



NYE COUNTY SCHOOL DISTRICT
Board of Trustees
Regular Agenda

A Regular of the Board of Trustees of Nye County School District will be held on Friday, May 20, 2005, beginning at 9:00 AM at the Southern District Office Boardroom, 484 S West Street, Pahrump, NV 89048.

The subjects to be discussed, considered, or acted upon are listed below. Items do not have to be taken in the order presented below and the Board may combine two or more agenda items for consideration at any time. The Board may also remove any items on the agenda or delay discussion relating to any item listed on the agenda at any time. Unless removed from the Consent Agenda, items identified within the Consent Agenda will be acted on at one time.

1. CALL TO ORDER
 - A. PLEDGE OF ALLEGIANCE
 - B. ROLL CALL
2. ADOPTION OF AGENDA, ACTION ITEM
3. CONSENT CALENDAR, ACTION ITEM
 - A. APPROVAL OF MAY 6, 2005 REGULAR SESSION MINUTES
 - B. APPROVAL OF MAY 6, 2005 EXECUTIVE SESSION MINUTES
 - C. ACCEPTANCE OF HOME SCHOOL APPLICATIONS
 - D. APPROVAL TO ADMINISTER GED EXAMS TO 16-YEAR OLD STUDENTS
 - E. APPROVAL OF REQUESTS FOR IMMUNIZATION EXEMPTION
 - F. APPROVAL OF WARRANTS
4. REPORTS, INFORMATIONAL ITEM
 - A. SUPERINTENDENT'S REPORT
 - B. ADMINISTRATOR REPORTS
 - C. BOARD REPORTS
 - D. BOARD COMMITTEE REPORTS
5. BOARD APPOINTMENTS, ACTION ITEM
6. CHANGE OF DATE/LOCATION OF FUTURE BOARD MEETINGS, ACTION ITEM
7. DECISION REGARDING SUBDIVISION MAPS, ACTION ITEM
8. APPROVAL OF GRANTS, ACTION ITEM

9. RECOGNITIONS, INFORMATIONAL ITEM
10. REQUEST BY A ROUND MOUNTAIN HIGH SCHOOL STUDENT FOR FUNDS TO ATTEND THE EXPLORATION SUMMIT PROGRAM AT WELLESLEY COLLEGE, ACTION ITEM
11. REQUEST BY TWO ROUND MOUNTAIN HIGH SCHOOL STUDENTS FOR FUNDING TO ATTEND FBLA CONFERENCE, ACTION ITEM
12. DISCUSSION & DECISION TO SET PUBLIC HEARINGS REGARDING POSSIBLE RECONFIGURATION OF TONOPAH ELEMENTARY & SILVER RIM ELEMENTARY, ACTION ITEM
13. PRESENTATION ON LICENSED EMPLOYEE APPRAISAL REPORT, INFORMATIONAL ITEM
14. AWARD OF BID, SOUTHERN DISTRICT OFFICE RELOCATABLE BUILDING, ACTION ITEM
15. AWARD OF BID, MT. CHARLESTON ELEMENTARY OFFICE RELOCATABLE BUILDING, ACTION ITEM
16. AWARD OF BID, ROSEMARY CLARKE MIDDLE SCHOOL RELOCATABLE BUILDINGS, ACTION ITEM
17. APPROVAL OF LETTER OF UNDERTAKING TO NYE COUNTY PUBLIC WORKS DEPARTMENT REGARDING RIGHT-OF-WAY AT WEST AND DAHLIA STREETS, ACTION ITEM
18. AUTHORIZATION FOR ADMINISTRATION TO FILE GRANT APPLICATIONS FOR THE 2005-06 SCHOOL YEAR, ACTION ITEM
19. APPROVAL OF SECOND READING, POLICY 6229 - BEREAVEMENT LEAVE, ACTION ITEM
20. APPROVAL OF SECOND READING, POLICY 6230 - PARENTING LEAVE, ACTION ITEM
21. APPROVAL OF SECOND READING, POLICY 6235 - RETIREE INSURANCE, ACTION ITEM
22. APPROVAL OF FIRST READING, POLICY 3130 - BUDGET PLANNING, PREPARATION & SCHEDULES, ACTION ITEM
23. APPROVAL OF FIRST READING, POLICY 3161 - BUDGET ADOPTION PROCESS, ACTION ITEM
24. APPROVAL OF FIRST READING, POLICY 4101 - SUPERINTENDENT'S AUTHORITY, ACTION ITEM
25. APPROVAL OF FIRST READING, POLICY 6233 - NECESSITY LEAVE, ACTION ITEM
26. APPROVAL OF FIRST READING, POLICY 6238 - JURY DUTY, ACTION ITEM
27. APPROVAL OF FIRST READING, POLICY 6410 - CLASSIFIED SUPPORT STAFF, ACTION ITEM

28. APPROVAL OF FIRST READING, POLICY 6520 - TEMPORARY EMPLOYEES, ACTION ITEM
29. BOARDBOOK TRAINING, INFORMATIONAL ITEM
30. EXECUTIVE (CLOSED) SESSION
 - A. DISCUSSION REGARDING POSSIBLE STUDENT RIGHTS VIOLATIONS
 - B. DISCUSSION REGARDING RESULTS OF STUDENT DISCIPLINARY HEARINGS
 - C. DISCUSSION REGARDING LEGAL ITEMS
 - D. DISCUSSION REGARDING PERSONNEL ITEMS
 - E. DISCUSSION REGARDING NEGOTIATIONS
31. DECISION REGARDING POSSIBLE STUDENT RIGHTS VIOLATIONS, ACTION ITEM
32. PUBLIC INPUT, INFORMATIONAL ITEM
33. ADJOURNMENT, ACTION ITEM

This Meeting will be streamed live online via the link

<https://livestream.nyeschools.org/ViewStream.html> on the Nye County School District website.

Click on the following link if you have difficulties with the live streaming:

<https://bit.ly/ncsdbotmeetings>.

Public input may be accepted live via email for the duration of the Meeting and shared during the public input designated timeframe (all rules and timelines as listed in the Agenda still apply). Public comments made by members of the public attending the meeting virtually must be emailed to publiccomment@nyeschools.org and must include:

- a. The author's first and last name
- b. The author's phone number (will not be read with comment)
- c. Date of the Meeting for which the comment is intended

Nye County School District (NCSD) will empower students to learn at their highest level in an environment of mutual respect.

The NCSD BOT Goals are as follows:

Culture

Improve and sustain a culture of learning for all through:

- ◆ Recruiting, selecting, inducting, supporting, evaluating, and developing staff.
- ◆ Fostering a safe and respectful learning and working environment.
- ◆ Promoting ongoing family and community engagement in pursuit of our vision.

Academic

Elevate achievement and support lifelong learning for all through:

- ◆ Creating and sustaining a results-focused learning environment; establishing measurable goals for all.
- ◆ Creating and sustaining an instructional framework and common language to ensure essential content standards drive instruction.

The notice for this posting was posted on the NCSD Website (<https://www.nye.k12.nv.us>), Nevada's Notice Website (<https://notice.nv.gov/>), at the main physical location of the meeting, and has also been provided to all persons who have made a specific request of a copy of the Agenda by US Mail or electronic mail. A Public Binder will be available for viewing at the scheduled location at the time of the Meeting.

NYE COUNTY SCHOOL DISTRICT NOTICE OF NONDISCRIMINATION

Nye County School District (NCSD) does not discriminate on the basis of race, color, religion, national origin, ancestry, disability, age, marital status, sex, sexual orientation, gender identity or expression, or any other category protected by applicable state or federal law in its program and activity, including employment. In keeping with requirements of federal and state law, NCSD strives to remove any vestige of discrimination in accommodating the public at public meetings.

The Nye County School District is pleased to provide reasonable accommodations for the disabled. Members of the public who are physically handicapped and require special accommodations or assistance to attend the meeting are requested to notify the Executive Assistant to the Superintendent and Board of Trustees in writing at 484 S West Street, Pahrump, NV 89048, email Iliana Garcia at igarcia@nyeschools.org, or call 775-727-7743, ext. 239 at least one week before the meeting.

NYE COUNTY SCHOOL DISTRICT

-M-I-N-U-T-E-S-

May 6, 2005

Present: Deborah Wescoatt, President; Tracie Ward, Vice-President; Dennis Keating, Clerk; Edna Jean Forsgren, Nicole Genet, Cindy Marcotte and Dawn Murphy, Members; Dr. William Roberts, Superintendent; Kay Walker and Rod Pekarek, Assistant Superintendents; Ray Ritchie, Chief Financial and Administrative Officer; Kelly Wales, Director of Special Education and Other Services; Ginger Olson, Testing and Accountability Coordinator; Mary Sue Morin, ELL Director; Jerry Hill, Secondary Curriculum Coordinator; Selway Mulkey, Gabbs Principal; and Kerry Paniagua, Executive Secretary.

Absent: None.

Guests: Dennis Floto, Manhattan; Lina Sharp, Duckwater; Zak Littlefield, Tonopah High; Stephanie Hamilton and Jennifer Adamson, Reese River; and Heidi Bertolino, Tonopah Times-Bonanza.

1. Call to Order

The meeting was called to order at 10:00 a.m. in the Tonopah boardroom. Board members, administrators and guests observed the Pledge of Allegiance.

2. Adoption of Agenda

Dawn Murphy moved adoption of the agenda, and Nicole Genet seconded. Those voting aye: Nicole Genet, Dennis Keating, Cindy Marcotte, Dawn Murphy, Tracie Ward and Deborah Wescoatt. Those voting nay: none. The new board member was not seated at this time. The motion passed with a majority vote.

3a. Approval of April 8, 2005 Regular Session Minutes

3b. Approval of April 8, 2005 Executive Session Minutes

3c. Approval of April 14, 2005 Regular Session Minutes

- 3d. Approval of April 22, 2005 Regular Session Minutes
- 3e. Approval of April 22, 2005 Executive Session Minutes
- 3f. Acceptance of Home School Applications
- 3g. Approval to Administer GED Exams to 16-Year Old Students
- 3h. Approval of Requests for Immunization Exemption
- 3i. Approval of Warrants

Dawn Murphy moved adoption of the agenda, and Nicole Genet seconded. Those voting aye: Nicole Genet, Dennis Keating, Cindy Marcotte, Dawn Murphy, Tracie Ward and Deborah Wescoatt. Those voting nay: none. The new board member was not seated at this time. The motion passed with a majority vote.

- 4a. Interview with Dennis Floto for Area I Vacancy
- 4b. Interview with Edna Jean Forsgren for Area I Vacancy

Mr. Floto was interviewed by telephone because of a prior commitment in Reno. Mr. Floto, a resident of Manhattan, and Mrs. Forsgren, a Duckwater resident, each explained his/her background and interest in the vacancy. The same questions were posed to both.

- 5. Discussion and Appointment of Area I Trustee

Dawn Murphy made the motion to appoint Mrs. Forsgren to fill the vacancy in Area I, and Nicole Genet seconded. Those voting aye: Nicole Genet, Cindy Marcotte, Dawn Murphy and Deborah Wescoatt. Those voting nay: Dennis Keating and Tracie Ward. The motion carried with a majority vote. Mr. Keating said he voted nay because of his concern about the distance the applicant would have to travel and the commitment necessary. Mrs. Wescoatt administered the oath of office, and Mrs. Forsgren participated in the remainder of the meeting.

- 6a. Superintendent's Report

Dr. Roberts announced that Cathryn Girard will replace Jewell Burton-Avery as the volunteer coordinator. He announced the following events transpiring in Pahrump on Saturday: Rotary Club town clean-up, Stand for Children banquet, dedication of one-stop job center and dedication of Pahrump High baseball field. He has been asked to participate in the Department of Education High School Reform Movement committee meeting on May 18. He passed out the high school graduation schedule and asked members to indicate which ceremonies they would attend.

- 6b. Administrator Reports

Mr. Pekarek said the District participated in eight recruiting fairs throughout the nation. There are presently 26 vacancies, 13 of which are ongoing. He said the counselor position at Amargosa was funded from an unfilled vacancy and next year will be a half-time position. He said the union voted on three calendars, and the calendar selected was the one proposed by administration. It has been approved by the State. The administrators

will offer input on parent/teacher conferences and in-service dates at their meeting on May 12. He explained that the spring parent/teacher conferences had been dropped in the past at the high school level due to poor attendance, but he agreed to bring it up with principals again.

Ms. Walker said the State found the Title I and Title IIa grants in compliance. She explained that Title I funds must be assessed in descending order of poverty. There are additional requirements to set aside money for parent involvement and staff development. The principal looks at needs when budgeting, which must tie in with the school improvement plan.

Mr. Ritchie said Clark County School District offered six shipments of equipment in good condition, which will be distributed to schools throughout the District. He also said that agendas and backup can now be fully accessed through the web site.

Mr. Hill said the review of Honors English curriculum for grades 9-12 was done very expeditiously and will be available next year. A tech prep grant application has been submitted for auto CAD for Beatty High School. The Carl Perkins grant for \$89,622 has been approved for installation of auto shop equipment at Pahrump High, and the Community College will pay the teacher's salary for two years in a dual credit program. The program will also net internships and donated equipment from two local auto dealerships. This program will produce students with training for entry level positions in a high demand field throughout the nation.

6c. Board Reports

Mrs. Genet said she found the Mega Conference incredibly informative and inspiring and appreciated being invited. Mrs. Marcotte attended the volunteer luncheon and was pleased to see a table of volunteers from Amargosa. Mrs. Ward also attended the volunteer luncheon and the upper grade level spring fling at Johnson Elementary. She also participated in a telephone conference for NASB. If the State wishes to work on restructuring NSBA dues, it must remain a member another year; and dues will return to the original price. Those participating in the telephone conference do not support the bill providing for a monthly salary for board members. Mr. Keating thanked Mrs. Burton-Avery and Mrs. Dohner and the businesses that donated food and door prizes for the volunteer banquet. He attended the Business Expo and said he met a lot of people who are pleased with the direction of the school district. He also attended the Tonopah High science fair and the Pahrump High battle of the bands. He participated in the NASB telephone conference.

7. Board Appointments

Mrs. Forsgren was appointed to the Insurance Committee.

8. Change of Date/Location of Future Board Meetings

9. Decision Regarding Subdivision Maps

10. Approval of Grants
11. Recognitions

Items withdrawn.

12. Request by a Tonopah High School Student for Funds to Attend National Youth Leadership Forum on Technology

Zak Littlefield asked the board for financial assistance to attend a ten-day seminar in the Silicon Valley. Dennis Keating made the motion to approve \$1000 in matching funds. Cindy Marcotte seconded, and a unanimous vote was cast.

13. Request by Yomba Parents for Variance to Attend Lander County Schools

Stephanie Hamilton said there is no single isolated issue leading to the requests for variances. The parents are deeply concerned about their children's education. Some parents are relocating, and others are waiting for the outcome of this meeting. She felt some teachers weren't properly accredited and some were teaching too many age groups. One incident that occurred should have been reported to the school board. She had heard there would be no sports next year, and that's the only thing the kids have to look forward to. Sports give students a reason to excel, and kids might turn to negative activities without sports. The environment in school and town has gone downhill. Even though some school employees were arrested for drugs, they were allowed to continue working. She felt there was no classroom control, the work was not challenging enough and some kids are promoted without merit. The majority of Indian children are in special education even though they are very bright and have a lot of potential. She said some staff members had been there a number of years and are great. They should be commended for their love and concern for the kids. Jennifer Adamson said she is concerned about travel over the summits and mentioned the bus had run off the road today.

Mr. Mulkey said it appears there will be enough girls next year for volleyball and basketball. There won't be enough boys for football or varsity basketball because six boys are graduating. He said there is one long-term unlicensed sub in math and another sub in sixth grade. The remainder of staff is fully certified. He is actively recruiting to fill vacancies. All but one of his seniors have passed the proficiency exams. Some students may be retained next year. The school has done interventions, but the issue is not totally resolved. Tutoring has helped. The basketball coach required students to get assistance in her classroom before practice. Students appear to be handing in more assignments. He said there have been a lot of changes in staff. The enrollment is 64 with seven teachers.

Dr. Roberts said the employees who were arrested were suspended immediately and only allowed at the school twice for vital repairs after hours. They were terminated upon conviction. The District requires middle school students to have the requisite number of credits before going into high school. He acknowledged it is difficult to provide services without access to more resources, and the distance to both Gabbs and Austin is significant. He said placing a full-time principal in a school with 67 students isn't usually

done. The District seeks employees who are highly qualified. Special education students may enter the program due to a variety of disabilities, and there are no mentally disabled students in Gabbs.

Mrs. Wales said the special education teacher is highly qualified with more than one endorsement. She has seen the teacher working individually or in very small group settings. The special education ratio of 12% in Gabbs is much lower than the rest of the District. Special education students will receive more education from general education teachers under NCLB, and teachers are receiving more training in the model. She could not provide information on proficiency results because the group was too small. The District is mandated to provide intervention services through staff training and tutoring.

Mrs. Hamilton said her son is a 4.0 student, but she is concerned that her daughters can get Fs one week and As the next. The parents of Indian special education students are concerned their children are failing. She said her children don't want to go to Gabbs next year. If the variance is denied, she will home school her children.

Mrs. Marcotte asked if Nye County would have to pay tuition. Mr. Pekarek said the tuition would be \$400 per child, and Nye County would lose the DSA. The parents would be responsible for transportation. Mrs. Ward said Austin also has combined grade classrooms, and it is also a small school. Mr. Keating pointed out that the challenges aren't unique to this school or this District. Mrs. Forsgren said in Duckwater they give parents of seventh and eighth graders a choice, but it's hard to justify that in smaller grades. Tracie Ward made the motion to deny the request for variance. Dennis Keating seconded, and a unanimous vote was recorded.

