Teacher FTE's for fiscal year 2014
- \$61,000 – ½ of administrative salary, with remaining portion possibly being funded by English as a Second Language (ESL) and training funds
- \$90,000 – 2 custodial FTE's for additional full-day kindergarten classes and increased square footage due to construction projects

Prior to discussions, Mrs. Conrad commented on how difficult it has been for the last several years during budget discussions; however, the process this year has been transparent and open.

Mr. Swirczek referenced the Strategic Plan and the Race to the Top Grant and believes that 3 elementary school counselors need to be reinstated at this time. Mr. Swirczek commented on information that has been previously presented from the American School Counselors Association. He also commented on the four components that several elementary school counselors presented.

Mr. Swirczek shared information from the American School Counselors Association on elementary school counselors:

- Set the tone for developing the knowledge, attitudes and skills necessary for children to become healthy, competent and confident learners
- Work as a team with staff, parents and community to create an atmosphere by providing education, prevention and early intervention to help all students achieve academic success

Mr. Swirczek referred to the beliefs in the Strategic Plan:

- Every student must have the opportunity to excel
- Every student must be prepared for success in college or a career
- Students, families, schools, businesses and the community must work in partnership to pursue academic excellence

Mr. Swirczek questioned why it would be important to have college and career readiness at the elementary school level. Therefore, he went to the National Office for School Counselors Advocacy and found information on college and career readiness counseling. Mr. Swirczek linked the information to the Strategic Plan, Goal #4; curriculum and community partnerships. He also explained that effective college and career readiness begins in kindergarten, continuing to high school. Elementary school counselors lay the foundation for middle and high school counselors.

Mr. Swirczek also highlighted the work of school counselors:

- Elementary school counselors create early awareness, knowledge and skills that lay academic base, rigor and social development necessary for college and career readiness
- Middle school counselors create opportunities
- High school counselors create access

As it relates to the Race to the Top grant and a student centered learning environment, Mr. Swirczek commented on how the elementary, middle and high school counselors get together; similar to what teachers do for collaborating purposes.

Mr. Swirczek referenced the Strategic Plan; district, parents, family and community:

- District – collaborate with community Pre-K programs to help students make a smooth transition into kindergarten. Collaborate with middle school counselors for the betterment of students.
- Parents and families – create community events, help parents, etc. Collaborate with community members to introduce students to the world around them, connecting their lives and interest to the community.
- Elementary counselors would be an important part of community partnerships; connecting students

Mr. Swirczek viewed the website: www.schoolcounselors.org, which stressed the goal of an elementary school counselor; to lay the foundation for youth to grow and fill positions for the next generation. There was also information regarding the role of an elementary school counselor and the key reason for having them; no longer in a static environment. The counselors work with students for adoptive learning, as things are continually changing.

Mr. Swirczek commented on an article from the American Counseling Association; Teachers and Counselors, which emphasized the need for elementary school counselors. A question was also asked of teachers; purpose of the study is to examine the value teachers place on elementary school counselors, specific role that align with content areas identified in the American School Counselors Association. The article also includes findings related to a study; most important duties of a school counselor according to teachers would include assisting students with academic and career planning, assisting with personal and social development and working with students in a therapeutic, clinical or individual counseling way. There are findings that teachers weren't always connected with the importance of elementary school counselors.

Mr. Swirczek shared school counseling information he located on the internet from Yorkshire Elementary School in Virginia; believe all students will be successful learners with character, who are influenced by positive role models in school, home and the community. The counselors at Yorkshire Elementary School also believe that all students can achieve and be successful. Again, Mr. Swirczek recommended that 3 elementary school counselors be reinstated using the available funding of \$400,000.

Mrs. Crossman asked for additional information regarding partial restoration for class-size reduction teaching positions; elementary or secondary positions. Mr. Stokes explained that it would be at the elementary level.

Based on the funding source of \$50,000, Ms. Stowell asked what the proposal might be for reinstating 1 elementary school counselor. She also inquired as to what would be changed and if there was a way to reinstate 2 elementary school counselors.

Mr. Swirczek referenced the recommendations provided by Mr. Stokes, which are highlighted in the orange box. Mr. Swirczek also commented on the number of choices they have as Board members; take all or some of the suggestions, etc. As a suggestion, Mr. Swirczek explained that the restoration of a district wide administrator of \$61,000 and custodial staff of \$90,000 would be eliminated. Mr. Swirczek also noted that they have the ability to move available funds around within budgets, programs, etc. In making calculations, Mr. Swirczek suggested taking 3% of the \$6 million within the undistributed expenditures of Support Services and Supplies; which is a policy decision that allows for funding of an important position.