14. Update on Writing Proficiency Exams

Mrs. Olson said improvement in writing scores is due to the District's focus on writing for the last five years and the fact that the exam is given in the spring semester, giving teachers time to concentrate on the skills needed. The fourth grade writing assessment is a diagnostic tool, which indicates which areas the student needs to improve in; and this is their first exposure to this type of test. The school improvement teams can determine the factors which led to low scores and decide which areas to focus on to improve scores. Ms. Walker listed the types of training offered to teachers that help students on testing.

15. Discussion and Possible Decision Regarding Uplink Contract

Mr. Ritchie said the District's contact at Valley Electric had resigned, and the District has run into problems using the Uplink portal. He recommended terminating the contract with Valley Electric, maintaining the District's and schools' web sites from the District's own server and contracting for technical assistance as needed. The District's information would be protected by a firewall. Tracie Ward made the motion to terminate the contract with Valley Electric. Dennis Keating seconded, and a unanimous vote was cast.

16. Discussion and Possible Decision Regarding Dollars for Scholars

Mr. Ritchie explained that in December the Board voted to fund \$30,000 per semester for Dollars for Scholars, provided the District received the interest from the County's educational endowment fund. The County enacted an ordinance to that effect. Tracie Ward made the motion to move forward with funding Dollars for Scholars. Dennis Keating seconded, and a unanimous vote was recorded.

17. Approval of Salary Schedules

Mr. Ritchie said the number of contract days had been clarified on the Coordinator's salary schedule. Dennis Keating moved approval of the Coordinator's salary schedule and the part-time salary schedule. Tracie Ward seconded, and a unanimous vote was cast.

18. Discussion Regarding How to Accomplish Intent of Policy 3341 – Free Admissions

Mrs. Murphy said the Policy Committee wanted input from the entire board on how to implement this policy. Mrs. Ward suggested doing it at a board meeting at the time people are recognized for contributions. Mr. Keating thought free admissions for seniors could be addressed through a media promotion and through the volunteer program. Employees could be given free admission cards when they are recognized for 20 years of service. Mrs. Wescoatt said the committee will take another look at it.

19. Approval of First Reading, Policy 6229 – Bereavement Leave

Dawn Murphy moved approval of the first reading, and Nicole Genet seconded. Those voting aye: Nicole Genet, Dennis Keating, Cindy Marcotte, Edna Forsgren, Dawn Murphy and Deborah Wescoatt. Those voting nay: Tracie Ward. The motion carried with a majority vote. A copy of this policy is attached to the minutes.

20. Approval of First Reading, Policy 6230 – Parenting Leave

Dawn Murphy made the motion to approve the first reading. Nicole Genet seconded, and a unanimous vote was cast. A copy of this policy is attached.

21. Approval of First Reading, Policy 6235 – Retiree Insurance

Dawn Murphy moved approval of the first reading. Dennis Keating seconded, and a unanimous vote was recorded. A copy is attached and incorporated into the minutes.

22. Approval of Second Reading, Policy 1903 – Independent Schools

Dawn Murphy made the motion to approve the second reading. Nicole Genet seconded, and a unanimous vote was cast. A copy of this policy is attached.

23. Approval of Second Reading, Policy 6221 – Pay Calendar

Nicole Genet moved approval of the second reading, and Dawn Murphy seconded. A unanimous vote in favor was recorded, and a copy of the policy is attached.

24. Approval of Second Reading, Policy 6231 – Annual Leave

Dawn Murphy made the motion to approve the second reading. Nicole Genet seconded, and a unanimous vote was cast. A copy of this policy is incorporated into the minutes.

25. Approval of Second Reading, Policy 6232 – Personal Leave

Dawn Murphy made the motion to approve the second reading, and Nicole Genet seconded. A unanimous vote in favor was registered. A copy of the policy is attached.

26. Approval of Second Reading, Policy 6234 – Health Insurance

Dawn Murphy made the motion to approve the second reading. Nicole Genet seconded, and a unanimous vote was cast. A copy of this policy is incorporated into the minutes.

27. Approval of Second Reading, Policy 6236 – Military Leave

Dawn Murphy moved approval of the second reading. Nicole Genet seconded, and a unanimous vote was recorded. A copy of the policy is attached.

28. Approval of Second Reading, Policy 6237 – Sabbatical

Dawn Murphy made the motion to approve the second reading of this policy. Cindy Marcotte seconded, and a unanimous vote was recorded. A copy of the policy is attached.

29. Approval of Second Reading, Policy 6311 – Work Day

Dawn Murphy made the motion to approve the second reading. Cindy Marcotte seconded, and a unanimous vote was cast. A copy of this policy is attached.

30. Approval of Proposed Election Agreement for Classified Bargaining Unit Employees

Tracie Ward made the motion to approve the agreement, and Dennis Keating seconded. Mrs. Ward asked for clarification on the attorney's recommendation. Mr. Pekarek explained that section 3 of the agreement is different from the statute. He said the board can approve the agreement or approve it with the caveat that the prevailing party in the election has to prove that they represent the majority of the bargaining unit. Dr. Roberts said the District should follow the letter of the law so that whatever fallout occurs, the District is on the right side of the statutes. Those voting aye: none. Those voting nay: Nicole Genet, Dennis Keating, Cindy Marcotte, Dawn Murphy, Tracie Ward and Deborah Wescoatt. Mrs. Forsgren abstained. The motion failed.

Tracie Ward made the motion to approve the election agreement with the provision that the prevailing party must show proof that it represents the majority of the bargaining unit members. Cindy Marcotte seconded. Those voting aye: Nicole Genet, Dennis Keating, Cindy Marcotte, Dawn Murphy and Tracie Ward. Those voting nay: Deborah Wescoatt on the grounds that the District should only be concerned about the outcome, not how many people vote. Edna Forsgren abstained. The motion carried with a majority vote.

- 31a. Discussion Regarding Possible Student Rights Violations
- 31b. Discussion Regarding Results of Student Disciplinary Hearings
- 31c. Discussion Regarding Legal Items
- 31d. Discussion Regarding Personnel Items
- 31e. Discussion Regarding Negotiations

Discussion is reflected in Executive Session minutes.

32. Decision Regarding Possible Student Rights Violations

Tracie Ward made the motion that there were no violations of student rights. Dennis Keating seconded, and a unanimous vote was cast.

33. Public Input

None offered.

34. Adjournment

Tracie Ward moved to adjourn at 1:10 p.m. Cindy Marcotte seconded, and a unanimous vote was registered.

SCHEDULE OF MEETING

The meeting was called to order at 10:00 a.m. Tracie Ward made the motion to go into Executive Session at 10:08 a.m. to discuss legal items with the attorney, and Cindy Marcotte seconded. Those voting aye: Nicole Genet, Dennis Keating, Cindy Marcotte, Dawn Murphy, Tracie Ward and Deborah Wescoatt. Those voting nay: none. The new board member had not been seated. The motion carried with a majority vote. The regular session resumed at 10:23 a.m. Tracie Ward made the motion to go into Executive Session at 12:55 p.m. for items a, b, d and e. Cindy Marcotte seconded, and a unanimous vote was cast. The regular session resumed at 1:09 p.m., and the meeting adjourned at 1:10 p.m.

By _____



Nye County School District

Office of the County Superintendent

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BOARD OF TRUSTEES

Deborah L. Wescoatt, President
Tracie Ward, Vice President
Dennis Keating, Clerk
Edna Jean Forsgren
Nicole Genet
Cindy Marcotte
Dawn Murphy

Dr. William E. (Rob) Roberts
Superintendent

May 20, 2005

MEMORANDUM

TO: Board of Trustees

FROM: Dr. William E. Roberts, Superintendent

SUBJECT: Superintendent's Report

As it is every year at this time, the last two weeks have been extremely busy. On Saturday, May 7 there was a full day of activities. It started at 11:00 a.m. with the dedication of Floyd Field, at 12:00 Rosemary Clarke Middle School hosted the Stand for Children Banquet, and then at 3:00 I attended the Nevada JobConnect Grand Opening where I was a key speaker along with Lieutenant Governor Lorraine Hunt. (see agenda attached)

On Tuesday and Wednesday, May 10 & 11, Ray Ritchie, Debbie Wescoatt and I attended the DSA meeting in Carson City. Still no firm amount decided upon.

On Thursday, May 12, I was in Beatty conducting an Administrator and Department Head meeting. (see agenda attached)

On Friday and Saturday, May 12 & 13, I was in Las Vegas with the Board of Trustees for a two day Board Retreat. (see draft protocol and priorities)

On Tuesday, May 17, Ray, Rod and I met with the TischlerBise representatives to discuss fiscal and economic planning for the Pahrump area. (see their request for information attached)

On Wednesday, May 18, I attended a Rotary Club meeting and spoke with Mike Cosgrove of the Mountain Falls project. I asked him again for a donation of land from the developers for expansion use by the school district. He stated they still don't believe they will donate but have other ideas in the works. Discussions will continue. I also attended a Capital Improvement meeting. We had our Public Budget meeting at 6:00 p.m. on Wednesday evening.

This afternoon the Rosemary Clarke Middle School is holding their Academic Olympics and I hope to attend.

WR:lm

start here.

Nevada JobConnect
May 7, 2005

- **3:00 WELCOME**
MR. STEVE BALINT – PAST PRESIDENT PAHRUMP VALLEY CHAMBER OF
COMMERCE AND WORKFORCE LIAISON
- **PRESENTATION OF COLORS – PVHS R.O.T.C.**
- **PLEDGE OF ALLEGIANCE – BOB BAKER, RETIRED
COLONEL, US ARMY**
- **NATIONAL ANTHEM – PVHS MUSIC DEPARTMENT**
- **INVOCATION - KIRK VITTO, NYE COUNTY ASSISTANT
DISTRICT ATTORNEY**
- **3:10 INTRODUCTIONS**
MR. STEVE BALINT
- **3:15 OPENING REMARKS –WORKFORCE INVESTMENT BOARD
REPRESENTATIVES**
MS. CANDICE TRUMMELL, NYE COUNTY COMMISSIONER
- **3:20**
DR. “ROB” ROBERTS, NYE COUNTY SCHOOL DISTRICT SUPERINTENDENT
- **3:25 SOUTHERN NEVADA WORKBOARD INVESTMENT BOARD
ONE-STOP CONSORTIUM**
MR. MUJAHID RAMADAN, CHAIRMAN
- **3:30 SOUTHERN NEVADA WORKFORCE INVESTMENT BOARD**
MR. ROBERT BREWER, CHAIRMAN
- **3:40 US CONGRESSMAN JOHN ENSIGN**
MS. SONIA JOYA, REPRESENTATIVE
- **3:45 KEY NOTE SPEAKER**
MS. LORRAINE HUNT, NEVADA LIEUTENANT GOVERNOR
- **4:00 PRESENTATION**
MR. ROD SHERER, NEVADA ASSEMBLYMAN

RIBBON CUTTING CEREMONY**OPEN HOUSE AND BARBEQUE TO FOLLOW**

15

*Special thanks to Southern Nevada Workforce Investment
Board for bringing this opportunity to the rurals.*

ADMINISTRATIVE TEAM MEETING
AGENDA
MAY 12, 2005

9:00	Dr. Roberts	Greetings and information
9:20	Rod Pekarek	Inservice Days - Early Release Day
9:50	Kay Walker Ginger Olson	Collection of Special Education Data 4th & 8th Grade Writing Scores and Testing Violations
10:20	Karen Liberty	PLC Toolkit
10:50	BREAK	
11:10	Sam Simatos	In-service Training and Collaboration Proposal
11:30	Kelly Wales	Requirements of Highly Qualified teachers and how it affects Special Education
12:00 - 1:15	LUNCH	
1:20	Ray Ritchie	School Calendar
1:40	Principals	Discussion of NASA Conference Reimbursement Training for putting individual school calendars on web site
2:00	Brent McBride	Title IX



NYE COUNTY SCHOOL DISTRICT

EVERY CHILD A SUCCESS!

Board/Superintendent Operating Protocol

The professional relationship that exists between the Board of Trustees and its superintendent is integral to a highly efficient and successful organization. Knowledge of what each can expect of the other can promote team work and strong working relationships, and an uncommon focus on student achievement.

This strong professional working relationship calls for a high order of devotion, statesmanship, loyalty, openness, and integrity. It is paramount for the good of those whom the District serves that the Board of Trustees and the Superintendent function in an atmosphere of mutual respect, trust, and cooperation.

Given these beliefs, the Board of Trustees and the Superintendent agree to the following:

Only the Board as a whole has authority. The Board agrees that individual members will not take action and do not expect staff to act on individual statements, suggestions, or advice of an individual Board member.

The Board Chair is the spokesperson for the Board regarding decisions made by the Board. The Superintendent is the primary spokesperson for the school district. All Board members are encouraged to assist with District communication and will accurately and fairly reflect Board decisions and process.

Board meetings are for decision-making, action, and votes. Board discussion should be concise and pertinent to the issue. If a Board member needs more information or has questions, the Superintendent should be contacted before the Board meeting.

In order that the Board can make the best decision possible, there should be no surprises at Board meetings.

The conduct of a Board member is very important. Board members agree to avoid words and actions that create a negative impression of an individual, the Board or the district. The Board encourages debate and differing points of view, and will do so with care and respect.

Board meetings are where the Board does its work in public. The Board agrees to speak to the issues on the agenda and attend to fellow Board members. Facts and the information needed from the administration will be referred to the Superintendent or Board Chair.

The last stop, not the first, will be the Board. The Board agrees to follow the chain of command and insist that others do as well. While the Board is interested in hearing from its constituents and staff, each inquiry is to be referred to the person who can properly and expeditiously address the issue.

Unless there is an imminent threat to District students, staff or property the Board will refrain from calling the Superintendent after the close of the workday or on weekends. Although the Board may send him email communication, a response is not expected any earlier than the next normal workday unless it is a matter of compelling urgency.

As a general rule and as a matter of courtesy, Board members will call ahead to schools and district offices prior to making visits so as not to interrupt the flow of day-to-day operations of the District.



NYE COUNTY SCHOOL DISTRICT

EVERY CHILD A SUCCESS!

Board/Superintendent Rank Ordered Priorities
May, 2005

1. Improve student achievement in all the District schools by:

- a. Analysis of disaggregated data by school
 - i. What is current status?
 - ii. What is expected status?
 - iii. How to address the Gap in what is v. what ought to be
- b. Analyzing and addressing the changes in the district demographics
- c. Implementing and training for Professional Learning Communities
- d. Enhancing technology in the classroom
- e. Providing alternates for students at-risk
- f. Auditing the curricular offerings at schools to address the written and taught curriculum
 - i. Expand Vocational/technical training
 - ii. Align and unify curricular offerings in all schools
- g. Equity of opportunity for ALL students including rural schools
- h. High School structure
- i. Provide safe and secure (emotional and Physical) schools
- j. Step up the accountability of Board/Administration/Teachers/Staff in assuring equity for all students and the attainment of high student performance
- k. Fully implement and expect all to use Power School

2. Population Growth and Diversity Issues

- a. Student Enrollment
- b. Bond campaign
- c. Land Acquisition
- d. Capital Construction
- e. Rezoning

3. Improve Community and Parent Engagement in the schools by:

- a. Community serve to assess current climate and perception of the schools and the District
- b. Enhance parent organizations at schools
- c. Revise parent conferencing at the middle and high schools
- d. Develop a parent recognition program
- e. Design and begin a Nye County Education Foundation
- f. Work on sustaining/improving relationships among the stakeholders of the District

4. Other

- a. Increase Gifted and Talented Programs
- b. Provide more fine arts
- c. Accountable administrators in each school building
- d. Expand Career fairs to include: college, vocational; jobs

MEMORANDUM

TO: Dr. Rob Roberts
Superintendent
Nye County School District

FROM: Julie Herlands, TischlerBise

DATE: May 12, 2005

SUBJECT: Fiscal Impact Analysis Meeting on Tuesday, May 17, 2005

We look forward to our meeting on **Tuesday, May 17, 2005, at 9:00 am** to discuss the Cost of Growth Studies/Fiscal Impact Analyses being conducted for Nye County Schools, Nye County, and the Town of Pahrump. A fiscal impact analysis can be defined as the cash flow to the public sector, which for this analysis includes the County, Town and School District. A fiscal impact analysis considers all revenues affected by growth as well as all operating and capital expenditures attributable to new development.

In preparation for the meeting, we have listed below topics and data needed for the analysis. If you do not have the information on hand, we can discuss the best way for us to obtain it. In general, we will want to discuss department expenditures, revenues, personnel levels and types of positions, services provided, and any related measurement of the level of service.

We will want to discuss the following specific questions/information:

- Revenue structure and sources; we will need to understand major revenue sources for operations and capital needs and the relevant formulas.
- Are there major revenue categories that will remain fixed regardless of growth (e.g., they are driven by impacts beyond the District's control or are one-time events)?

- Current and projected student enrollment for Pahrump schools. What methodology is used to project student enrollment. Are student generation rates by type of housing unit utilized?
- Staffing and operating costs—which costs are variable due to new development and which are likely to remain constant regardless of growth?
- Capital improvement plans for schools; where is there capacity currently? Where is there a need for future expansion?
- What are current construction costs for each type of school? What are planned capacities for each?
- Does the District own or lease school buses? What is the cost to the School District? Can you provide data on ridership—total number of riders and by grade level (elementary, middle, high)? What is capacity for a typical bus run and how many runs are made per day?

If available, please provide:

- Most recent School District budget (FY 05-06)
- Most recent School District capital improvement plan
- Documentation on facility specifications for each school serving Pahrump (e.g., acreage, floor area, enrollment, capacity, etc.)
- Student generation rates, if available

Please let me know if you have questions before Tuesday morning. I can be reached at 800.424.4318 x15 or 202.841.5834 (cell). I look forward to meeting with you. Thank you.

FINANCIAL INFORMATION
NYE COUNTY SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING May 20, 2005

Dear Board Member:

If you have questions regarding this Financial Report, please contact Mr. Ritchie's Office in Pahrump prior to the Board Meeting, to insure a timely response at the meeting.