In response to Ms. Stowell's comment regarding 2 elementary school counselors, Mr. Turley explained that if the district has a district wide program to have counselors at each elementary school; Title I funds cannot be used to fund the positions as it would be considered supplanting. Title funding cannot be used to supplant general fund expenditures that are district wide programs. Mr. Turley also explained that the district would still receive the \$50,000 for the At-Risk Counselor; therefore, the district would save only ½ a counselor, leaving 2 ½ to fund from the general fund.

For clarification purposes, Mr. Turley explained that the "Undistributed Allocation" noted in the budget is funding that is allocated for maintenance and supplies. Mr. Turley also noted that if desired, the Board can reallocate the funds.

Mr. Swirczek stressed the importance of having elementary school counselors to ensure student success and achievement.

Mrs. Wilke-McCulloch asked if the \$50,000 At-Risk Counselor was grant funded for Pioneer High School. Mr. Stokes explained that the district initially thought that would work; however, the position has to be for an At-Risk elementary counselor at a Title I School. Mr. Stokes explained that there was money from the last Legislative session for Jobs for American Graduates (JAG), which services will be provided.

Mrs. Wilke-McCulloch confirmed that money used in excess of the \$400,000 would come from the ending fund balance. Mr. Turley explained that this is the first amended budget, not the only time the budget can be augmented. If necessary, following the verification of student enrollment, the district will have the opportunity to amend the budget prior to December 31, 2013. The district also has the opportunity to amend the budget once the audit is completed. Mrs. Wilke-McCulloch verified that anything spent over \$400,000 would come from the ending fund balance. Mr. Turley explained that an amendment would need to be made and the resolution would need to be modified if the Board decided to use a portion of the ending fund balance.

Mrs. Wilke-McCulloch asked for information on when count day was scheduled. Mr. Stokes explained that count day typically takes place on the fourth Friday after school starts; September 13, 2013.

Mrs. Conrad agrees that elementary school counselors are important; however, she expressed concerns with not allowing funding for extra teachers in the event there was overcrowded classrooms, etc. Mrs. Conrad presented her proposal:

- Allow for funding for teachers
- Wait to see the total number of student on count day, bring back elementary school counselors at that time, if funding is available

Mr. Turley explained that the funding is currently budgeted in regular programs; salaries and benefits. Mr. Stokes explained that within regular programs, not Special Education, that counselors, teachers, etc. can be added. The district takes an average that is applied to the job of a teacher and/or counselor; as FTE's are assumed by staff, the operations of the district is continually reviewed. If a school identifies a need, the district has the flexibility to address the need. The process allows the district the opportunity to hire one or more teachers if necessary.

Mr. Turley clarified the meaning of regular program instruction; teachers in the classroom, which has already been budgeted for classroom instruction. The funding for a counselor is a different function; support.

Mrs. Conrad asked for information on the category for a school counselor. Mr. Turley explained that it is a 2000 function; support.

Mrs. Crossman asked if the Para-Professional's (Para-Pro's) needed in the kindergarten classes would be classified as support or instruction. She also asked if the budget supported enough Para-Pro's for the full-day kindergarten classes. Mr. Turley explained that the Para-Pro's are classified as instruction if they are working directly in the classroom; however, if they are not directly in the classroom, they would be included in the support category. Mrs. Crossman asked if the portable classrooms at Mark Twain Elementary School, which will be used for full-day kindergarten, have bathrooms in them for the students. Mr. Stokes confirmed with Mr. Mark Korinek, Manager of Operation Services, that there is one bathroom in one of the portable classrooms.

Mr. Reynolds expressed his appreciation for all the work Mr. Swirczek has done regarding elementary school counselors. Mr. Reynolds noted the consistent recommendation provided by administration and site managers on how the funds should be spent. Mr. Reynolds commented on the job description of an elementary school counselor and believes others are doing good things too. He also believes that the job title of another position would have the same wording; staff members in the schools are working hard for the students. As used in the elementary schools, Mr. Reynolds believes the counselors were not doing work exclusive to them that was not being done by others. Mr. Reynolds commented on the recommendation that was provided on ways that the funds could be applied for better uses by other people working with students. Mr. Reynolds commented on the considerations the Board is willing to take without knowing for sure if the next person hired in an elementary school should be a counselor; maybe it should be an English as a Second Language (ESL) person? Mr. Reynolds commented on the importance of considering the recommendations that have been provided by staff that are working in the schools. Mr. Reynolds noted that it will take more than reading job descriptions for him; he wants to know that a counselor is the person that is most desired by the staff in the school. Mr. Reynolds has not heard that and believes that the next person hired in the elementary schools will not be a counselor.

Mr. Swirczek commented on the point made by Mr. Reynolds regarding the added burden on teachers; elementary school counselors work directly with the student, parents, teachers, families, etc. to make student successful. Mr. Swirczek explained how things have changed with elementary school counselors; teach classes, work with students moving into middle school, etc.

Prior to hearing from counselors, Mrs. Conrad asked that everyone be given the chance to speak on this item and other areas within the budget. Mrs. Conrad noted that the issue is not about how important school counselors are; it is about dealing with current available funding, as money is not available for everything.

Ms. Stowell asked if all elementary counselors were eliminated as a result of a Reduction in Force (RIF). Mr. Stokes explained that one high school counselor and one elementary counselor were RIF'd, and to date have not been reinstated. Mr. Swirczek explained that there are currently no elementary school counselors. Ms. Stowell believes it is important to have at least one trained professional counselor for the elementary schools. Ms. Stowell asked if an amendment to the budget would be necessary if one elementary school counselor was reinstated to that position.

Mr. Turley explained that an amendment to the budget is not required; however, it does require a transfer from the instructional category to the support category.

Mrs. Wilke-McCulloch confirmed that the district currently has no elementary counselors.

Without having elementary school counselors, Mr. Reynolds asked if counseling services are available to the elementary schools. Mr. Stokes explained that the district has school psychologists; however they would function in the same manner. Mr. Stokes commented on the possibility of contracting out for this type of service. Mr. Turley reminded Board members that the professional services account was included in the budget reduction. Budgeting and available funding would be required prior to contracting services.

Mrs. Conrad referenced information in the orange box on the handout and asked if there was room to modify the amounts:

- \$225,000 for 3 FTE's for fiscal year 2014; important to keep
- \$61,000 for ESL program and DOJ compliance
- \$90,000 for 2 FTE's for increased square footage at the schools

Mr. Stokes explained that the information presented served as a starting point; 17% of students are ESL students and the district is in the final year of the Department of Justice (DOJ) Settlement Agreement. There are still things that need to be completed. Mr. Stokes noted that if the position is eliminated, the responsibility would come to his office to assure completion.

Mr. Cacioppo commented on previous discussions regarding the job of a Vice Principal vs. a Counselor; with time, can there be cross training, etc. Mr. Stokes explained that there are skills that pertain to each job. Vice Principals' would not be in a position to offer counseling, as it is not included in the job description. A counselor would not be asked to evaluate teachers. Mr. Stokes noted the important work done by counselors by putting community resources in the hands of students, something an administrator could learn. Given training in particular areas, Mr. Stokes believes certain things could be performed equally well. Over time and in looking ahead at the budgets, Mr. Cacioppo asked about the possibility of having the Vice Principal and counselor positions come together or will there be such a separation that the district will need to commit to have elementary counselors or not. Mr. Stokes commented on the program decisions that are made by applicants; counseling or administration.

Mrs. Conrad believes elementary school counselors are important and is hopeful that this reduction of staff is temporary; not eliminated on a permanent basis. Mrs. Conrad stressed the importance of the Board making a decision; move forward with the items presented or not.

Mrs. Crossman believes the burden on teachers will be changed by reducing class sizes; allowing each student the opportunity for additional attention by the teacher. As a follow-up to Mr. Reynolds question, Mrs. Crossman asked if the district has counseling services and/or other resources available to student, without having to contract for them outside the district. Mr. Stokes explained that a school psychologist would be called to assist, if the site administrator identified the need for professional services.

Public Comment:

Mr. Warren Wish believes that if a student needed counseling, staff would look into the community for services. In addition, Mr. Wish commented on how the community has suffered in the area of mental health services. The local agency, Carson Mental Health operates six hours per week, with most programs dealing with drug abuse, domestic violence, etc. Mr. Wish believes kids need to be in the justice program in order to receive services through the Ron Wood Center.

Mrs. Wilke-McCulloch commented on the restoration of Class Size Reduction (CSR) teaching positions and asked what would happen if the district was not in compliance with Nevada Revised Statute (NRS). Mr. Stokes explained that the district could be in jeopardy of not receiving the funding in the future.

As suggested by Ms. Stowell, Mrs. Conrad opened the meeting up to public comment.