NYE COUNTY SCHOOL DISTRICT 04-05

5/2/2005

SUMMARY OF EXPENDITURES	BUDGETED	ACTUAL	%
100 - Regular	19,938,651	13,637,586	68.40%
300 - Vocational	935,801	627,451	67.05%
900 - Other Instructional	635,637	417,263	65.64%
TOTAL DISTRIBUTED EXPENDITURES	21,510,089	14,682,300	68.26%
000 - Undistributed			
2100 - Student Support	294,874	156,987	53.24%
2200 - Staff Support	204,842	167,974	82.00%
2300 - General Administration	888,864	758,070	85.29%
2400 - School Administration	3,242,564	2,596,427	80.07%
2500 - Business Support	844,192	725,523	85.94%
2600 - Plant Operation & Mtce.	5,346,689	5,443,462	101.81%
2700 - Student Transportation	2,367,292	1,931,345	81.58%
5300 - Transfer to Other Funds	6,516,783	125,000	1.92%
TOTAL UNDISTRIBUTED EXPENDITURES	19,706,100	11,904,788	60.41%
TOTAL EXPENDITURES	41,216,189	26,587,088	64.51%
Contingency			
Unappropriated Fund Balance	1,213,749	1,213,749	
Reserved Fund Balance			
<hr/>			
SUMMARY OF AVAILABLE FINANCING	BUDGETED	ACTUAL	%
Beginning Balance	1,185,441	1,185,441	100.00%
Ad Valorem	6,540,824	5,248,334	80.24%
Sales & Use Taxes	6,011,430	4,578,419	76.16%
General Govt. Services Tax	1,397,386	1,226,234	87.75%
Tuition - In-State	19,000	1,600	8.42%
Tuition - Out of State	51,000	0	0.00%
Earnings on Investments	25,000	58,012	232.05%
Miscellaneous	72,760	85,324	117.27%
State Distributive	25,927,279	24,688,124	95.22%
Special Appropriations-Other	50,000	50,000	100.00%

NYE COUNTY SCHOOL DISTRICT 04-05

5/2/2005

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Special Appropriations-Other	50,000	50,000	100.00%



OFFICE OF THE
STATE TREASURER
Local Government Investment Pool
NYE COUNTY SCHOOL DISTRICT Detail Report

4/7/2005 1:21:17PM

Page: 1

Date	Beginning Balance	Total Debits	Total Credits	Ending Balance
NCSD - NYE COUNTY SCHOOL DISTRICT				
03/01/2005	14,797,907.50	26,717.90	1,160,106.87	13,664,518.53
03/02/2005	13,664,518.53			13,664,518.53
03/03/2005	13,664,518.53			13,664,518.53
03/04/2005	13,664,518.53			13,664,518.53
03/05/2005	13,664,518.53			13,664,518.53
03/06/2005	13,664,518.53			13,664,518.53
03/07/2005	13,664,518.53			13,664,518.53
03/08/2005	13,664,518.53			13,664,518.53
03/09/2005	13,664,518.53			13,664,518.53
03/10/2005	13,664,518.53			13,664,518.53
03/11/2005	13,664,518.53			13,664,518.53
03/12/2005	13,664,518.53			13,664,518.53
03/13/2005	13,664,518.53			13,664,518.53
03/14/2005	13,664,518.53			13,664,518.53
03/15/2005	13,664,518.53			13,664,518.53
03/16/2005	13,664,518.53		916,000.00	12,748,518.53
03/17/2005	12,748,518.53			12,748,518.53
03/18/2005	12,748,518.53			12,748,518.53
03/19/2005	12,748,518.53			12,748,518.53
03/20/2005	12,748,518.53			12,748,518.53
03/21/2005	12,748,518.53			12,748,518.53
03/22/2005	12,748,518.53			12,748,518.53
03/23/2005	12,748,518.53			12,748,518.53
03/24/2005	12,748,518.53			12,748,518.53
03/25/2005	12,748,518.53			12,748,518.53
03/26/2005	12,748,518.53			12,748,518.53
03/27/2005	12,748,518.53			12,748,518.53
03/28/2005	12,748,518.53		1,525,000.00	11,223,518.53
03/29/2005	11,223,518.53			11,223,518.53
03/30/2005	11,223,518.53			11,223,518.53
03/31/2005	11,223,518.53			11,223,518.53
Totals	14,797,907.50	26,717.90	3,601,106.87	11,223,518.53

Account Summary

Ending Balance:	\$11,223,518.53
Gross Earnings:	\$28,052.45
Administrative Fee:	-\$112.21
Net Earnings:	\$27,940.24

Gross Interest Rate: 2.5069 %

Net Interest Rate: 2.4969 %

Nye County School District



Dr. William E. (Rob) Roberts
Superintendent

Office of the County Superintendent
P.O. Box 113
Tonopah, Nevada 89049
Phone 775-482-6258
Fax 775-482-8573

Southern Administration Office
484 S. West Street
Pahrump, Nevada 89048
Phone 775-727-7743
Fax 775-727-7768

BOARD OF TRUSTEES

Deborah L. Wescoatt, President
Tracie Ward, Vice President
Dennis Keating, Clerk
Edna Jean Forsgren
Nicole Genet
Cindy Marcotte
Dawn Murphy

Kay Walker
Assistant Superintendent
Student Services

May19, 2005

MEMORANDUM

To: BOT

From: Kay Walker, Assistant Superintendent

Re: RCMS Alternative Education Program

On May 17, 2005, the state notified the district office of an issue with the tracking of alternative education students on the monthly enrollment report. As a result, those students currently attending the after-school program (alternative education) will be served through the Pathways Program, Monday-Thursday, from 2:30 to 6:30 p.m. for the remainder of the term rather than on site at RCMS.

Non traditional middle school programs are more restrictive than those at the high school level. Therefore, RCMS students in need of a non-traditional school setting during the 2005-2006 school term will be placed in a distance education program through Pathways to comply with state requirements.



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Dawn Murphy

Kay Walker
Assistant Superintendent
Student Services

Dr. William E. (Rob) Roberts
Superintendent

May 19, 2005

Memorandum

To: Board of Trustees

From: Kay Walker, Assistant Superintendent

RE: Math and Balanced Literacy Professional Development

Attached please find a breakout by school of the number of teachers participating in the above referenced professional development classes.

C.A.B.L., an 8 week course, focused on the implementation of a balanced literacy program within the classroom, grades k-8. This included phonemic awareness, phonics, vocabulary, shared reading, read aloud, readers' workshop, writers' workshop, and comprehension.

Take It To The Mat, another 8 week course, focused on the effective use of manipulatives in the teaching of math, grades k-8. Areas targeted included problem solving, statistics and probability, measurement, and basic facts.

Nye County School District



Karen E. Liberty
Curriculum & Instruction/LEP
Coordinator

Office of the County Superintendent
P.O. Box 113
Tonopah, Nevada 89049
Phone 775-482-6258
Fax 775-482-8573

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Dawn Murphy

Dr. William E. "Rob" Roberts
Superintendent

MEMORANDUM

DATE: May 13, 2005

TO: Kay Walker, Assistant Superintendent

FROM: Karen Liberty, C & I Coordinator

RE: Take it to the MAT and C.A.B.L. Classes/Attendance

The following data reflects C.A.B.L. and MAT attendance. As you can see C.A.B.L. was well attended by all schools. MAT not as equal. I believe MAT classes would have been well attended if the classes were held earlier in the school year. April and May, generally, are not great months for professional development due to the many activities the individual schools have for parents.

I hope this information will complete your responsibility to the Board of Trustee.

C.A.B.L. CLASSES

Schools	Participants
Amargosa Valley Schools	9
Beatty Schools	6
Gabbs School	1
Hafen ES	9
JG Johnson ES	7
Manse	13
Mt Charleston ES	5
RCMS	14
Rd Mountain ES	5
Tonopah Schools	7
Other	2
TOTAL	78

TAKE IT TO THE MAT

Schools	Participants
Amargosa Valley Schools	5
Beatty Schools	3
Gabbs Schools	1
Hafen ES	0
JG Johnson ES	7
Manse	2
Mt Charleston ES	0
RCMS	2
Rd Mountain Schools	0
Tonopah Schools	7
Other	2
TOTAL	29

As always if you should have any questions regarding this matter feel free to contact me.

Board of Trustee Members,

I have submitted a grant called the Safe Schools/Healthy Students grant through the Department of Education.

As you will see by the attachment - page 20 of the Request For Applications there is "No matching or in-kind contributions are required under the SS/HS grant program."

I will need to have Dr. Roberts sign the two Memorandums of Agreement that are attached. This grant requires community agencies partner together for the Safe Schools/Healthy Students elements this includes Nye County Sheriff's Office, Juvenile Probation, and Pahrump Mental Health. The second Memorandum of Agreement is between NCSD and Pahrump Mental Health, this agreement states that the local public mental health authority will provide oversight of the delivery of mental health services. Which means that they will work with our Mental Health Liaison on referring students to/for appropriate services.

Grant budget request is also attached.

Complete Grant is available for review.

This grant has 6 elements to it:

Element 1: Safe school environment

Element 2: Alcohol and other drugs and violence prevention and early intervention programs

Element 3: School and community mental health preventive and treatment intervention services

Element 4: Early childhood psychosocial and emotional development programs

Element 5: Supporting and connecting schools and communities

Element 6: Safe school policies

The following are my goals and objectives for meeting the 6 Elements:

The goals for the Nye County School District's SS/HS project are as follows: 1) provide and maintain a safe school environment for all students and staff 2) reduce the incidence of alcohol, tobacco and other drug use/abuse and incidences of violence by students by implementing evidenced-based programs 3) increase positive relationships between the schools and the communities 4) increase the number of services available for the three to kindergarten population and increase family access and engagement; 5) increase academic achievement for all students and increase parent involvement in the schools and the communities 6) develop , enhance and implement district wide plans and policies that promote and support a safe, drug-free and disciplined learning environment; and 7) transition the project as a self-sustaining program with continued school and community partnership.

a. Performance indicator for the seven elements

Goal One: Provide and maintain a safe school environment for all students and staff through increased law enforcement involvement and through the provision of trainings, security assessments, crisis preparedness utilizing Nye County Sheriff's Office School Resource Officers and Nye Communities Coalition. School Resource Officers will also act as a Community Liaison participating

in school and community events, and through membership in the Nye Communities Coalition.

Objective 1: By June 2008 there will be a 10% decrease in the number of cumulative violent incidents in Nye County schools. Each year there will be a 5% decrease in the three schools with highest rate of referrals of violence, other schools will show a 2% decrease in referrals for violence. Measurement: Comparison of district discipline referrals annually from 2005 to 2008.

Goal Two: Reduce the incidences of alcohol, tobacco and other drug (ATOD) use/abuse and incidences of violence by students by implementing evidenced-based programs during school hours and in an after-school environment and by providing trainings to school personnel.

Objective 2: 1) By June 2008 there will be a 5% decrease in high school and middle school age Nye County School District student's report of last 30 days use of alcohol, marijuana, and tobacco. 2) By June 2008 violence and ATOD curriculum and intervention strategies will be implemented at all district schools. Measurement: Curriculum purchased, training participation documented, decrease in positive response to "30-day use" question in the Youth Risk Behavior Survey and decreased number of student referrals for ATOD.

Goal Three: Increase positive relationships between the schools, SRO's and the communities by increasing access to information, and by providing trainings. This would include educating the community on how to access use of school facilities and through shared sponsorship of community events such as "Stand for Children Day", the "Volunteer Fair", the Senior Fair, G.R.E.A.T. (Gang Resistance Education and Training), United Way Volunteer Recognition, and the Harvest Festival (informational booth).

Objective 3: Each year beginning in 2006 there will be an increase of at least two community events held at school sites. Base line data will be collected at the end of the 2005-2006 school year. Measurement: sign-in sheets, observation at the events, increased number of events held at district school sites.

Goal Four: Increase the number of services available for children three years of age to kindergarten population with culturally responsive training to increase family access and engagement.

Objective 4: 1) By June 2008, 90% of NCSD's Early Childhood personnel will receive training in intervention strategies and cultural sensitivity focused primarily on Hispanic and Native American Issues. Measurement: Documentation of staff training, staff participation, curriculum, student

referrals for services. 2) By June 2008 there will be a 20% increase in access to a system of prevention and intervention - which will increase protection factors and reduce risk factors enabling children to enter school ready to learn. Measurement: earlier referrals for toddler/preschool services, improved achievement scores in the early elementary years of at-risk students, project records, teacher records and reports.

Goal Five: Increase academic achievement for all students and increase parent involvement in the schools and the communities, by providing tutoring in an after-school setting, providing an alternative school setting for suspended/expelled students and by encouraging parental involvement in the schools.

Objective 5: 1) By June 2008 show a 10% increase in test scores, 5% increase in attendance, a 5% increase in graduation rates, and a 30% increase in parental involvement. 2) By June 2008 there will be well-established after-school programs in the majority of Pahrump schools. 3) By June 2008 the Alternative school setting will be established with teachers, prevention programs, and law-enforcement/juvenile probation involvement. Measurement: District data for test scores, attendance (increase will include attendance in alternative

setting, attendance by suspended/expelled students) and graduation rates, parent sign-in sheets for participation in meetings, activities, and events, after-school programs established, alternative school setting established.

Goal Six: Develop, enhance, and implement district wide plans and policies that promote and support a safe, drug-free and disciplined learning environment.

Objective 6: By the end of the academic year, 2008, Nye County School District will have adopted and implemented policies which encourage safe schools, higher standards of academics and behavior, substance abuse prevention and community participation. Measurement: Board Policies, administrators, teachers, staff participating in professional development in behavioral management strategies, educational enhancement strategies, violence and substance abuse strategies, and how to access appropriate community resources and services. Measurement: Pre-post testing, district data regarding grades, test scores, attendance, suspensions, referrals and expulsions, referrals to community services.

Goal Seven: Transition the project as a self-sustaining program with continued school and community partnerships.

Objective 7: By the end of the school year, 2008, Nye County School District and community partners will have

developed a plan for sustaining the program through increased advocacy, support, and participation of community partners for safe school programs. Measurement: Adequate partner representation as documented by attendance at meetings, increased advocacy and support for program, and development of plan.

Completing Budget Forms and Preparing Budget Narrative


Applicants must submit ED Form No. 524 (ED 524) Section A—Budget Summary and detailed budgets. These documents are needed to present and justify all expenses needed to implement the proposed SS/HS comprehensive plan. All of these documents should be included as Attachment D of the application. Failure to submit an ED 524 and detailed budgets for each grant year will result in no funding for those years for which a budget was not submitted.

ED 524 Section A. This form is used to summarize the proposed project costs being requested for each of the 3 years of the SS/HS grant. The costs for each grant year should be entered into the appropriate budget category (i.e., personnel, fringe benefits, travel, etc.). Applicants should complete the form with a total for each grant year. The total for each grant year should match the combined total of the two detailed budgets for each year.

Detailed Budgets. Applicants will need to submit two (2) detailed budgets for each year of the grant. For each year, the first detailed budget should represent funds needed to support Elements 1, 2, 5, and 6. The second detailed budget should represent funds needed to support Elements 3 and 4. The detailed budgets should contain the same budget categories as are on the ED 524 and provide specific information on how costs were calculated. At a minimum, an applicant's budget must:

- ◆ Include a salary for a full-time project director.
- ◆ Include travel for at least three but no more than five individuals (including at a minimum the project director and representatives from the required SS/HS partners) to attend an annual national SS/HS conference.
- ◆ Include travel for the project director to attend two other 3-day meetings to be determined by the federal SS/HS partners. Grant funds may be used to pay all expenses associated with attending these meetings.
- ◆ Allocate at least 7 percent of the total of each grant year for local evaluation.
- ◆ Ensure that no more than 10 percent of the total of each grant year allotted for security equipment, security personnel, or minor remodeling related to security. (NOTE: See page 9 for more instructions on this cap.)

Requirement for Nonfederal Matching Funds

 No matching or in-kind contributions are required under the SS/HS grant program. Applicants who propose to address part (or parts) of their SS/HS comprehensive plan with matching or in-kind contributions must complete a second ED 524 form Section B—Budget Summary Nonfederal Funds.



U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: OMB Approved

Name of Institution/Organization

Nye County School District Elements 1,2,5,6

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	170,160	175,265	180,662			526,087
2. Fringe Benefits	43,866	45,180	46,146			135,192
3. Travel	18,215	18,215	18,215			54,645
4. Equipment	10,800	0	0			10,800
5. Supplies	65,391	22,360	20,200			107,951
6. Contractual	240,138	237,556	241,060			718,754
7. Construction	0	0	0			1,553,429
8. Other	0	0	0			0
9. Total Direct Costs (lines 1-8)	548,571	498,576	506,283			0
10. Indirect Costs	19,200	17,450	17,720			54,370
11. Training Stipends	0	0	0			0
12. Total Costs (lines 9-11)	567,771	516,026	524,003			1,607,800



U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: OMB Approved

Name of Institution/Organization

Nye County School District Elements 3 & 4

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	42,540	43,816	45,165			131,431
2. Fringe Benefits	10,967	11,295	11,436			33,798
3. Travel	4,554	4,554	4,554			13,662
4. Equipment	10,800	0	0			10,800
5. Supplies	16,348	5,590	5,050			26,988
6. Contractual	60,035	59,389	60,265			179,689
7. Construction	0	0	0			0
8. Other	0	0	0			0
9. Total Direct Costs (lines 1-8)	137,143	124,644	126,570			388,357
10. Indirect Costs	4,800	4,363	4,430			13,593
11. Training Stipends ⁰	0	0	0			0
12. Total Costs (lines 9-11)	141,943	129,007	131,000			401,950

Shawn Hall will be present at the beginning of the meeting. A plaque was made to recognize Mr. Hall for three years of board service. Mrs. Forsgren will participate in Tonopah and has agreed to present the plaque to Mr. Hall.

Tana Berg
Po Box 1104
Round Mountain, NV 89045
Phone: 377-1550

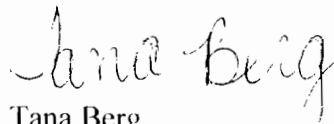
Dear Superintendent Dr. Roberts:

My name is Tana Berg, and I am a student at Round Mountain Jr. High School. I am requesting to be on the agenda for the next school board meeting.