Public Comment:

Mr. Warren Wish expressed his appreciation to Mr. Swirczek on the comments made regarding elementary school counselors. Mr. Wish expressed his disappointment with the conversation that has taken place, with the exception of the comments made recently. There has been no discussion on the mental health of the schools; the area where the counselor is the specialist. Mr. Wish explained that it is hard to compare the work of a counselor to the statistics provided by the American Sanitation Association on the amount of time it takes to vacuum 100 square feet of carpet. Mr. Wish questioned what the formula is for school counselors going into classrooms, providing lessons in various areas, etc. Mr. Wish commented on the tradeoff of a school psychologist vs. the need to have someone at the school for a student who might be alienated, angry, frustrated, etc. Mr. Wish expressed his opinion on the difference between a Vice Principal and a counselor; Principal and Vice Principal are the disciplinarians, enforcing the rules. Mr. Wish is hoping that the Board does not get second guessed. He questioned who will be there on a daily basis, with an open door and not committed to many other things, like a school Principal and/or Vice Principal are. Mr. Wish believes the mental health of the schools needs to be considered as a key component to our curricular and development needs of the student.

Ms. Dorothy Draper, former counselor at Fremont Elementary School addressed the Board because she believes in elementary school counselors. Ms. Draper shared a comment made at the end of the year about how the Principal wasn't sure of the other jobs she did as the counselor. The Principal did not always know of everything she did in her day; some things could not be made known due to certain restrictions. Ms. Draper explained that she has State and National Standards that were taught to all students. Approximately eight or nine years ago, Ms. Draper began including stress management skills at the 3rd grade level. Ms. Draper provided several stressors that students deal with; death of family member, house burned down, sick parent, etc. Some curriculum is introduced in kindergarten classes. According to research, the most important skill at predicting academic success through post high school is fourteen specific self-control skills. The counselor and Vice Principal work closely together on a daily basis.

Mrs. Wilke-McCulloch asked if it will make a difference to have 3 elementary school counselors or just a fix in a dam. Ms. Draper believes the district would be paying someone to drive around within the district. It would also depend on how the counselor would be used by the administrator. Ms. Draper believes the best thing would be to have one counselor at each elementary school.

Mrs. Conrad asked if one counselor would work based on the following proposal; each elementary school has a binder that includes community referral information and each school has a counselor that provides counseling and educational classes. Ms. Draper explained that the administration at Fremont Elementary School was good with bringing in outside resources. Mrs. Conrad explained that anyone can make a referral, as it does not require a counselor. Mrs. Conrad asked again, if binders were available at each school that had community referral information and the counselor were not be in charge of making referrals, could the schools make it. Ms. Draper explained that it's not that simple; the job of a Vice Principal and a counselor are two different things. She posed the question; do you want clothes or a place to live?

Mr. Swirczek commented on the funding source and the available funds of \$6.5 million in services and supplies; reducing it by 3%. He also stressed the importance of the Board making the decision, giving every student a chance to succeed. He noted comments made by Mr. Stokes regarding the elimination of the district wide administrator at a cost of \$61,000 and that staff would assume the responsibilities of that position.

Mrs. Conrad asked for details on where the 3% would come from. Mr. Swirczek referenced page 3, Expenditure Summary All Funds, Undistributed Support Services; approximately \$6.5 million in Services and Supplies, reducing and reallocating the amount by 3%. Mrs. Conrad confirmed the account as Services and Supplies and explained how the budget has been reviewed multiple times over the last several months. Mrs. Conrad asked where the 3% would be coming from.

Mr. Swirczek offered to go through the budget and identify areas where 3% could be taken. He stated again that the money is available and can be reallocated for something that is needed for students.

For clarification purposes, Ms. Stowell inquired about agenda item #8; without amending the budget and beginning the discussion again, could the Board take action on a proposal to bring back one counselor and adjust the recommendation to 2 FTE's, instead of 3 FTE's. Mr. Stokes stated, "Yes."

Mr. Turley cautioned the Board from taking 3% from a particular line item and suggested that the Board direct staff to look at the detail of the budget to see if money can be made available. A variety of items would need to be reviewed to see if additional reductions can be made; approximately \$180,000 in professional services has already been eliminated from the budget. Mr. Turley noted that additional reductions will impact various operations within the district.

Mrs. Wilke-McCulloch asked if the restoration of a district-wide administrator could be handled by the part-time person with funds for the ESL position. Mr. Stokes explained that the initial amount was \$122,000; district can justify percentages of the job in training capacity for connections with the Department of Justice. Included in the agreement with the DOJ was that teachers would be trained in High Quality Sheltered Instruction (HQSI) and Teachers of English to Speakers of Other Languages (TESOL) endorsements; 20% for HQSI and 30% for TESOL. Title II and Title III, Federal funds, along with funding from the general fund would be used to have a full-time person.

Mr. Turley explained that there would be no one for ESL administration, if the \$61,000 was eliminated from the general fund. The training can be paid for by using the grant funds.