Recently I received a scholarship to go to Wellesley College for a summer exploration program. I am asking if you would help me pay for traveling expenses to Massachusetts.

Enclosed are letters of recommendation from my principal and one of my teachers. Thank-you for your time and consideration.

Sincerely,

A handwritten signature in cursive script that reads "Tana Berg". The signature is written in dark ink and is positioned above the printed name.

Tana Berg

Round Mountain Junior/Senior High School

P.O. Box 1427
Round Mountain, NV 89045
Phone: (775)377-2690
Fax: (775)377-1239

Principal
Deborah Watts

Athletic Director
Will McDaniel

Superintendent
Dr. William E. "Rohr" Roberts

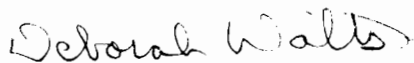
May 2, 2005

Dear Dr. Roberts,

Tana Berg is enrolled in the eighth grade at Round Mountain Jr/Sr High School. She has the opportunity to attend Wellesley College in Massachusetts this summer. The program is called Exploration Summer Program and gives students the opportunity to take college classes on campus.

Tana is a student in good standing at Round Mountain Jr/Sr High School. She is also a mature young lady. Because Round Mountain is such an isolated community, our students have few opportunities to see "what the rest of the world looks like." I think this summer program is a good opportunity for Tana to see what college will be like while she sees a part of our country that she may never have the opportunity to see again. I ask that you help Tana Berg be able to attend Wellesley College this summer. Thank you for your consideration.

Sincerely,



Deborah Watts, Principal



HOME OF THE KNIGHTS

*Round Mountain Jr./Sr. High School
PO Box 1427
Round Mountain, NV 89045*

Principal
Deborah Watts

Superintendent
Dr. William "Rob" Roberts

April 26, 2005

Dear Members of the School Board:

It is my pleasure to recommend funding for Tana Berg as she departs this summer for her educational experience on the east coast. I think that Tana will have a lot to contribute to Wellsley College in Massachusetts.

This is my third year as Tana's teacher - once for third grade and two years of junior high school. Even when Tana was in the third grade she displayed qualities and characteristics of an excellent student. Tana has always been friendly, helpful and conscientious of others.

Currently, Tana is a leader in the junior high school. She has been involved in student council, and she is on the junior high school yearbook staff. She sets a good example for her fellow classmates, and the younger sixth and seventh grade students look up to her. All of the staff members like Tana, saying she is responsible and dedicated to learning. I trust Tana with responsibilities and look to her for leadership roles in class.

I think Tana's experience in Massachusetts will be invaluable. I think any student who embarks on such an adventure at a young age should be rewarded. Tana will benefit from this event on many different levels. She will represent Nye County well.

Sincerely,



Holly Merritt
Round Mountain High School
Science/English Teacher

HOME OF THE KNIGHTS

EXPLORATION

S U M M E R P R O G R A M S
470 Washington St. PO Box 368
Norwood, Massachusetts 02062
Telephone: 781. 762.7400
Fax: 781. 762.7425

CONFIRMATION

Date: 04/28/2005
Name of Student: TANA BERG
Program: INTERMEDIATE
Session: 2ND RESIDENTIAL

To the Parent/Guardian of:
TANA BERG
P.O. BOX 1104
ROUND MOUNTAIN, NV 89045

Course Enrollment

Second Session:	First Period	#329	MISSION H2O
	Second Period	#414	FRENCH SOIREE

Minicourse Enrollment

Second Session:	Morning	M517	LATIN DANCE
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Sampler Enrollment

Second Session:	First Week	S616	INTRODUCTION TO SWING DANCE
	Second Week	S635	ASTRONOMY
	Third Week	S615	INTRODUCTION TO HIP HOP

Account Statement

Date		Debits	Payments/Credits
04/28/2005	Tuition	3,595.00	
04/28/2005	Drawing Account	250.00	
04/28/2005	Damage Deposit	100.00	
04/28/2005	Scholarship: Exploration		3,570.00
	Totals	\$3,945.00	\$3,570.00

Balance Due by May 1st. **\$375.00**

Deposit becomes non-refundable after March 1. Students who enroll for the full six weeks of the Program make a commitment to remain for both sessions.

There will be no refund of tuition for the second session for a student enrolled for the full summer once the first session begins.

Partial payments are acceptable at any time. The final balance is due on May 1.

P.O. Box 1813
Round Mountain, NV 89045
May 10, 2005

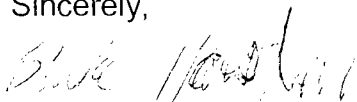
Nye County School District
Board of Directors
484 South West Street
Pahrump, NV 89048

Dear Board Members:

This year, I joined the Round Mountain High School Future Business Leaders of America (FBLA). I have participated in many of the FBLA events. FBLA is giving me the opportunities to develop great business skills. By attending regional and state conferences, I have been able to meet both state and nationwide leaders the FBLA. I have met the president, treasurer and secretary of our state FBLA. I learned new things in workshops, I have made new friends, and I have completed tests that challenged me.

I had a great deal of fun at the State Conference in Laughin, Nevada. This conference provided an enlightening experience. However, in order to continue with this enjoyable and educational learning process, I have to raise \$1,268. To help pay the expenses of attending the National Conference in Orlando, FL, I have raised some money by doing yard work, giving hair cuts, and by asking for donations. Today I am asking you to help me go to FBLA Nationals, in Orlando, so that I can continue and expand on this learning process. Thank you for your assistance and time.

Sincerely,


Blake Houston

$$\begin{array}{r} 1068 \\ 200 \text{ meals} \\ \hline 1268 \div 2 = 634 \end{array}$$

P.O. Box 1563
Round Mountain, NV 89045
May 9, 2005

Nye County School District
Board of Directors
484 South West Street
Pahrump, NV 89048

Dear Board Members:

I joined the Round Mountain High School Future Business Leaders of America (FBLA) this year. Being a freshman, participating in FBLA will be a very good opportunity to get a jump start on business life. FBLA gives me the opportunity to develop new skills and polish old skills. By attending regional and state conferences, I get to meet my future competitors in the business world, learn new thing in workshops, test my skills in competitive events, and make business contacts.

I was excited to attend the Nevada FBLA Conference in Laughlin and to qualify to attend nationals In Orlando Florida for Website design. I am looking forward to the opportunity. Unfortunately, I have to come up with \$1,268 by June 9. I am getting donations from family, friends, and local business. I am also doing yard work, baby sitting, and doing odd jobs.

I need financial assistance from the School Board in order to attend the FBLA-PBL National Conference. Thanks for your assistance.

Sincerely,

Greg Warnert

Greg Warnert

1068
200 meals

1268 = 2-634

Future Business Leaders of America

ROUND MOUNTAIN HIGH SCHOOL FBLA
P. O. Box 1427
Round Mountain, NV 89045

May 9, 2005

Nye County School District
Board of Directors
484 South West Street
Pahrump, NV 89048

Dear Board Members:

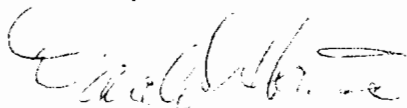
The Round Mountain High School Future Business Leaders of America (FBLA) has 18 members this year. They have been very busy with fund raising activities and preparing for the State Leadership Conference. Eleven members attended the State Leadership Conference in Laughlin from April 17 through the 20th and returned with three ninth place awards and the "Most-Spirited" award for their school T-Shirt. The team of Blake Houston, Vicente Ramirez, and Greg Warnert placed third in Web design.

The second place Web design team declined the opportunity to attend and compete at the FBLA-PBL National Leadership Conference in Orlando, Florida from June 21 through June 28, 2005. Therefore, the Round Mountain Web design team was asked to attend and accepted. The cost of the trip is \$1,068 which includes airfare, ground transportation, rooms, and conference registration. The students are responsible for meals for the eight days. The Round Mountain Gold Corporation has offered to pay the airfare of \$380.

Vicente is unable to attend; therefore, only Blake and Greg are going. They are currently fund raising and asking for donations to help with the expenses. I feel this is a great opportunity for two freshmen students to strengthen their abilities and network with fellow FBLA members from all 50 states. They are great students and will represent Round Mountain High School FBLA in a very professional manner. You may view their Web site at <http://kingpin202.tripod.com/roundmountainfbla>.

This is a formal request to the Board for financial assistance in helping Blake and Greg attend the FBLA-PBL National Conference. Thanks for your assistance.

Sincerely,



Donald Haines, Adviser
Round Mountain FBLA



Round Mountain Junior/Senior High School

P.O. Box 1427
Round Mountain, NV 89045
Phone: (775) 377-2690
Fax: (775) 377-1239

Principal
Deborah Watts

Athletic Director
Wil McDaniel

Superintendent
Dr. William E. "Rob" Roberts

May 10, 2005

Nye County School District Board of Trustees
484 South West Street
Pahrump, Nevada 89048

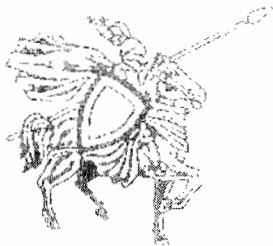
Dear Board Members:

I am writing this letter in support of two Round Mountain FBLA members: Blake Houston and Greg Warnert. These students have qualified to compete at the national FBLA competition in Florida in June. Blake Houston and Greg Warnert are two fine young men: studious with good grades, courteous with a well-developed sense of citizenship. I have taught several classes where these two were students; I have seen them in the hallways, and they are both involved in extra-curricular activities. I think they are deserving of assistance to help them fund the trip to Florida. I think they would benefit greatly from the experience of national competition. I hope that you can help Blake and Greg fund this FBLA trip.

Sincerely,



Deborah Watts



HOME OF THE KNIGHTS

Nevada FBLA National Conference

1205 Alamo Creek Terrace #4
 Paso Robles, CA 93446

Invoice

Date	Invoice #
5/1/2005	NLC2005-114

Bill To
Round Mountain High School DR Haines 4845 West St Pahrump, NV 89048

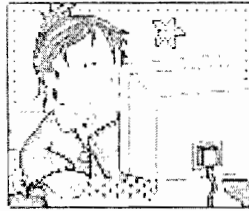
Copy for School Bookkeeper:
Ray Ritchie

Quantity	Description	Rate	Amount
2	Quad Travel Packages for Greg Warnert and Blake Houston	1,068.00	2,136.00
2	Park Hopper Tickets	165.00	330.00

Please note:
 50% deposit is due on May 15 (receipt deadline)
 Remaining balance is due on May 31 (receipt deadline)

Total	\$2,466.00
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Phone #	Fax #	E-mail	Web Site
360.219.6342	805.227.6420	Mike@teamtri.com	www.nevadafbla.org



RECONFIGURATION OF SILVER RIM ELEMENTARY AND TONOPAH ELEMENTARY

HISTORY: A feasibility study was conducted by the district during the 1999-2000 school year. One of the recommendations of the feasibility committee was to reconfigure our two elementary schools in Tonopah. One of the schools would be designated a primary school servicing grades K-2 and the other would be designated an intermediate school servicing grades 3-5. During a conversation with Superintendent Roberts and myself, Lynna Howerton, during the 2003-2004 school year, the subject of Silver Rim being the sole primary school was discussed. Surveys were designed by a team of Silver Rim teachers and Tonopah Elementary teachers and distributed during the 2003-2004 school year. A copy of the survey and the results are attached. Incoming 1st and K parents who were not included in this survey are being surveyed. Results are unavailable at this time. School personnel visited school sites in Las Vegas and Battle Mountain which are configured in a similar manner to our proposed change during the 2004-2005 school year.

RESEARCH: Little research has been done to support the educational benefits of the primary-intermediate configuration being considered. One supporting study: Update on the Relationship Between Elementary Grade Span and Student Achievement: Identification of Human Interactions and Behaviors In a Kindergarten-2nd grade Configured Young Primary Elementary Which Result in Superior Student Achievement Observed in the 4th and 5th Grade does support this configuration. It is a study designed to investigate the superior achievement of the 4th and 5th grade elementary students at Kenai Peninsula Borough School District who as young elementary students attended a K-2 primary school as compared to peers who had attended a K-5, K-8, or K-12 configured school. The study determined that the following variables are more prevalent in a K-2 environment than in other configurations and their increased presence related to superior student achievement in later years: Resources, Parental Involvement, Collaboration(among administrators, teachers, and special services personnel), Foundation(ability to establish social and emotional competence, language, cognition, teaching strategies that lead to next levels of

accomplishment), Relevant Teacher Training, Teacher Efficacy(with regard to aligning primary students' interests and abilities), High Expectation, Principal Leadership, Teacher's Stability, and School Climate. To access this study in its entirety go to www.eric.ed.gov click on search scroll down to ERIC # and then type ED473710.

INFORMATION: While meeting as a joint staff and in committee, advantages and disadvantages of reconfiguration were considered. They are outlined in table form and accompany this report.

The Nye County School District District Improvement Plan supports the implementation of Professional Learning Community (PLC) model district wide and the implementation of inclusion model district wide. An integral part of both PLC and inclusion is collaboration. There are two specialists at Tonopah Elementary and Silver Rim. Their schedules will be such to allow same grade teachers to have common prep periods. This would afford these teachers the opportunity to collaborate and plan lessons.

The following is a compilation of the results of the attached parent feasibility study. These surveys were distributed during parent teacher conferences April 7, 2004. The surveys were given to families with students in grades K-5 at Silver Rim Elementary and Tonopah Elementary. Students attending these two elementary schools represent 160 families. Out of 160 families 102 surveys were returned. This is a 64% return rate. 61 of the returned surveys indicated they were in favor of restructuring. 38 of the returned surveys were not in favor of restructuring. 3 of the returned surveys were unsure. If restructuring should occur 34% of the returned surveys indicated they felt that grades k-2 should be housed at Silver Rim and grades 3-5 should be housed at Tonopah Elementary. 49% of the returned surveys felt that grades k-3 should be housed at Silver Rim with grades 4 and 5 housed at Tonopah Elementary. The remaining 17% did not answer the question.

- 48% of the parents with students currently enrolled in Kindergarten participated in the survey. Of the parents returning the survey 8 were not in favor of restructuring 5 were in favor.
- 75% of the parents with students currently enrolled in first grade responded to the survey. Of the parents returning the survey 8 were opposed to restructuring and 20 were in favor.
- 66% of the parents with students currently enrolled

in second grade responded to the survey. Of those responding 6 were opposed to restructuring and 19 were in favor.

- 40% of the parents with students currently enrolled in third grade responded to the survey. Of those responding 8 were opposed and 8 were in favor.
- 54% of the parents with students currently enrolled in fourth grade responded to the survey. Of those responding 10 were opposed and 9 were in favor of restructuring.
- 60% of the parents with students currently enrolled in fifth grade responded to the survey. Of those responding 10 were opposed and 15 were in favor.

Of those parents who responded to the comment, question, and concern area the concern most often mentioned was that restructuring was felt to be a precursor to closing an elementary school in Tonopah and the idea of closing Tonopah school was vehemently opposed. A few thought all students could be housed at Tonopah Elementary. One respondent felt the idea of restructuring stupid. Parents also expressed concerns about bussing: will the school district provide bussing and will younger students have to add time to their school day because they will be bussed to school. Some parents expressed concern about not having all their children housed in the same building necessitating the parent attend two of all extra functions instead of one. Some parents just prefer neighborhood schools that allow the

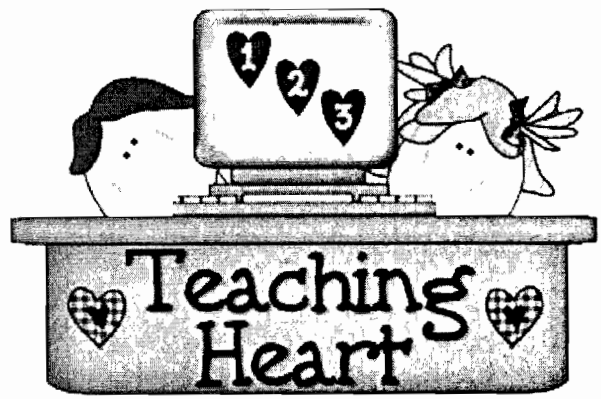
students to walk to and from home. Parents also expressed support for the idea and felt there were more advantages than disadvantages. It was felt that restructuring would benefit the children academically. It was felt that class equalization might be met in different ways than restructuring. Restructuring may cause hardship for parents but kids should come first and restructuring is a great idea. Some parents felt sixth grade should be part of the elementary.

The returned surveys are on file at Tonopah Elementary and may be viewed there.

Bus Routes Affected by K-2/3-5 Split Submitted by Joel Cofer

Minimal Impact: The TMS route would add 3rd–5th grade students. This route normally carries 30-40 students. I don't see this as legally overcrowding the bus; traditionally many parents drive their children to school from the affected area. No new bus stops would need to be added. However, the route would need to start 5-10 minutes earlier to make up for the extra time at the bus stops.

Same for the SRE route, with the re-instatement of the bus stop on Ketten Road and two additional stops behind Main Street, behind Cow County Title (McCulloch and St. Patrick), and at the convention center. This route would need to start 10-15 minutes earlier to accommodate the new stops.



RECONFIGURATION CONSIDERATIONS

PROS	CONS
*Teacher collaboration between same grade teachers	High School Reading Buddies at TES(only one day a week for 30 min) Middle School Helpers at TES(there are only 2 students one period a day)
*Better use of teacher time and skills to remediate and accelerate	Less communication between primary and intermediate teachers
No variances	Primary school not denoted with AYP status
*Better balance of class size and student personalities	Possible increased number for AYP subgroup
*Common plan time	Move classrooms
*Less transition time for younger students(inside corridors)	Dividing resources/materials
*Special ed teacher would only have to deal with three grades instead of six	
*Special ed kids won't have the same teacher for six years	*Special ed kids won't have the same teacher for six years
Less opportunities for older students to bully	
*School wide age appropriate learning activities	
Achieve a greater population in each tested grade level	

* directly effects student learning

PDP leader in Battle Mountain-Mrs. Brickley 'This has been invaluable (speaking about professional learning teams) and we could not have done it if we were spread out"

Ask yourselves do we have a desire to improve? How can we best achieve improved student learning?