Mrs. Wilke-McCulloch asked if the partially restored 3 FTE's are currently needed or can those positions wait to be restored until after count day. Mr. Stokes explained that the initial proposal included 2 FTE's; however, after a meeting, he received a request to use the 3 FTE's. Mr. Stokes believes that if there's an increase in enrollment, there will be a need for additional FTE's that are teachers.

Mr. Swirczek noted that additional students, means additional revenue.

Mrs. Conrad agreed with Mr. Swirczek regarding the elimination of the ESL administrator; take the funds and use them for something else. Mrs. Conrad commented on how the DOJ agreement might be an inconvenience for administrative staff; however, it will be ending soon. Mrs. Conrad asked if the administrator really had an impact on the schools; is it a position that is really necessary. Mr. Stokes believes Mrs. Christine Butson, former ESL Director was an asset to the ESL Program; her knowledge got the program back on track. Mr. Stokes clarified his statement that it could be done, was out of necessity; something would have to be removed from the work load. Mr. Stokes explained that he was looking for ways for everyone to do their part; staff will not let the children down. Mrs. Conrad commented on the percentage of Hispanic students and the role that Mrs. Butson had with the ESL program and the students. Personally, Mrs. Conrad wanted to know that the ESL program had a direct impact on the students and schools; not just to fulfill a requirement from the DOJ. Mr. Stokes explained that there is one more year with the DOJ agreement. The ESL program is delivered to students with the same enthusiasm and commitment as with the Race to the Top Grant.

Mrs. Wilke-McCulloch presented the following scenario:

- Add back the 3 elementary school counselors to the orange box, making the total \$630,000
- Amend tonight's suggested motion; take \$230,000 from the ending fund balance

Mr. Turley confirmed that Mrs. Wilke-McCulloch's suggestion is an action that could be taken; however, he reminded Board members that by keeping \$1.6 million available in the ending fund balance, there would likely be no additional reductions for fiscal year 2015. If the money is spent now on "permanent" money, reductions will have to be made in fiscal year 2015. Mr. Turley explained that if \$230,000 is taken from the ending fund balance for fiscal year 2014, the reduction in fiscal year 2015 would be increased to \$460,000; the scenarios presented balance both budgets. Based on what has been presented, Mrs. Wilke-McCulloch asked if anything presented to the employee bargaining groups would be in jeopardy.

Mr. Pavlakis asked Mrs. Wilke-McCulloch if her question is with regards to the amount of money that is reserved from negotiations. Mr. Turley explained that negotiations are ongoing; therefore he is unable to discuss any further. Mr. Turley reiterated that the budget for fiscal year 2015 would be balanced based on the presentation and having \$1.6 million in the ending fund balance.

Mr. Cacioppo expressed his understanding of Mr. Turley's point and is in favor of having the budget balanced so that there are no additional RIF's in fiscal year 2015. Mr. Cacioppo recognized the importance of all positions and jobs. Mr. Cacioppo asked if there were things the district could look for, where employee jobs are not impacted; pay to play, cell phones, etc. Mr. Cacioppo asked for information regarding the Photo Voltaic Project; payoff of the project, etc. He also commented on the projected savings being such that it might equal the cost for the elementary school counselors. Mr. Turley explained that the solar project should be paid off in fiscal year 2015-2016. At that time, funding would be available on an ongoing basis that is expected to be in the amount of \$250,000 to \$300,000.

For agenda item #9, Ms. Stowell made the following motion:

It was moved by Ms. Candace Stowell, seconded by Mr. Ron Swirczek, **that the Carson City School Board of Trustees approve the proposed uses of additional revenue as presented by administration, with one recommended change, which would be to reduce the partial restoration of the CSR teaching positions, presented as \$225,000 in order to bring on board one (1) counselor for the elementary schools, leaving the amount of \$400,000 for areas proposed for transfers.**

Public Comment:

Mr. Warren Wish explained that his first counseling job was in Nye County Nevada, where he was the only counselor in the district; 1 counselor for 13 schools, spending a lot of time traveling. Mr. Wish noted how difficult it was in developing relationships with staff and students. Mr. Wish doesn't believe it will workable to divide the time of one amongst 6 elementary schools.

Mr. Cacioppo asked Mr. Wish if no counselor for 6 schools was better than 1 counselor for 6 schools, for the District. Mr. Wish was pleased to hear that \$50,000 has been identified for Title I Schools; Empire and Mark Twain Elementary Schools. Mrs. Keema stated that there are 4 Title I Schools. Mr. Wish recognized that Title I Schools have greater needs than other schools do. If given the choice, Mr. Wish would choose neither; the choice is not satisfactory.

Mr. Swirczek recalled the motion as proposed by Ms. Stowell; reduce the CSR teacher by 1 position. Mr. Swirczek proposed the following scenario; increased enrollment in kindergarten, following count day, would create additional revenue, which is 2/3 of a student. The money could go back into the CSR account, but in the meantime, there are counselors available for students that might need them now.

Mr. Turley explained that count day takes place in September, and that by the end of the school year the student count has usually decreased, increasing again by the start of the next school year. Based on the count day totals for 2012 and on the budget, the district is in a "Hold Harmless" situation, projecting another decrease for the coming year. The reduction in the count from count day to May, 2013 was greater than the year before. Mr. Turley noted that the district would have to have an increase in the student count to get above the "Hold Harmless" prior to the district receiving any additional funding.

Mr. Swirczek noted that there may not be a need for the CSR teaching position immediately; there is a way to have the elementary school counselors back in place at the schools, without using the \$400,000. Mr. Swirczek asked if 3 counselors would be obtained if the CSR teaching positions were reduced by 2 and by using the Title I funding of \$50,000. Mr. Turley explained that it would equal 2 ½ positions; add back 2 counselors, Title funding cannot be used for the other ½ of the \$50,000. The district would have to pay for 2 ½ counselors to get 3.

Mr. Reynolds asked for clarification, as he understood from previous information that there would be a need for 3 FTE's in the classroom. Mr. Stokes projected that the district will need at least 3 more teachers prior to school starting.

Mr. Swirczek asked if the projection is based on an increase in student enrollment. Mr. Stokes explained that his projection is based on what is currently known at this time, not including kindergarten. The increase would be for teachers teaching 4th or 5th grade classes. Mr. Stokes also noted that at this time, the student count at Empire Elementary School appears to be low.

Mr. Reynolds asked that the motion be restated.

Ms. Stowell restated the motion as it was previously made;

It was moved by Ms. Candace Stowell, seconded by Mr. Ron Swirczek, **that the Carson City School Board of Trustees approve the proposed uses of additional revenue as presented by administration, with one recommended change, which would be to reduce the partial restoration of the CSR teaching positions, presented as \$225,000 in order to bring on board one (1) counselor for the elementary schools, leaving the amount of \$400,000 for areas proposed for transfers.**

Prior to the vote, Mr. Turley noted that the current salary and benefits for a counselor is approximately \$90,000; reason that it was \$280,000 to reduce 3 counselors. Therefore, 1 reduction would not equal 1 counselor.

Mrs. Conrad asked if the grant funds of \$50,000 could be used to augment the funding.

Mrs. Crossman explained that if grant funds are used, the counselor could only go to a Title I school.

Mr. Swirczek asked Mr. Turley for additional information regarding the total of \$230,000. Mr. Turley explained that he was including the \$50,000 for the At-Risk counselor, which is not a supplant; Title funding cannot be used. If there were 3 counselors, the \$50,000 would be available to use because they would be at a Title I school. Mr. Turley summarized the funding; \$50,000 from Title I funding, plus \$230,000 from the general fund; equals \$280,000, \$90,000 per counselor.

Mr. Swirczek asked that the motion be amended to include the following; direct staff to look at the \$6.5 million in the Support Services undistributed category to see if another \$200,000 is available.

Other board members explained that the second to amend the motion was needed. Mr. Swirczek explained that he was seeking approval to amend the motion, plus to direct staff to come back with any amount from the \$6.5 million that could be available for additional elementary school counselors.

Mrs. Conrad asked for direction from Mr. Pavlakis. Mr. Pavlakis explained that the motion made by Ms. Stowell, seconded by Mr. Swirczek is the current motion on the floor. Mr. Swirczek has recommended an amendment, which Ms. Stowell has to decide if she concurs with. If Ms. Stowell does not, action would be taken on the motion as it stands. Mr. Swirczek could then make a motion to direct staff to look at the \$6.5 million in the Support Services undistributed category.

Ms. Stowell recommended that a vote be taken on the motion as is, followed by a new motion if it does not pass. Mrs. Conrad called for a vote; 2 Yeas, 4 Nays. Motion did not pass.

It was moved by Mr. Steve Reynolds, seconded by Ms. Candace Stowell, **that the Carson City School Board of Trustees approve the allotments as noted in the orange designated box and that it be added or restored to the 2014 budget.**

Mrs. Conrad called for discussion and public comment.

Mr. Swirczek provided an explanation as to why he will be voting against the motion; does not take into account the students. The Strategic Plan says that the district is going to make sure that every student has a chance to succeed. Mr. Swirczek believes this is going against the Strategic Plan; therefore, he cannot support the motion.

Mrs. Conrad asked for clarification on her making a suggestion to amend the motion as previously stated.