Licensed Employee Appraisal Report

**NYE COUNTY SCHOOL
DISTRICT**

484 South West Street
Pahrump, Nevada 89048

Phone: 775-727-7743 x 227
Fax: 775-727-7768
E-mail: kliberty@nye.k12.nv.us
Curriculum and Instruction

Enhancing Professional Practices

Professional Domain Standards and Indicators

Level of Performance Rubric

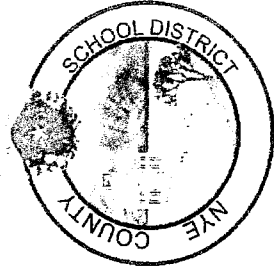


TABLE OF CONTENTS

INTRODUCTION	2
PROFESSIONAL STANDARDS FOR ENHANCING STUDENT LEARNING	5
Teachers and Administrators	
PLANNING AND PREPARATION	7
Instructional planning was documented in written lesson plans and based on adopted curriculum documents and standards.	
Content knowledge was demonstrated in planning.	
Planning reflected knowledge of student achievement, access/equity, students' interests and backgrounds, and other site-specific demographic data.	
ASSESSMENT OF STUDENT ACHIEVEMENT	9
Student achievement, access/equity, and other site-specific demographic data were analyzed.	
Desired results for student learning/achievement were identified, measurable, and used for instructional planning to determine and monitor student progress.	
Assessment regulations and guidelines were followed.	
LEARNING ENVIRONMENT	11
An academic focus and on-task behavior were maintained.	
A classroom management/discipline plan was in place, communicated and maintained.	
Respect and courtesy were modeled by the teacher in student and parent interactions.	
The physical environment supported the teaching/learning process.	
INSTRUCTION	14
The components of an effective lesson and the basic principles of learning were used when providing instruction.	
Varied instructional strategies, approaches, and resources, aligned with instructional objectives engaged students in learning.	
Lessons had a clearly defined structure and pacing was appropriate.	
Flexible instructional groupings were utilized.	
Accommodations and/or modifications were used in alignment with instructional objectives to meet the needs of students.	
Feedback to students was provided and promoted student success and achievement.	
PROFESSIONAL RESPONSIBILITIES	18
The employee participated in the school improvement process and implemented school improvement goals.	
The employee addressed identified individual improvement goals/directions.	
The employee participated in on-going professional development to improve content knowledge and pedagogical skills.	
The employee participated in required job-related meetings and activities and performed assigned duties.	
The employee maintained student records.	
The employee provided communication to parents/guardians and students related to behavior and achievement.	
The employee worked professionally with administration, staff, parents, and community.	
The employee used multicultural resources, materials and activities to support multicultural literacy, awareness and appreciation.	
The employee complied with all school and district policies and regulations, as well as state and federal laws applicable to teachers.	

INTRODUCTION

“Because teaching is complex, it is helpful to have a road map through the territory, structured around a shared understanding of teaching.”
- Charlotte Danielson

An effective teacher evaluation system is not only a means for “quality assurance” but should also be designed to promote professional learning. It is generally recognized that an inordinate amount of time is spent writing teacher evaluations with little evidence the writing of a summative evaluation has significant impact on improving teacher performance. A framework for professional practice serves to structure conversations among educators about exemplary practice. A uniform framework allows those conversations to guide novices as well as to enhance the performance of veterans. (Educational Testing Services, 2001)

Elements of a comprehensive teacher evaluation system should include:

- A clear and accurate definition of good teaching.
- Fair and comprehensive methods to elicit evidence of good teaching.
- Trained evaluators who can make accurate and consistent judgments based on evidence.

61

PROFESSIONAL DOMAINS: A comprehensive teacher evaluation system should include not only what occurs in the classroom, but also acknowledge the other types of work that contribute significantly to a teacher’s success with students. The NCSD Licensed Employee Appraisal Report is organized by **PROFESSIONAL DOMAINS** that encompass the primary areas of teaching responsibility: *planning and preparation, assessment of student achievement, learning environment, instruction, and professional responsibilities.*

PROFESSIONAL STANDARDS: Standards are identified for each of the five professional domains and describe the expectancies of professional practice and teaching that a teacher should know and be able to do.

LEVELS OF PERFORMANCE

The NCSD Licensed Employee Appraisal Report includes descriptive performance indicators for each of the four **LEVELS OF PERFORMANCE** for each of the twenty five professional domain standards. These are as follows:

- Level 4: Performance exceeds standards consistently at a distinguished level.
- **Level 3:** Performance consistently meets standards and may occasionally exceed standards in some areas.
- Level 2: Performance approaches standards and/or does not consistently meet standards.
- Level 1: Performance is below standards and is not satisfactory.

LEVEL 4: PERFORMANCE EXCEEDS STANDARDS CONSISTENTLY AT A DISTINGUISHED LEVEL.

The "Performance Exceeds Standards" level represents the teacher that consistently meets the standard as defined in level 3 and in addition consistently goes above and beyond the expectancies and performs at a distinguished level as defined by the *Levels of Performance Rubric* for Level 4.

LEVEL 3: PERFORMANCE CONSISTENTLY MEETS STANDARDS AND MAY OCCASIONALLY EXCEED STANDARDS IN SOME AREAS.

The "Performance Consistently Meets Standards" level represents solid, consistent practice typically displayed by a successful, experienced teacher. The teacher not only consistently meets the standards as identified in the *Levels of Performance Rubric*, Level 3, but may occasionally exceed the standards in some area.

LEVEL 2: PERFORMANCE APPROACHES STANDARDS AND/OR DOES NOT CONSISTENTLY MEET STANDARDS.

The "Performance Approaches Standards and/or Does Not Consistently Meet Standards" level represents the skill typically displayed by a teacher who has some understanding of the principles of the aspect of teaching. This teacher may come close to meeting the standards in some area(s), but does not consistently and/or successfully address the standards as defined in the *Levels of Performance Rubric* for Level 3.

LEVEL 1: PERFORMANCE IS BELOW STANDARDS AND IS NOT SATISFACTORY.

The "Performance Is Below Standards and is Not Satisfactory" level represents performance that is below standards and warrants immediate intervention.

LEVELS OF PERFORMANCE RUBRIC

The Levels of Performance Rubric includes descriptive criteria for teacher performance related to each professional domain standards. Descriptive criteria for each performance level indicate the degree to which the teacher's performance has met the established expectancies.

It is recognized that every teaching situation is unique and each day, in each classroom, a particular combination of factors defines the events that occur. And yet beneath the unique features of each situation are commonalities that can be identified as "best professional practice." The performance rubric provides teachers and administrators a context for describing and discussing excellence. Having a common understanding of what represents effective teaching assists both the novice and experienced teacher to grow professionally and fosters professional dialogue among colleagues and supervisors.

Evidence of Performance

Data shall be gathered from conferences and observation of one full lesson or combination of multiple observations. (Multiple observations will provide the opportunity to observe all phases of an effective lesson).

Evidence of performance can also be gathered from variety of sources, which may include:

- Teacher self-assessment
- Structured reflection
- Planning documents
- Teaching artifacts

EXAMPLES OF TEACHING ARTIFACTS AND OTHER SOURCES OF DATA

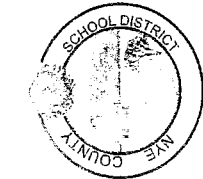
<p>Assignments Worksheets Project directions Parent and community communications Logs of professional development activities Samples of student work Written lesson plans Written semester and/or unit plans</p>	<p>Interviews and conferences Attendance records, field trip logs Back-to-School handouts Class schedules Student interviews Activity descriptions Phone logs School or district projects</p>	<p>Classroom rules and discipline procedures Student achievement data Copies of quizzes and tests Copies of grade book Student profiles/portfolios Video/audio records of student performance</p>
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THE BASIC ELEMENTS OF EFFECTIVE TEACHER EVALUATION

- Evaluation must be a cyclical process that occurs throughout the year.
- It must be closely tied to professional development.
- It must be informed by multiple types of information.
- It must provide meaningful information that will help improve instruction.



**PROFESSIONAL STANDARDS
FOR
ENHANCING STUDENT LEARNING
NVE County School District
Pahrump, Nevada**



GUIDING PRINCIPLES

Professional standards for enhancing student learning will:

- focus on student learning.
- acknowledge shared school leadership.
- support the collaborative nature of school leadership.
- upgrade the quality of the profession.
- reflect performance based systems of assessment and evaluation.
- be predicated in the concepts of access, opportunity and empowerment of members of the school community.

PROFESSIONAL DOMAINS

TEACHERS	ADMINISTRATORS
Planning and Preparation: Instructional planning and preparation support the teaching/learning process.	Vision of Learning: A vision of learning defines purpose, shapes all programs and practices, and sets clear direction for continuous school improvement.
Assessment of Student Achievement: Student Achievement corresponds to established expectancies.	Culture for Learning: A culture for learning fosters success for all students by advocating, structuring and sustaining high social and academic expectations as well as collaborating and communicating with school community members regarding the school's vision.
Learning Environment: The instructional environment is optimal for learning.	Instructional Program: An instructional program advocates, structures and sustains student learning and staff professional growth.
Instruction: Effective instruction is provided for all students.	Management: Management of the organization as well as human and fiscal resources promotes an optimal learning environment and an efficient school operation.
Professional Responsibilities: All school personnel perform professional responsibilities.	Leadership Capacity: Leadership is demonstrated through the vision, culture, instructional program, and management of the organization.

PROFESSIONAL STANDARDS

TEACHERS	ADMINISTRATORS
<p>PLANNING AND PREPARATION</p> <ol style="list-style-type: none"> Instructional planning was documented in written lesson plans and based on adopted curriculum documents and standards. Content knowledge was demonstrated in planning. Planning reflected knowledge of student achievement, access/equity, students' interests and backgrounds, and other site-specific demographic data. <p>ASSESSMENT OF STUDENT ACHIEVEMENT</p> <ol style="list-style-type: none"> Student achievement, access/equity, and other site specific demographic data were analyzed. Desired results for student learning/achievement were identified, measurable and used for instructional planning to determine and monitor student progress. Assessment regulations and guidelines were followed. <p>LEARNING ENVIRONMENT</p> <ol style="list-style-type: none"> An academic focus and on-task behavior were maintained. A classroom management/discipline plan was in place, communicated and maintained. Respect and courtesy were modeled by the teacher in student and parent interactions. The physical environment supported the teaching/learning process. 	<p>VISION OF LEARNING</p> <ol style="list-style-type: none"> Facilitate a collaborative process for the development of a vision of learning that is shared and supported by the school community. Communicate, implement and align mission and goals to support the school's vision of learning. Facilitate a school improvement process. <p>CULTURE FOR LEARNING</p> <ol style="list-style-type: none"> Develop and maintain a professional culture with high social and academic expectations. Provide opportunities for members of the school community to collaborate, develop leadership, and share responsibility for student learning. Promote equity, fairness and respect among members of the school community. <p>INSTRUCTIONAL PROGRAM</p> <ol style="list-style-type: none"> Maintain an accountability system of teaching and learning based on learning standards. Facilitate and assist teachers to improve student learning by effectively using student performance data to drive instructional decisions. Develop and implement results-driven, research-based collaborative professional development relative to the content standards and school improvement process. <p>MANAGEMENT</p> <ol style="list-style-type: none"> Ensure all responsibilities are carried out through appropriate management systems and routines. Utilize principles of system management, organizational development, problem solving and decision making to handle the ongoing operation of the school. Manage fiscal, human, and physical resources to support learning. <p>LEADERSHIP CAPACITY</p> <p>The administrator demonstrates leadership in developing and sustaining:</p> <ol style="list-style-type: none"> a vision that supports student learning. a culture for learning. an instructional program that supports student learning. management of the organization to support student learning.
<p>INSTRUCTION</p> <ol style="list-style-type: none"> The components of an effective lesson and the basic principles of learning were used when providing instruction. Varied instructional strategies, approaches, and resources, aligned with instructional objectives engaged students in learning. Lessons had a clearly defined structure and pacing was appropriate. Flexible instructional groupings were utilized. Accommodations and/or modifications were used in alignment with instructional objectives to meet the needs of students. Feedback to students was provided and promoted student success and achievement. <p>PROFESSIONAL RESPONSIBILITIES</p> <ol style="list-style-type: none"> The employee participated in the school improvement process and implemented school improvement goals. The employee addressed identified individual improvement goals/directions. The employee participated in on-going professional development to improve content knowledge and pedagogical skills. The employee participated in required job-related meetings and activities and performed assigned duties. The employee maintained student records. The employee provided communication to parents/guardians and students related to behavior and achievement. The employee worked professionally and collegially with administration, staff, parents, and community. The employee used multicultural resources, materials and activities to support multicultural literacy, awareness and appreciation. The employee complied with all school and district policies and regulations, as well as state and federal laws applicable to teachers. 	

PROFESSIONAL DOMAIN: PLANNING AND PREPARATION

Any area(s) marked Level 1 or 2 require further documentation. Any area(s) marked Level 1, or 8 or more areas marked Level 2 results in an overall rating of "Not Satisfactory."

LEVELS OF PERFORMANCE INDICATORS				
	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
PROFESSIONAL STANDARDS	LEVEL 4 Performance exceeds standards consistently at a distinguished level.	LEVEL 3 Performance consistently meets standards and may occasionally exceed standards in some areas.	LEVEL 2 Performance approaches standards and/or does not consistently meet standards.	LEVEL 1 Performance is below standards and is not satisfactory.
1. Instructional planning was documented in written lesson plans and based on adopted curriculum documents and standards.	There is clear, convincing evidence that the teacher's performance consistently met all of the criteria for Level 3. In addition, there is clear, convincing evidence that the teacher also exceeded the standards consistently at a distinguished level. The teacher: <ul style="list-style-type: none"> • Demonstrated extensive content knowledge with evidence of continuing pursuit of such knowledge and best practices. • Demonstrated extensive knowledge of pedagogical issues and current research related to best practices within the discipline/curriculum with evidence of continuing pursuit of such knowledge. 	There is clear, convincing evidence that the teacher's performance consistently met standards and may have occasionally exceeded standards in some areas. The teacher: <ul style="list-style-type: none"> • Demonstrated solid understanding and knowledge of the district's adopted curriculum documents and used them regularly when planning and providing for instruction. • Maintained written lesson plans that clearly identified lesson objectives, assessment measures, grouping strategies, instructional procedures, resources, and time allocations that were age and content appropriate. 	There is clear, convincing evidence that the teacher's performance approached the standards and/or evidence to indicate identified professional standards were inconsistently met. The teacher: <ul style="list-style-type: none"> • Demonstrated general understanding and knowledge of the district's adopted curriculum documents and standards and/or used them inconsistently when planning and providing instruction. • Maintained written lesson plans that were very general. Plans did not consistently identify lesson objectives, assessment measures, grouping strategies, instructional procedures, resources, and time allocations that were age and content appropriate. 	There is clear, convincing evidence that the teacher's performance was below standards and was not satisfactory. The teacher: <ul style="list-style-type: none"> • Demonstrated minimal understanding and knowledge of the district's adopted curriculum documents and standards and/or rarely used them when planning and providing instruction. • Rarely or never maintained written lesson plans that clearly identified lesson objectives, assessment measures, grouping strategies, instructional procedures, resources, and time allocations that were age and content appropriate.
2. Content knowledge was demonstrated in planning.	There is clear, convincing evidence that the teacher's performance consistently met all of the criteria for Level 3. In addition, there is clear, convincing evidence that the teacher also exceeded the standards consistently at a distinguished level. The teacher: <ul style="list-style-type: none"> • Demonstrated extensive content knowledge with evidence of continuing pursuit of such knowledge and best practices. • Demonstrated extensive knowledge of pedagogical issues and current research related to best practices within the discipline/curriculum with evidence of continuing pursuit of such knowledge. 	There is clear, convincing evidence that the teacher's performance consistently met standards and may have occasionally exceeded standards in some areas. The teacher: <ul style="list-style-type: none"> • Demonstrated solid content knowledge and consistently made connections between the content and other parts of the discipline/curriculum. • Demonstrated solid knowledge of pedagogical issues and current research related to best practices within the discipline/curriculum. 	There is clear, convincing evidence that the teacher's performance approached the standards and/or evidence to indicate identified professional standards were inconsistently met. The teacher: <ul style="list-style-type: none"> • Demonstrated basic content knowledge but could not always articulate connections with other parts of the discipline/curriculum. • The teacher demonstrated a general understanding of pedagogical issues involved in student learning. 	There is clear, convincing evidence that the teacher's performance was below standards and was not satisfactory. The teacher: <ul style="list-style-type: none"> • Made content errors and/or did not correct content errors that students made and teacher demonstrated little understanding of pedagogical issues involved in student learning.

PROFESSIONAL DOMAIN: PLANNING AND PREPARATION

Any area(s) marked Level 1 or 2 require further documentation. Any area(s) marked Level 1, or 8 or more areas marked Level 2 results in an overall rating of "Not Satisfactory."