Mr. Pavlakis explained that a motion and a second have been made; therefore, as part of the discussion, you would propose an amendment.

Mrs. Conrad offered the following suggestion to Mr. Reynolds; proceed with the orange box and include that if there is any funding not used for those 3 FTE's that the funding go towards counseling and does not go back to something else, eliminating the need for further discussion.

Mr. Turley explained that could be done; however, sufficient funding would have to be available to pay for the counselors.

Mrs. Wilke-McCulloch asked for information regarding the timeline for hiring a counselor. Mr. Turley explained that it might be best to wait until after the Labor Day holiday before these types of motions are made, as the district would have a better idea of how things are looking. The district's final needs would likely be known after count day, September 13, 2013.

Mr. Reynolds noted the level of concern regarding having counselors in the elementary schools. Mr. Reynolds doesn't believe the motion needs to be amended; if money becomes available, the board would identify the priority at that time. Mr. Reynolds doesn't believe the Board is in a place to take money that may or may not be available in the future; make those decisions at that time.

Mr. Cacioppo commented on the unknowns at this time and believes if it's not critical, that a vote on the motion should be taken tonight. Mr. Cacioppo agreed with Mr. Stokes on the need for the 3 FTE's and also agreed with Mr. Swirczek regarding the important role counselors make in the elementary schools. Mr. Cacioppo commented on count day and the possibility of waiting until then to make changes.

Mr. Reynolds explained that a decision can be made tonight, as the transfer is an internal transfer. This would place the district in a position, if necessary to hire an available FTE. To provide direction to administration, Mr. Reynolds believes the items needs to be approved tonight.

Mrs. Crossman questioned whether the restoration of the teaching positions, custodial staff and district administrator could wait until after count day.

Mr. Swirczek explained that they were going to wait; if there was no money, they would have been eliminated. Mr. Swirczek agreed with Mr. Cacioppo on waiting until count day; based on the numbers, there may be an opportunity to have elementary school counselors, which Mr. Swirczek believes should be made available for students.

Mrs. Wilke-McCulloch said she does not want to talk about this anymore; discussions regarding the budget have been going on for months. A list was reviewed and items of importance were identified. By waiting until count day, Mrs. Wilke-McCulloch is uncertain if quality counselors will be available. Mrs. Wilke-McCulloch stated that she will be voting no on the proposed motion, as she wants to amend the budget by using a portion of the ending fund balance.

Mr. Turley explained that the district does know what the revenue will be for fiscal year 2015, as the decision was made during the 2013 Legislative Session. If the district spends into the ending fund balance, additional cuts will likely need to be made in fiscal year 2015.

Ms. Stowell asked Mrs. Conrad to call for a vote. Mrs. Conrad called for a vote; 4 Yeas, 3 Nays. Motion passed.

Mrs. Conrad believes that if money becomes available, the first item that needs to be addressed is the elementary school counselors and she does not believe 1 counselor is enough.

Mrs. Conrad referred back to agenda item #8 and asked for public comment:

Mr. Warren Wish commented on the possibility of resources being available in agenda item #8:

- \$500,000 for wireless upgrades for 1:1 mobile project; is the need that critical that it has to be implemented immediately. Implement in two phases; ½ 1st year, ½ 2nd year.

Mrs. Conrad inquired about the possibility of that happening. Mr. Stokes explained that it's possible; however, the pricing would probably come in better if the district was done as a whole vs. dividing it into phases.

Mr. Turley noted that the \$500,000 is a one-time expenditure vs. permanent money for the counselors, which has an ongoing impact. Mr. Turley explained that in the long run, the math will not work out to take a one-time expenditure and replace it with permanent money. The \$500,000 would need to be used to pay for the counselors for both years.

Mrs. Conrad explained that she is not looking to eliminate elementary school counselors forever. She also commented on a meeting she had with Mr. Stokes regarding the importance of the wireless upgrades, as it goes along with the Strategic Plan.

Mr. Reynolds explained that the district knows what the revenue will be for two years; likely not to miraculously have \$230,000 next year.

Mrs. Conrad questioned the possibility of seeing an increase in the student count. Mr. Reynolds explained that the district won't know the count until after count day.

Mr. Swirczek believes the suggestion is good; use \$200,000 of the \$500,000 for wireless upgrades, taking the remaining balance needed from the ending fund balance if necessary. Mr. Swirczek commented on the importance of having 2 elementary school counselors in place now, asking staff to review the operating expenses in order to have the 3rd elementary school counselor.