		LEVELS OF PERFORMANCE INDICATORS			
		LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
PROFESSIONAL STANDARDS		<p>Performance exceeds standards consistently at a distinguished level.</p> <ul style="list-style-type: none"> Demonstrated leadership at the school and district level by providing professional development for other teachers. 	<p>Performance consistently meets standards and may occasionally exceed standards in some areas.</p>	<p>Performance approaches standards and/or does not consistently meet standards.</p>	<p>Performance is below standards and is not satisfactory.</p>
3. Planning reflected knowledge of student achievement, access/equity, students' interests and backgrounds, and other site specific demographic data.		<p>There is clear, convincing evidence that the teacher's performance consistently met all of the criteria for Level 3. In addition, there is clear, convincing evidence that the teacher also exceeded the standards consistently at a distinguished level.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Verbalized and documented extensive knowledge of student achievement, access/equity, students' interests and backgrounds, and site specific demographic data and patterns of achievement over time. Used this knowledge for small group and individual instruction by setting very specific learning improvement outcome goals. 	<p>There is clear, convincing evidence that the teacher's performance consistently met standards and may have occasionally exceeded standards in some areas.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Verbalized and documented knowledge of student achievement, access/equity, students' interests and backgrounds, and site specific demographic data and patterns of achievement over time. Used this knowledge when planning for small group and/or individual instruction. 	<p>There is clear, convincing evidence that the teacher's performance approached the standards and/or evidence to indicate identified professional standards were inconsistently met.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Verbalized and documented minimal knowledge of student achievement, access/equity, students' interests and backgrounds, and site specific demographic data and patterns of achievement over time. Used this knowledge when planning for instruction only for the classroom as a whole. 	<p>There is clear, convincing evidence that the teacher's performance was below standards and was not satisfactory.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Rarely or never demonstrated verbal or documented knowledge of student achievement, access/equity, and site specific demographic data and patterns of achievement over time.

PROFESSIONAL DOMAIN: ASSESSMENT OF STUDENT ACHIEVEMENT

Any area(s) marked Level 1 or 2 require further documentation. Any area(s) marked Level 1, or 8 or more areas marked Level 2 results in an overall rating of "Not Satisfactory."

LEVELS OF PERFORMANCE INDICATORS	
	LEVEL 1 Performance is below standards and is not satisfactory.
LEVEL 2 Performance approaches standards and/or does not consistently meet standards.	LEVEL 3 Performance consistently meets standards and may occasionally exceed standards in some areas.
LEVEL 4 Performance exceeds standards consistently at a distinguished level.	LEVEL 5 Performance consistently meets standards and may occasionally exceed standards in some areas.
<p>1. Student achievement, access/equity, and other site-specific demographic data were analyzed.</p>	<p>There is clear, convincing evidence that the teacher's performance consistently met all of the criteria for Level 3. In addition, there is clear, convincing evidence that the teacher also exceeded the standards consistently at a distinguished level.</p> <p>The teacher:</p> <ul style="list-style-type: none"> • Demonstrated a high level of ability in analyzing student achievement data; including data related to student access/equity and patterns of achievement over time. • Assumed a leadership role at the school level related to analyzing and effectively using achievement data.
<p>2. Desired results for student learning/achievement were identified, measurable, and used for instructional planning to determine and monitor student progress.</p>	<p>There is clear, convincing evidence that the teacher's performance consistently met all of the criteria for Level 3. In addition, there is clear, convincing evidence that the teacher also exceeded the standards consistently at a distinguished level.</p> <p>The teacher:</p> <ul style="list-style-type: none"> • Demonstrated expertise in identifying learning outcomes that were measurable and specific which was demonstrated by improved student learning. • Demonstrated expertise in using student achievement data to determine student progress and to improve learning for all students. • Assumed a leadership role at the school level to assist other teachers with analyzing and using achievement data.
	<p>There is clear, convincing evidence that the teacher's performance was below standards and was not satisfactory.</p> <p>The teacher:</p> <ul style="list-style-type: none"> • Made minimal or no effort to analyze student achievement data; including data related to student access/equity and patterns of achievement over time.
	<p>There is clear, convincing evidence that the teacher's performance approached the standards and/or evidence to indicate identified professional standards were inconsistently met.</p> <p>The teacher:</p> <ul style="list-style-type: none"> • Made some effort to analyze student achievement data; including data related to student access/equity and patterns of achievement over time.
	<p>There is clear, convincing evidence that the teacher's performance consistently met standards and may have occasionally exceeded standards in some areas.</p> <p>The teacher:</p> <ul style="list-style-type: none"> • Analyzed student achievement data; including data related to student access/equity and patterns of achievement over time.
	<p>There is clear, convincing evidence that the teacher's performance consistently met standards and may have occasionally exceeded standards in some areas.</p> <p>The teacher:</p> <ul style="list-style-type: none"> • Identified learning outcomes that were measurable and specific. • Identified learning outcomes that were consistently used for instructional planning and delivery. • Used student achievement data to determine and monitor student progress and to improve learning for all students. • Used identified "power standards" and assessments aligned with the "power standards" to determine and monitor student progress.
	<p>There is clear, convincing evidence that the teacher's performance approached the standards and/or evidence to indicate identified professional standards were inconsistently met.</p> <p>The teacher:</p> <ul style="list-style-type: none"> • Identified learning outcomes at times, but they were not always measurable and sometimes lacked specificity. • Identified learning outcomes that were not consistently used for instructional planning and delivery. • Used student achievement data in an inconsistent manner to determine and monitor student progress and to improve learning for all students. • Used "power standards" information to a limited degree to monitor student progress.
	<p>There is clear, convincing evidence that the teacher's performance was below standards and was not satisfactory.</p> <p>The teacher:</p> <ul style="list-style-type: none"> • Identified learning outcomes that were rarely or never measurable and specific. • Identified learning outcomes that were rarely or never used for instructional planning and delivery. • Made little or no effort to use student achievement data to determine and monitor student progress and to improve learning for all students. • Rarely or never used "power standards" information to monitor student progress.

PROFESSIONAL DOMAIN: ASSESSMENT OF STUDENT ACHIEVEMENT

Any area(s) marked Level 1 or 2 require further documentation. Any area(s) marked Level 1, or 8 or more areas marked Level 2 results in an overall rating of "Not Satisfactory."

LEVELS OF PERFORMANCE INDICATORS				
	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
PROFESSIONAL STANDARDS	<p>Performance exceeds standards consistently at a distinguished level.</p> <ul style="list-style-type: none"> • Developed and/or identified congruent assessment measures and record keeping tools aligned with identified "power standards" to determine and monitor student progress. • Assumed a leadership role in working with other teachers to identify effective instructional interventions and strategies related to the "power standards." 	<p>Performance consistently meets standards and may occasionally exceed standards in some areas.</p>	<p>Performance approaches standards and/or does not consistently meet standards.</p>	<p>Performance is below standards and is not satisfactory.</p>
3. Assessment regulations and guidelines were followed.		<p>There is clear, convincing evidence that the teacher's performance consistently met standards and may have occasionally exceeded standards in some areas.</p> <p>The teacher:</p> <ul style="list-style-type: none"> • Followed procedures for test security and test administration prescribed by the district and state. 	<p>There is clear, convincing evidence that the teacher's performance <u>approached</u> the standards and/or evidence to indicate identified professional standards were <u>inconsistently met</u>.</p> <p>The teacher:</p> <ul style="list-style-type: none"> • Followed procedures for test security and test administration prescribed by the district and state but had to be reminded of guidelines and timelines. 	<p>There is clear, convincing evidence that the teacher's performance was <u>below</u> standards and was <u>not satisfactory</u>.</p> <p>The teacher:</p> <ul style="list-style-type: none"> • Rarely or never followed procedures for test security and test administration prescribed by the district and state.

PROFESSIONAL DOMAIN: LEARNING ENVIRONMENT

Any area(s) marked Level 1 or 2 require further documentation. Any area(s) marked Level 1, or 8 or more areas marked Level 2 results in an overall rating of "Not Satisfactory."

		LEVELS OF PERFORMANCE INDICATORS:			
PROFESSIONAL STANDARDS	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1	
<p>1. An academic focus and on-task behavior were maintained.</p>	<p>Performance exceeds standards consistently at a distinguished level.</p> <p>There is clear, convincing evidence that the teacher's performance consistently met all of the criteria for Level 3. In addition, there is clear, convincing evidence that the teacher also exceeded the standards consistently at a distinguished level.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Maintained, at a high level, a classroom environment that had an academic focus and actively engaged students in meaningful learning activities. Maintained groups that were productively engaged, with students assuming much of the responsibility for productivity. Maintained on-task behavior without the need for continuous monitoring. 	<p>Performance consistently meets standards and may occasionally exceed standards in some areas.</p> <p>There is clear, convincing evidence that the teacher's performance consistently met standards and may have occasionally exceeded standards in some areas.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Maintained a classroom environment that had an academic focus and actively engaged students in meaningful learning activities. Organized and managed learning activities for individuals and groups so that most students were consistently engaged. 	<p>Performance approaches standards and/or does not consistently meet standards.</p> <p>There is clear, convincing evidence that the teacher's performance approached the standards and/or evidence to indicate identified professional standards were inconsistently met.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Maintained an inconsistent classroom environment that had an academic focus and engaged students in meaningful learning activities. Maintained learning activities for individuals and groups, but sometimes lacked organization and management, resulting in off-task behavior. 	<p>Performance is below standards and is not satisfactory.</p> <p>There is clear, convincing evidence that the teacher's performance was below standards and was not satisfactory.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Rarely or never maintained a classroom environment that consistently had an academic focus and engaged students in meaningful learning activities. Rarely or never organized and/or well managed learning activities resulting in frequent off-task behaviors. 	
<p>2. A classroom management/discipline plan was in place, communicated and maintained.</p>	<p>There is clear, convincing evidence that the teacher's performance consistently met all of the criteria for Level 3. In addition, there is clear, convincing evidence that the teacher also exceeded the standards consistently at a distinguished level.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Established a classroom management/discipline plan that fostered students monitoring their own and their peers' behavior, correcting one another respectively. 	<p>There is clear, convincing evidence that the teacher's performance consistently met standards and may have occasionally exceeded standards in some areas.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Maintained a classroom management/discipline plan that was successfully in place. Maintained and communicated established procedures, routines and expectations to ensure the efficient management of the classroom. This included such things as transitions, student behavior, handling of materials and supplies, and the performance of non-instructional duties. 	<p>There is clear, convincing evidence that the teacher's performance approached the standards and/or evidence to indicate identified professional standards were inconsistently met.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Established a classroom management/discipline plan, but did not consistently maintain. Lacked consistency in maintaining established procedures, routines and expectations to ensure the efficient management of the classroom. This included such things as transitions, student behavior, handling of materials and supplies, and performance of non-instructional duties. 	<p>There is clear, convincing evidence that the teacher's performance was below standards and was not satisfactory.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Did not or rarely established and/or maintained a classroom management/discipline plan. Did not or rarely established, maintained and/or communicated classroom procedures, routines and expectations that ensured the efficient management of the classroom. This included such things as transitions, student behavior, handling of materials and supplies, and the performance of non-instructional duties. 	

PROFESSIONAL DOMAIN: LEARNING ENVIRONMENT

Any area(s) marked Level 1 or 2 require further documentation. Any area(s) marked Level 1, or 8 or more areas marked Level 2 results in an overall rating of "Not Satisfactory."

LEVELS OF PERFORMANCE INDICATORS:				
	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
PROFESSIONAL STANDARDS	<p>Performance exceeds standards consistently at a distinguished level.</p> <ul style="list-style-type: none"> Maintained, at a high level, procedures, routines and expectations that allowed students to assume much of the responsibility for the efficient operation of the classroom. This included such things as transitions, handling of materials and supplies, and performing non-instructional duties. Demonstrated a highly effective manner of monitoring and responding to student behavior. 	<p>Performance consistently meets standards and may occasionally exceed standards in some areas.</p> <ul style="list-style-type: none"> Monitored student behavior and responded to misbehaviors appropriately. 	<p>Performance approaches standards and/or does not consistently meet standards.</p> <ul style="list-style-type: none"> Monitored and responded to students' behaviors and misbehaviors in an inconsistent manner. 	<p>Performance is below standards and is not satisfactory.</p> <ul style="list-style-type: none"> Did not or rarely monitored student behavior or respond to behaviors.
3. Respect and courtesy were modeled by the teacher in student and parent interactions.	<p>There is clear, convincing evidence that the teacher's performance consistently met all of the criteria for Level 3. In addition, there is clear, convincing evidence that the teacher also exceeded the standards consistently at a distinguished level.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Demonstrated a genuine caring and respect for students and was successful in creating an atmosphere where students demonstrated genuine caring for one another as individuals and as students. Interacted with parents positively and efforts to engage families in the instructional program were frequent and successful. 	<p>There is clear, convincing evidence that the teacher's performance consistently met standards and may have occasionally exceeded standards in some areas.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Interacted with students in a consistently friendly manner and demonstrated genuine warmth, caring, and respect. Interacted appropriately to developmental and cultural norms. Interacted with parents in a positive manner and was successful in engaging families in the instructional program. 	<p>There is clear, convincing evidence that the teacher's performance approached the standards and/or evidence to indicate identified professional standards were inconsistently met.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Interacted in a generally appropriate manner, but reflected occasional inconsistencies, negativism, and/or lack of understanding of developmental or cultural norms. Interacted in a generally appropriate and positive manner making modest attempts to engage families in the instructional program. 	<p>There is clear, convincing evidence that the teacher's performance was below standards and was not satisfactory.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Interacted, with at least some students, in a negative, demeaning, sarcastic, and/or inappropriate manner to the age or culture of the students. Made little or no attempt to interact with parents in a positive manner and rarely made attempts to engage families in the instructional program.

PROFESSIONAL DOMAIN: LEARNING ENVIRONMENT

Any area(s) marked Level 1 or 2 require further documentation. Any area(s) marked Level 1, or 8 or more areas marked Level 2 results in an overall rating of "Not Satisfactory."

		LEVELS OF PERFORMANCE INDICATORS:			
PROFESSIONAL STANDARDS	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1	
<p>4. The physical environment supported the teaching/learning process.</p>	<p>Performance exceeds standards consistently at a distinguished level.</p> <p>There is clear, convincing evidence that the teacher's performance consistently met all of the criteria for Level 3. In addition, there is clear, convincing evidence that the teacher also exceeded the standards consistently at a distinguished level.</p> <p>The teacher:</p> <ul style="list-style-type: none"> • Worked with students to maintain a physical environment conducive to learning. • Involved students in the decisions related to how the room should be arranged to accommodate different learning activities. • Worked with students so that both the teacher and students used physical resources optimally. 	<p>Performance consistently meets standards and may occasionally exceed standards in some areas.</p> <p>There is clear, convincing evidence that the teacher's performance consistently met standards and may have occasionally exceeded standards in some areas.</p> <p>The teacher:</p> <ul style="list-style-type: none"> • Maintained a physical environment conducive to learning. • Adjusted the physical arrangement proactively to accommodate a variety of learning activities. • Maintained physical resources and materials in a manner that made them easily accessible to all students. 	<p>Performance approaches standards and/or does not consistently meet standards.</p> <p>There is clear, convincing evidence that the teacher's performance approached the standards and/or evidence to indicate identified professional standards were inconsistently met.</p> <p>The teacher:</p> <ul style="list-style-type: none"> • Maintained a physical environment conducive to learning but in an inconsistent manner. • Tended to be reactive rather than proactive in adjusting the physical arrangement of the room to accommodate different learning activities. • Maintained physical resources and materials and made them easily accessible to all students but in an inconsistent manner. 	<p>Performance is below standards and is not satisfactory.</p> <p>There is clear, convincing evidence that the teacher's performance was below standards and was not satisfactory.</p> <p>The teacher:</p> <ul style="list-style-type: none"> • Rarely or never maintained a physical environment conducive to learning. • Rarely or never arranged the room to adjust and accommodate different learning activities. • Rarely or never maintained physical resources and materials in a manner that made them easily accessible to all students. 	

PROFESSIONAL DOMAIN: INSTRUCTION

Any area(s) marked Level 1 or 2 require further documentation. Any area(s) marked Level 1, or 8 or more areas marked Level 2 results in an overall rating of "Not Satisfactory."

LEVELS OF PERFORMANCE INDICATORS:				
	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<p>PROFESSIONAL STANDARDS</p> <p>1. The components of an effective lesson and the basic principles of learning were used when providing instruction, such as:</p> <ul style="list-style-type: none"> * Reviewed recently taught material. * Set the stage for learning. * Identified and focused attention on the learning objective(s). * Linked previously learned concepts to new concepts. * Used appropriate teacher-facilitated and student-directed instruction. * Assessed student understanding as the lesson progressed. * Used effective questioning techniques. * Used appropriate closure activities. * Modeled sensitivity to the cultural diversity of students. * Reviewed to address long-term knowledge and student deficiencies. <p>ELEMENTARY/SECONDARY Components of an Effective Math Lesson</p>	<p style="text-align: center;">LEVEL 4</p> <p>Performance exceeds standards consistently at a distinguished level.</p> <p>There is clear, convincing evidence that the teacher's performance consistently met all of the criteria for Level 3. In addition, there is clear, convincing evidence that the teacher also exceeded the standards consistently at a distinguished level.</p> <p>The teacher:</p> <ul style="list-style-type: none"> • Demonstrated extensive understanding and knowledge of the components of an effective lesson and principles of learning. • Used components to ensure students were mastering objectives. • Assumed a leadership role in assisting other teachers in this area as a part of staff development or school improvement efforts. 	<p style="text-align: center;">LEVEL 3</p> <p>Performance consistently meets standards and may occasionally exceed standards in some areas.</p> <p>There is clear, convincing evidence that the teacher's performance consistently met standards and may have occasionally exceeded standards in some areas.</p> <p>The teacher:</p> <ul style="list-style-type: none"> • Demonstrated solid understanding and knowledge of the components of an effective lesson and principles of learning. • Used the components or principles when providing instruction. 	<p style="text-align: center;">LEVEL 2</p> <p>Performance approaches standards and/or does not consistently meet standards.</p> <p>There is clear, convincing evidence that the teacher's performance <u>approached</u> the standards and/or evidence to indicate identified professional standards were <u>inconsistently met</u>.</p> <p>The teacher:</p> <ul style="list-style-type: none"> • Demonstrated general understanding and knowledge of the components of an effective lesson and basic principles of learning. • Used the components or principles inconsistently when providing instruction. 	<p style="text-align: center;">LEVEL 1</p> <p>Performance is below standards and is not satisfactory.</p> <p>There is clear, convincing evidence that the teacher's performance was <u>below standards and was not satisfactory</u>.</p> <p>The teacher:</p> <ul style="list-style-type: none"> • Demonstrated little or no understanding and knowledge of the components of an effective lesson and basic principles of learning. • Rarely or never used the components or principles when providing instruction.

PROFESSIONAL DOMAIN: INSTRUCTION

Any area(s) marked Level 1 or 2 require further documentation. Any area(s) marked Level 1, or 8 or more areas marked Level 2 results in an overall rating of "Not Satisfactory."

		LEVELS OF PERFORMANCE INDICATORS:			
PROFESSIONAL STANDARDS	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1	
<p>2. Varied instructional strategies, approaches, and resources, aligned with instructional objectives, engaged students in learning.</p>	<p>Performance exceeds standards consistently at a distinguished level.</p> <p>There is clear, convincing evidence that the teacher's performance consistently met all of the criteria for Level 3. In addition, there is clear, convincing evidence that the teacher also exceeded the standards consistently at a distinguished level.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Demonstrated extensive understanding, knowledge and use of varied and effective instructional strategies and approaches to meet instructional objectives and the needs of students. Used instructional materials and resources that were not only suitable but allowed students to initiate choice and adapt or create materials to enhance their own learning. Had students highly intellectually engaged throughout the lesson and students made material contributions to the representation of content, activities, and the materials. The structure and pacing of the lesson allowed for student reflection and closure. 	<p>Performance consistently meets standards and may occasionally exceed standards in some areas.</p> <p>There is clear, convincing evidence that the teacher's performance consistently met standards and may have occasionally exceeded standards in some areas.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Demonstrated solid understanding, knowledge and consistent use of varied and effective instructional strategies and approaches to meet instructional objectives and the needs of students. Aligned instructional materials and resources to the instructional objectives and needs of students. Engaged students in significant learning throughout the lesson, resulting from the use of appropriate activities and/or materials, instructive representations of content, and suitable lesson structure. 	<p>Performance approaches standards and/or does not consistently meet standards.</p> <p>There is clear, convincing evidence that the teacher's performance <u>approached</u> the standards and/or evidence to indicate identified professional standards were <u>inconsistently met</u>.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Demonstrated basic understanding and knowledge of varied and effective instructional strategies and approaches but used only a few to meet instructional objectives and the needs of students. Aligned instructional materials and resources inconsistently to the instructional objectives and/or needs of students. Inconsistently engaged students in significant learning resulting from the occasional use of inappropriate activities and/or materials, inconsistent representations of content, and/or lack of lesson structure. 	<p>Performance is below standards and is not satisfactory.</p> <p>There is clear, convincing evidence that the teacher's performance was <u>below standards and was not satisfactory</u>.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Demonstrated minimal understanding and knowledge and use of varied and effective instructional strategies and approaches to meet instructional objectives and needs of students. Rarely or never correlated instructional materials and resources to the stated objective nor meet the instructional objectives and/or needs of students. Rarely or never engaged students in significant learning, resulting from the use of inappropriate activities and/or materials, poor representations of content and/or lack of lesson structure. 	
<p>3. Lessons had a clearly defined structure and pacing was appropriate.</p>	<p>There is clear, convincing evidence that the teacher's performance consistently met all of the criteria for Level 3. In addition, there is clear, convincing evidence that the teacher also exceeded the standards consistently at a distinguished level.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Maintained lesson structure that was highly coherent, allowing for reflection and closure as appropriate. 	<p>There is clear, convincing evidence that the teacher's performance consistently met standards and may have occasionally exceeded standards in some areas.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Maintained a clearly defined structure around which activities were organized. Paced lessons appropriately for most students. 	<p>There is clear, convincing evidence that the teacher's performance <u>approached</u> the standards and/or evidence to indicate identified professional standards were <u>inconsistently met</u>.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Had a recognizable structure in lessons although not uniformly maintained. 	<p>There is clear, convincing evidence that the teacher's performance was <u>below standards and was not satisfactory</u>.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Rarely or never maintained lessons with a clearly defined structure. Rarely or never maintained appropriate pacing of lessons. Lesson pacing was often too fast or too slow. 	

PROFESSIONAL DOMAIN: INSTRUCTION

Any area(s) marked Level 1 or 2 require further documentation. Any area(s) marked Level 1, or 8 or more areas marked Level 2 results in an overall rating of "Not Satisfactory."

LEVELS OF PERFORMANCE INDICATORS:				
	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
PROFESSIONAL STANDARDS	LEVEL 4 Performance exceeds standards consistently at a distinguished level.	LEVEL 3 Performance consistently meets standards and may occasionally exceed standards in some areas.	LEVEL 2 Performance approaches standards and/or does not consistently meet standards.	LEVEL 1 Performance is below standards and is not satisfactory.
	<ul style="list-style-type: none"> Paced lesson appropriately for all students. 		<ul style="list-style-type: none"> Inconsistently maintained appropriate pacing of lessons. Lesson pacing was sometimes too fast or too slow. 	
4. Flexible instructional groupings were utilized.	<p>There is clear, convincing evidence that the teacher's performance consistently met all of the criteria for Level 3. In addition, there is clear, convincing evidence that the teacher also exceeded the standards consistently at a distinguished level.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Utilized flexible instructional groups that were productive and were varied as appropriate to the different instructional objectives. Lead students to frequently demonstrate leadership by taking initiative within the groups to advance their understanding. 	<p>There is clear, convincing evidence that the teacher's performance consistently met standards and may have occasionally exceeded standards in some areas.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Utilized flexible instructional groups that were productive and were varied as appropriate to the different instructional objectives. 	<p>There is clear, convincing evidence that the teacher's performance approached the standards and/or evidence to indicate identified professional standards were inconsistently met.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Utilized flexible instructional groups inconsistently and with limited success in advancing the instructional objectives of the lesson. 	<p>There is clear, convincing evidence that the teacher's performance was below standards and was not satisfactory.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Rarely or never used flexible instructional groups. Groupings that were used were generally inappropriate to the students or to the instructional objectives.
5. Accommodations and/or modifications were used in alignment with instructional objectives to meet the needs of students.	<p>There is clear, convincing evidence that the teacher's performance consistently met all of the criteria for Level 3. In addition, there is clear, convincing evidence that the teacher also exceeded the standards consistently at a distinguished level.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Was highly successful in making accommodations and/or modifications based on students' needs, interests, and questions. Assisted other teachers in this area. 	<p>There is clear, convincing evidence that the teacher's performance consistently met standards and may have occasionally exceeded standards in some areas.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Sought ways to ensure successful learning for all students, making accommodations and/or modifications as needed for instruction. 	<p>There is clear, convincing evidence that the teacher's performance approached the standards and/or evidence to indicate identified professional standards were inconsistently met.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Demonstrated moderate flexibility in making accommodations and/or modifications and moderate responsiveness to students' needs and participation during a lesson. 	<p>There is clear, convincing evidence that the teacher's performance was below standards and was not satisfactory.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Rarely or never made accommodations and/or modifications in spite of evidence of poor achievement and/or lack of participation.

PROFESSIONAL DOMAIN: INSTRUCTION

Any area(s) marked Level 1 or 2 require further documentation. Any area(s) marked Level 1, or 8 or more areas marked Level 2 results in an overall rating of "Not Satisfactory."

LEVELS OF PERFORMANCE INDICATORS:				
PROFESSIONAL STANDARDS	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<p>6. Feedback to students was provided and promoted student success and achievement.</p>	<p>Performance exceeds standards consistently at a distinguished level.</p> <p>There is clear, convincing evidence that the teacher's performance consistently met all of the criteria for Level 3. In addition, there is clear, convincing evidence that the teacher also exceeded the standards consistently at a distinguished level.</p> <p>The teacher:</p> <ul style="list-style-type: none"> • Provided feedback to students that was timely and of consistently high quality, and students made use of the feedback in their learning. • Gave frequent feedback to individual students, as well as to student groups and sometimes to the whole class. • Provided feedback using a variety of methods, routinely facilitated student self-assessment, and provided opportunities for peer critique. • Acknowledged and/or recognized students' successes with genuine enthusiasm for specific accomplishments. • Worked with students to establish and maintain high expectations for the learning and behavior of all students by planning learning activities together, providing opportunities for interaction and establishing achievement expectations. 	<p>Performance consistently meets standards and may occasionally exceed standards in some areas.</p> <p>There is clear, convincing evidence that the teacher's performance consistently met standards and may have occasionally exceeded standards in some areas.</p> <p>The teacher:</p> <ul style="list-style-type: none"> • Provided feedback to students that was timely and of consistently high quality. • Provided feedback to individual students, as well as to student groups and/or the whole class. • Gave feedback using a variety of methods and facilitated student self-awareness. • Acknowledged and/or recognized students' successes. • Conveyed high expectations for student achievement through instructional goals and activities, interactions, and the classroom environment. • Encouraged students to demonstrate pride in their work and/or behavior. 	<p>Performance approaches standards and/or does not consistently meet standards.</p> <p>There is clear, convincing evidence that the teacher's performance approached the standards and/or evidence to indicate identified professional standards were inconsistently met.</p> <p>The teacher:</p> <ul style="list-style-type: none"> • Provided feedback to students that was inconsistent in quality and/or timeliness. • Gave feedback to student groups and/or whole class; feedback was infrequently given to individual students. • Occasionally acknowledged and/or recognized students' successes. • Conveyed inconsistent expectations for student achievement through instructional goals and activities, interactions, and the classroom environment. • Inconsistently generated students' pride in work and behavior. 	<p>Performance is below standards and is not satisfactory.</p> <p>There is clear, convincing evidence that the teacher's performance was below standards and was not satisfactory.</p> <p>The teacher:</p> <ul style="list-style-type: none"> • Provided feedback of poor quality and/or not provided to students in a timely manner. • Gave little or no feedback to individual students. • Rarely or never acknowledged and/or recognized students' successes. • Conveyed only modest expectations for student achievement through instructional goals and activities, interactions, and the classroom environment. • Failed to generate students' pride in work and/or behavior.

PROFESSIONAL DOMAIN: PROFESSIONAL RESPONSIBILITIES

Any area(s) marked Level 1 or 2 require further documentation. Any area(s) marked Level 1, or 8 or more areas marked Level 2 results in an overall rating of "Not Satisfactory."

LEVELS OF PERFORMANCE INDICATORS:				
PROFESSIONAL STANDARDS	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<p>1. The employee participated in the school improvement process and implemented school improvement goals.</p>	<p>Performance exceeds standards consistently at a distinguished level.</p> <p>There is <u>clear, convincing evidence</u> that the teacher's performance consistently met all of the criteria for Level 3. In addition, there is <u>clear, convincing evidence</u> that the teacher also exceeded the standards consistently at a distinguished level.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Participated in the school improvement process at a high level by taking a leadership role in working collaboratively with staff to analyze data and identify school goals. Assumed a leadership role in identifying programs and/or strategies to address school goals. Demonstrated an extensive knowledge of the school's improvement plan and was involved in staff development related to school improvement. 	<p>Performance consistently meets exceed standards in some areas.</p> <p>There is <u>clear, convincing evidence</u> that the teacher's performance consistently met standards and may have occasionally exceeded standards in some areas.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Participated in the school improvement process by working collaboratively with staff to analyze data and identify school goals. Demonstrated a strong knowledge of the school's improvement plan. Made a consistent effort to implement identified programs and/or strategies to address school goals. 	<p>Performance approaches standards and/or does not consistently meet standards.</p> <p>There is <u>clear, convincing evidence</u> that the teacher's performance <u>approached</u> the standards and/or evidence to indicate identified professional standards were <u>inconsistently met</u>.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Participated in the school improvement process at a minimum level by working with staff to analyze data and identify school goals. Demonstrated general knowledge of the school's improvement plan. Maintained inconsistent effort to implement identified programs and/or strategies to address school goals. 	<p>Performance is below standards and is not satisfactory.</p> <p>There is <u>clear, convincing evidence</u> that the teacher's performance was <u>below standards and was not satisfactory</u>.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Rarely or never participated in the school improvement process through collaborative work with the staff to analyze data and identify school goals. Made little or no effort to implement identified programs and/or strategies to address school improvement goals. Demonstrated minimal knowledge of the school's improvement plan.
<p>2. The employee addressed identified individual improvement goals/directions.</p>	<p>There is <u>clear, convincing evidence</u> that the teacher's performance consistently met all of the criteria for Level 3. In addition, there is <u>clear, convincing evidence</u> that the teacher also exceeded the standards consistently at a distinguished level.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Addressed previously identified individual improvement goals and/or directions at a consistently high level including self-initiated improvement goals. 	<p>There is <u>clear, convincing evidence</u> that the teacher's performance consistently met standards and may have occasionally exceeded standards in some areas.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Addressed previously identified individual improvement goals and/or directions at a satisfactory level. Identified self-initiated improvement goals collaboratively with the administrator. 	<p>There is <u>clear, convincing evidence</u> that the teacher's performance <u>approached</u> the standards and/or evidence to indicate identified professional standards were <u>inconsistently met</u>.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Made some progress at addressing previously identified individual improvement goals and/or directions. Needed continual improvement in addressing individual goals and directions. 	<p>There is <u>clear, convincing evidence</u> that the teacher's performance was <u>below standards and was not satisfactory</u>.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Rarely or never addressed previously identified individual improvement goals and/or directions at a satisfactory level.

PROFESSIONAL DOMAIN: PROFESSIONAL RESPONSIBILITIES

Any area(s) marked Level 1 or 2 require further documentation. Any area(s) marked Level 1, or 8 or more areas marked Level 2 results in an overall rating of "Not Satisfactory."

LEVELS OF PERFORMANCE INDICATORS:				
	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
PROFESSIONAL STANDARDS	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<p>Performance exceeds standards consistently at a distinguished level.</p> <p>There is <u>clear, convincing evidence</u> that the teacher's performance consistently met all of the criteria for Level 3. In addition, there is <u>clear, convincing evidence</u> that the teacher also exceeded the standards consistently at a <u>distinguished level.</u></p> <p>The teacher:</p> <ul style="list-style-type: none"> • Participated in multiple and varied professional development activities beyond what was required by school and/or district designed to improve content knowledge and pedagogical skills. • Implemented and described classroom applications of knowledge gained through required professional development. • Shared professional development knowledge at the school level, in the district, and beyond. 	<p>Performance consistently meets standards and may occasionally exceed standards in some areas.</p> <p>There is <u>clear, convincing evidence</u> that the teacher's performance consistently met standards and may have <u>occasionally exceeded standards</u> in some areas.</p> <p>The teacher:</p> <ul style="list-style-type: none"> • Participated in required school/district professional development activities designed to improve content knowledge or pedagogical skills and demonstrated a consistent pattern of professional growth. • Implemented and described classroom applications of knowledge gained through required professional development. • Initiated opportunities to share professional development knowledge at the school level. 	<p>Performance approaches standards and/or does not consistently meet standards.</p> <p>There is <u>clear, convincing evidence</u> that the teacher's performance <u>approached the standards and/or evidence to indicate identified professional standards were <u>inconsistently met.</u></u></p> <p>The teacher:</p> <ul style="list-style-type: none"> • Participated in required school/district professional development activities. • Implemented and documented some classroom applications of knowledge gained through required professional development. 	<p>Performance is below standards and is not satisfactory.</p> <p>There is <u>clear, convincing evidence</u> that the teacher's performance was <u>below standards and was not satisfactory.</u></p> <p>The teacher:</p> <ul style="list-style-type: none"> • Participated in required school/district professional development activities at a minimal level with little or no evidence that the teacher implemented knowledge gained through required professional development. 	
<p>4. The employee participated in required job-related meetings and activities and performed assigned duties.</p>	<p>There is <u>clear, convincing evidence</u> that the teacher's performance consistently met all of the criteria for Level 3. In addition, there is <u>clear, convincing evidence</u> that the teacher also exceeded the standards consistently at a <u>distinguished level.</u></p> <p>The teacher:</p> <ul style="list-style-type: none"> • Participated in required job-related meetings, activities, and frequently assumed a leadership role in planning such events. • Volunteered to participate, plan and coordinate activities beyond the school day. 	<p>There is <u>clear, convincing evidence</u> that the teacher's performance consistently met standards and may have <u>occasionally exceeded standards</u> in some areas.</p> <p>The teacher:</p> <ul style="list-style-type: none"> • Participated in required job-related meetings, activities, and performed all assigned duties. 	<p>There is <u>clear, convincing evidence</u> that the teacher's performance <u>approached the standards and/or evidence to indicate identified professional standards were <u>inconsistently met.</u></u></p> <p>The teacher:</p> <ul style="list-style-type: none"> • Occasionally participated in required job-related meetings and activities. • Had to be reminded frequently to perform assigned duties. 	<p>There is <u>clear, convincing evidence</u> that the teacher's performance was <u>below standards and was not satisfactory.</u></p> <p>The teacher:</p> <ul style="list-style-type: none"> • Rarely or never participated in required job-related meetings and activities. • Rarely or never performed assigned duties.

PROFESSIONAL DOMAIN: PROFESSIONAL RESPONSIBILITIES

Any area(s) marked Level 1 or 2 require further documentation. Any area(s) marked Level 1, or 8 or more areas marked Level 2 results in an overall rating of "Not Satisfactory."