The following motion was made for agenda item #8:

It was moved by Mr. Ron Swirczek, seconded by Mrs. Laurel Crossman, **that the Carson City School Board of Trustees approve the amended budget as submitted with the following exceptions; \$500,000 set aside for wireless upgrades be reduced to \$300,000 and \$200,000 be used for the reinstatement of elementary school counselors.**

Mrs. Crossman asked for confirmation on the cost of 2 counselors; \$180,000. Mr. Turley confirmed that the cost for 2 counselors is approximately \$180,000. Mr. Turley reiterated that this situation will place the district in a position where additional reductions will likely take place in fiscal year 2015. Mr. Turley explained that the \$200,000 is an ongoing expense, which totals

\$400,000 for two years; cutting into balancing the budget for fiscal year 2015. It could also put the district in a position where the wireless upgrades could not be finished do to a lack of funding.

Mr. Reynolds commented on the last minute effort that is taking place and the amount of time that has been spent on the discussion; \$500,000 with no discussion on the value of it. Mr. Reynolds commented on staying focused on the priorities that have been presented and known now; \$200,000 is going to cost \$200,000 next year. Everything has been covered repeatedly. Mr. Reynolds noted the difficulty and emotional side of the subject and how he has not enjoyed voting on recent motions. Mr. Reynolds doesn't believe the money should just be grabbed without working through the priorities and looking at why it was designated the way it was.

In response to Mr. Reynolds comments, Mr. Swirczek explained that this type of work comes with being elected Board Members. The discussion has been about the value of students. Mr. Swirczek commented on remarks previously made by Mr. Stokes regarding the increasing economic condition of Carson City, with the possibility of having the PAYG funding again. Mr. Swirczek offered to work with Mr. Turley to go through all line items within the budget to see if any additional funding is available.

Mr. Reynolds explained that things have been cut for the last six years; four of which he has been a part of. Over the years, staff has been asked to unplug microwaves in their classroom; a lot of people have gone through the budget. Mr. Reynolds recognizes that not every dime that can be saved likely has been saved. Mr. Reynolds doesn't believe that what has been planned and prioritized for months should be undone in five minutes.

Mr. Swirczek commented on the importance of the \$500,000 and that it first came up at the meeting in May, 2013 due to additional funding. The \$500,000 PAYG funding for the 1:1 mobile pilot project was talked about during the Bond Oversight Committee meetings. The discussions are focused on the immediate needs for students. As a Board member, Mr. Swirczek respects everyone's position; however, he is going to advocate for students.

Ms. Stowell suggested that a vote be taken on the proposed motion.

Mr. Swirczek restated the motion as it was previously made for agenda item #8;

It was moved by Mr. Ron Swirczek, seconded by Mrs. Laurel Crossman, **that the Carson City School Board of Trustees approve the amended budget as submitted with the following exceptions; \$500,000 set aside for wireless upgrades be reduced to \$300,000 and \$200,000 be used for the reinstatement of elementary school counselors.**

Mrs. Conrad called for a vote; 1 Yea, 6 Nays. Motion did not pass.

Mrs. Wilke-McCulloch asked if a motion needed to be made or could it wait until September. Mr. Turley explained that there are multiple times when the budget can be amended and/or augmented; it does not have to be done tonight. It is not anything staff wants to postpone until September; however, it absolutely does not have to be done tonight. Board members indicated at previous meetings that they wanted to amend the budget for the new money as quickly as possible.

Mrs. Wilke-McCulloch verified that staff cannot proceed with the items identified in the green box until agenda item #8 is approved. Mr. Turley confirmed that equipment for the wireless upgrade cannot be ordered without the augmentation.

Mrs. Gilles asked if Principals' would be able to hire their kindergarten teachers. Mr. Turley explained that they have not been included in the budget; therefore, technically, the district cannot hire them. Mr. Pavlakis commented on the order of the items on the agenda. Mrs. Gilles explained that Principals' are ordering and continuing with plans of getting staff hired.

Mrs. Conrad asked if the approval of the orange box accounted for the FTE's.

It was moved by Mr. Joe Cacioppo, seconded by Ms. Candace Stowell, **that the Carson City School Board of Trustees adopt the Amended Final Budget for Fiscal Year 2014 by approving the Resolution and Transmittal Letter and further instruct the Director of Fiscal Services to file the necessary documents to comply with NRS Chapter 354.** Motion carried unanimously.

Mrs. Conrad thanked everyone and recognized that the outcome was not the one desired by everyone.

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), (I), (J) and (K) as submitted.** Motion carried unanimously.

REQUEST FOR FUTURE AGENDA TOPICS

Mr. Cacioppo requested an update on the photo voltaic system; savings and sustainability for the future.

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, August 13, 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 10:01 p.m.

Ron Swirczek, Clerk

Date