LEVELS OF PERFORMANCE INDICATORS:				
	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
PROFESSIONAL STANDARDS	LEVEL 4 Performance exceeds standards consistently at a distinguished level.	LEVEL 3 Performance consistently meets standards and may occasionally exceed standards in some areas.	LEVEL 2 Performance approaches standards and/or does not consistently meet standards.	LEVEL 1 Performance is below standards and is not satisfactory.
5. The employee maintained student records and attendance codes in accordance with district and state regulations.	There is clear, convincing evidence that the teacher's performance consistently met all of the criteria for Level 3. In addition, there is clear, convincing evidence that the teacher also exceeded the standards consistently at a distinguished level. The teacher: <ul style="list-style-type: none">Adhered to established school and district procedures for communicating academic/social progress to parents/guardians and/or students and promoted ongoing and interactive communication with the family, which might include custom website, e-mail and electronic newsletters.	There is clear, convincing evidence that the teacher's performance consistently met standards and may have occasionally exceeded standards in some areas. The teacher: <ul style="list-style-type: none">Maintained instructional records that were accurate, thorough and submitted in a timely manner.Explained how his/her record keeping was used as a basis for assigning grades.Maintained and submitted noninstructional records (i.e. attendance/tardies) in the manner required by district and state policy.	There is clear, convincing evidence that the teacher's performance approached the standards and/or evidence to indicate identified professional standards were inconsistently met. The teacher: <ul style="list-style-type: none">Maintained inconsistent instructional records that were sometimes inaccurate, incomplete, and not submitted in a timely manner.Was not always able to clearly explain how his/her record keeping procedures were used as a basis for assigning grades.Maintained and submitted noninstructional records (i.e. attendance/tardies) in the manner required by district and state policy most of the time, but occasionally had to be reminded to submit and maintain required records.	There is clear, convincing evidence that the teacher's performance was below standards and was not satisfactory. The teacher: <ul style="list-style-type: none">Rarely or never maintained instructional records accurately or completely, and did not submit records in a timely manner.Rarely or never maintained or submitted non-instructional records (i.e. attendance/tardies) in the manner required by district and state policy.
6. The employee provided communication to parents/guardians and students related to behavior and achievement.	There is clear, convincing evidence that the teacher's performance consistently met all of the criteria for Level 3. In addition, there is clear, convincing evidence that the teacher also exceeded the standards consistently at a distinguished level. The teacher: <ul style="list-style-type: none">Adhered to established school and district procedures for communicating academic/social progress to parents/guardians and/or students and promoted ongoing and interactive communication with the family, which might include custom website, e-mail and electronic newsletters.	There is clear, convincing evidence that the teacher's performance consistently met standards and may have occasionally exceeded standards in some areas. The teacher: <ul style="list-style-type: none">Adhered to established school and district procedures for communicating academic/social progress to parents/guardians and/or students.Promoted ongoing communication with the family by providing information on both positive and negative aspects of the student's academic and social progress.	There is clear, convincing evidence that the teacher's performance approached the standards and/or evidence to indicate identified professional standards were inconsistently met. The teacher: <ul style="list-style-type: none">Adhered to established school and district procedures for communicating academic/social progress to parents/guardians and/or students but in an inconsistent manner.Provided information to parents/guardians and/or students regarding the instructional program only when required by the school.	There is clear, convincing evidence that the teacher's performance was below standards and was not satisfactory. The teacher: <ul style="list-style-type: none">Rarely or never provided adequate or correct information to parents/guardians and/or students regarding the student's academic/social progress.Did not adhere to established school and district procedures for communicating student's academic/social progress.Provided little or no information to parents/guardians and/or student regarding the instructional program.

PROFESSIONAL DOMAIN: PROFESSIONAL RESPONSIBILITIES

Any area(s) marked Level 1 or 2 require further documentation. Any area(s) marked Level 1, or 8 or more areas marked Level 2 results in an overall rating of "Not Satisfactory."

LEVELS OF PERFORMANCE INDICATORS:				
PROFESSIONAL STANDARDS	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
	<p>LEVEL 4</p> <p>Performance exceeds standards consistently at a distinguished level.</p> <ul style="list-style-type: none"> Had methods in place for students to be actively involved in communicating to parents/guardians regarding the instructional program. 	<p>LEVEL 3</p> <p>Performance consistently meets standards and may occasionally exceed standards in some areas.</p> <ul style="list-style-type: none"> Provided information to the family about the instructional program sometimes beyond school requirements. 	<p>LEVEL 2</p> <p>Performance approaches standards and/or does not consistently meet standards.</p>	<p>LEVEL 1</p> <p>Performance is below standards and is not satisfactory.</p>
<p>7. The employee worked professionally with administration, staff, parents, and community.</p>	<p>There is clear, convincing evidence that the teacher's performance consistently met all of the criteria for Level 3. In addition, there is clear, convincing evidence that the teacher also exceeded the standards consistently at a distinguished level.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Maintained professional and collegial relationships with colleagues and took initiative in assuming leadership among the faculty in promoting a professional and collegial environment. Handled responses to parent concerns professionally and expeditiously. Volunteered to participate in school/community events and frequently assumed a leadership role. 	<p>There is clear, convincing evidence that the teacher's performance consistently met standards and may have occasionally exceeded standards in some areas.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Maintained professional and collegial relationships with colleagues. Responded to parent/guardian and/or student concerns. Participated in most school/community events. 	<p>There is clear, convincing evidence that the teacher's performance approached the standards and/or evidence to indicate identified professional standards were inconsistently met.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Generally maintained professional and collegial relationships with colleagues. Responded inconsistently to parent/guardian and/or student concerns. Participated in some school/community events; primarily only those that were required. 	<p>There is clear, convincing evidence that the teacher's performance was below standards and was not satisfactory.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Did not maintain professional and collegial relationships with colleagues. Rarely or never responded to parent/guardian and/or student concerns. Avoided becoming involved in school/community events.

PROFESSIONAL DOMAIN: PROFESSIONAL RESPONSIBILITIES

Any area(s) marked Level 1 or 2 require further documentation. Any area(s) marked Level 1, or 8 or more areas marked Level 2 results in an overall rating of "Not Satisfactory."

		LEVELS OF PERFORMANCE INDICATORS:			
PROFESSIONAL STANDARDS	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1	
<p>8. The employee used multicultural resources, materials and activities to support multicultural literacy, awareness and appreciation.</p>	<p>Performance exceeds standards consistently at a distinguished level.</p> <p>There is clear, convincing evidence that the teacher's performance consistently met all of the criteria for Level 3. In addition, there is clear, convincing evidence that the teacher also exceeded the standards consistently at a distinguished level.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Pursued related multi-cultural resources actively from professional organizations and the community. Embedded multicultural instruction in the curriculum as appropriate, with students actively engaged in planning and demonstrating understanding of the connections. Participated in and shared multiple and varied professional development activities designed to improve multicultural instruction. 	<p>Performance consistently meets standards and may occasionally exceed standards in some areas.</p> <p>There is clear, convincing evidence that the teacher's performance consistently met standards and may have occasionally exceeded standards in some areas.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Used multicultural resources, materials and activities to support multicultural literacy, awareness, and appreciation for groups and individual students. Integrated multicultural instruction in other curriculum areas as appropriate. 	<p>Performance approaches standards and/or does not consistently meet standards.</p> <p>There is clear, convincing evidence that the teacher's performance approached the standards and/or evidence to indicate identified professional standards were inconsistently met.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Occasionally used multicultural resources, materials and activities to support multicultural literacy, awareness, and appreciation. Centered instruction primarily around holiday themes with minimal or no integration in other content areas. 	<p>Performance is below standards and is not satisfactory.</p> <p>There is clear, convincing evidence that the teacher's performance was below standards and was not satisfactory.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Rarely or never used multicultural resources, materials and activities to support multicultural literacy, awareness, and appreciation 	
<p>9. The employee complied with all school and district policies and regulations, as well as state and federal laws applicable to teachers.</p>		<p>There is clear, convincing evidence that the teacher's performance consistently met standards and may have occasionally exceeded standards in some areas.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Complied with all school and district policies and regulations, as well as state and federal laws applicable to teachers. 	<p>There is clear, convincing evidence that the teacher's performance approached the standards and/or evidence to indicate identified professional standards were inconsistently met.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Inconsistently complied and/or did not comply in a timely manner with all school and district policies and regulations, as well as state and federal laws applicable to teachers. 	<p>There is clear, convincing evidence that the teacher's performance was below standards and was not satisfactory.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Did not comply with all school and district policies and regulations, as well as state and federal laws applicable to teachers. 	



**NYE COUNTY SCHOOL DISTRICT
LICENSED EMPLOYEE APPRAISAL REPORT**

Employee's Name: _____ School/Location: _____
 Employee No: _____ Assignment: _____ Years in NCSD _____
 Observation Dates: From: _____ to _____ Conference Date: _____ Page 1 of _____

Report and analysis of observations, performance, and other factors which may be pertinent to performance, probationary/post-probationary status, date of last evaluation, and directions.

LEVELS OF PERFORMANCE			
Level 4	Performance exceeds standards consistently at a distinguished level.	Level 2	Performance approaches standards and/or does not consistently meet standards. *
Level 3	Performance consistently meets standards and may occasionally exceed standards in some areas.	Level 1	Performance is below standards and is not satisfactory. *

*Any area (s) marked Level 1 or 2 require documentation. Two or more areas marked Level 1, or 8 or more areas marked Level 2 results in an overall rating of "Not Satisfactory".

The comment section of this appraisal report of a probationary teacher or post probationary teacher must, if necessary, include recommendations for improvements in his/her performance.

PROFESSIONAL DOMAINS				
DOMAIN 1: Planning and Preparation				
Indicators	4	3	2	1

Professional Standards				
1. Instructional planning was documented in written lesson plans and based on adopted curriculum documents and standards.				
2. Content knowledge was demonstrated in planning.				
3. Planning reflected knowledge of student achievement, access/equity, students' interests and backgrounds, and other site-specific demographic data.				

COMMENTS:

DOMAIN 2: Assessment of Student Achievement				
Indicators	4	3	2	1

Professional Standards				
1. Student achievement, access/equity, and other site-specific demographic data were analyzed.				
2. Desired results for student learning/achievement were identified, measurable, and used for instructional planning to determine and monitor student progress.				
3. Assessment regulations and guidelines were followed.				
COMMENTS:				

DOMAIN 3: Learning Environment				
Indicators	4	3	2	1

Professional Standards				
1. An academic focus and on-task behavior were maintained.				
2. A classroom management/discipline plan was in place, communicated and maintained.				
3. Respect and courtesy were modeled by the teacher in student and parent interaction				
4. The physical environment supported the teaching/learning process.				
COMMENTS:				

DOMAIN 4: Instruction				
Indicators	4	3	2	1

Professional Standards				
1. The components of an effective lesson and the basic principles of learning were used when providing instruction.				
2. Varied instructional strategies, approaches, and resources, aligned with instructional objectives, engaged students in learning.				
3. Lessons had a clearly defined structure and pacing was appropriate.				

I certify that I have supervised and evaluated the professional performance of the above named Probationary
 Post Probationary employee
and I certify that to date this school year his/her overall performance is is not satisfactory.

*Signature of Employee Date *Signature of Supervising Administrator Date

_____ A response may be made in writing (within 10 working days).

A response was submitted on _____ Date

*Signature of Supervising Administrator Receiving Response Date

*A signature on this summary does not necessarily mean the licensed employee agrees with the opinions expressed, but merely indicates the employee has read the analysis, had an opportunity for discussion with his/her immediate supervisor, and understands that he/she has the privilege of discussing it with the Human Resources Division.



**NYE COUNTY SCHOOL DISTRICT
LICENSED EMPLOYEE APPRAISAL REPORT**

Employee's Name: _____ School/Location: _____
 Employee No: _____ Assignment: _____ Years in NCSD _____
 Observation Dates: From: _____ to _____ Conference Date: _____ Page 1 of _____

Report and analysis of observations, performance, and other factors which may be pertinent to performance, probationary/post-probationary status, date of last evaluation, and directions.

LEVELS OF PERFORMANCE			
Level 4	Performance exceeds standards consistently at a distinguished level.	Level 2	Performance approaches standards and/or does not consistently meet standards. *
Level 3	Performance consistently meets standards and may occasionally exceed standards in some areas.	Level 1	Performance is below standards and is not satisfactory. *

*Any area (s) marked Level 1 or 2 require documentation. Two or more areas marked Level 1, or 8 or more areas marked Level 2 results in an overall rating of "Not Satisfactory".

The comment section of this appraisal report of a probationary teacher or post probationary teacher must, if necessary, include recommendations for improvements in his/her performance.

PROFESSIONAL DOMAINS				
DOMAIN 1: Planning and Preparation				
Indicators	4	3	2	1

Professional Standards				
1. Instructional planning was documented in written lesson plans and based on adopted curriculum documents and standards.				
2. Content knowledge was demonstrated in planning.				
3. Planning reflected knowledge of student achievement, access/equity, students' interests and backgrounds, and other site-specific demographic data.				

COMMENTS:



Nye County School District

BOARD OF TRUSTEES

Deborah L. Wescoatt, President
Tracie Ward, Vice President
Dennis Keating, Clerk
Nicole Genet
Cindy Marcotte
Dawn Murphy

Office of the County Superintendent

P.O. Box 113
Tonopah, Nevada 89049
Phone 775-482-6258
Fax 775-482-8573

Maintenance & Operations Office

601 E. Calvada
Pahrump, Nevada 89048
Phone 775-727-2459
Fax 775-727-7772

Bob Whimpey
Maintenance & Operations Supervisor
Safety Coordinator

Dr. William E. "Rob" Roberts
Superintendent

May 3, 2005

ADDENDUM ONE

CLARIFICATION OF BID DOCUMENTS FOR:

Pahrump Valley New Re-locatable Classroom Buildings

Pahrump Valley New Modular Office Building

Pahrump Valley New Administrative Modular Office Building

On sheet one of our request for bid in paragraph three states that "Manufacturer desiring to bid on this work shall be presently certified and approved by the Manufactured Housing Division of the Nevada Department of Commerce in compliance with NRS 461."

CLARIFICATION:

The first word of this paragraph should be changed to read "Dealers."



Nye County School District

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Pahrump, Nevada 89048
Phone 775-727-2459
Fax 775-727-7772

Bob Whippey
Maintenance & Operations Supervisor
Safety Coordinator

Dr. William E. "Rob" Roberts
Superintendent

May 5, 2005

ADDENDUM TWO

CLARIFICATION OF ADDENDUM ONE

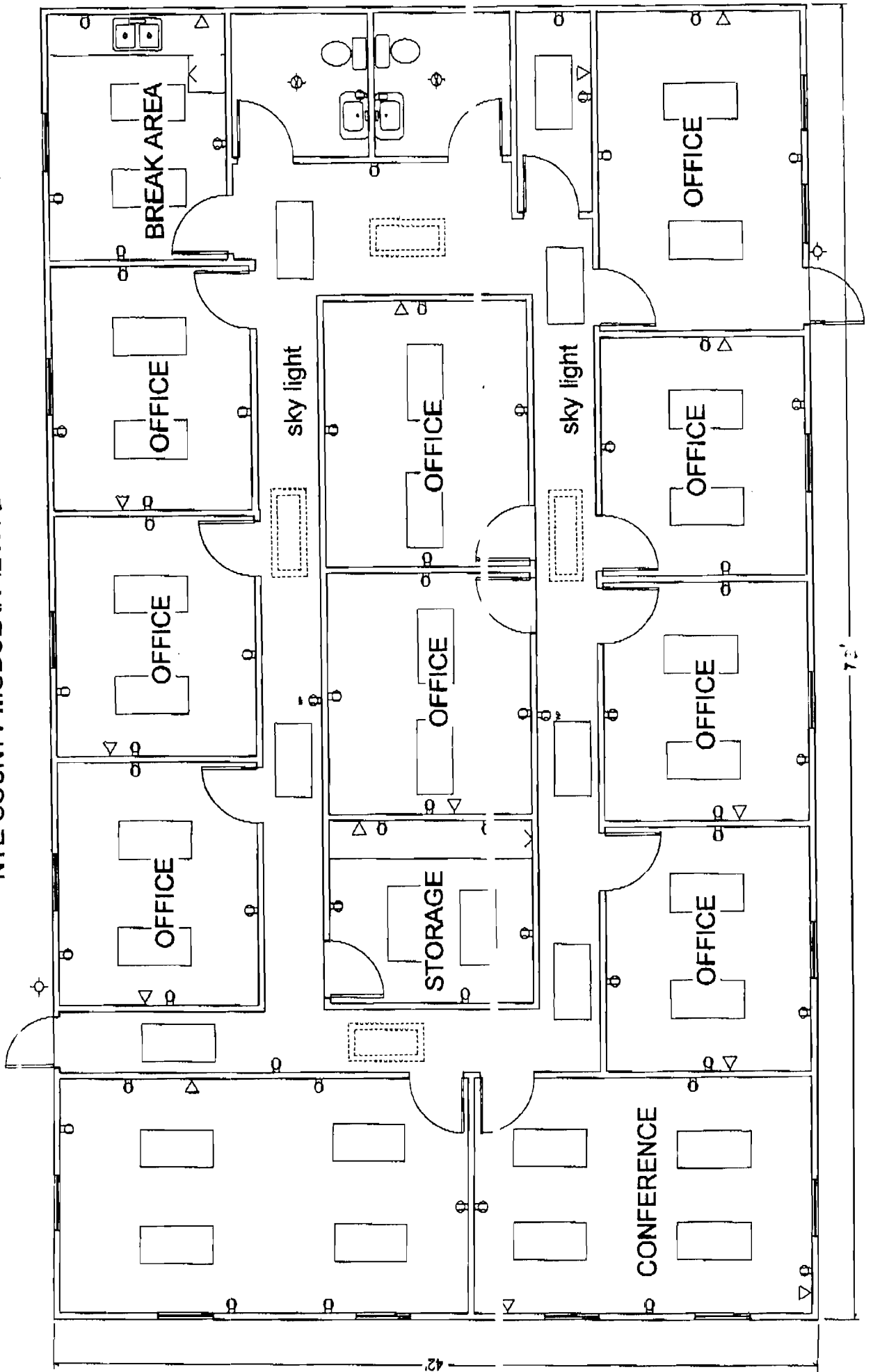
We are requiring manufacturers of the units to be presently certified and approved by the Manufactured Housing Division of the Department of Business and Industry in compliance with NRS Chapter 461. If the bidder is not the manufacturer but a dealer required to be licensed by the Manufactured Housing Division, then the dealer must be properly licensed as a dealer pursuant to Chapter 489 of the Nevada Revised Statutes.

MODULAR OFFICE Bldg (S00J) 5-10-05

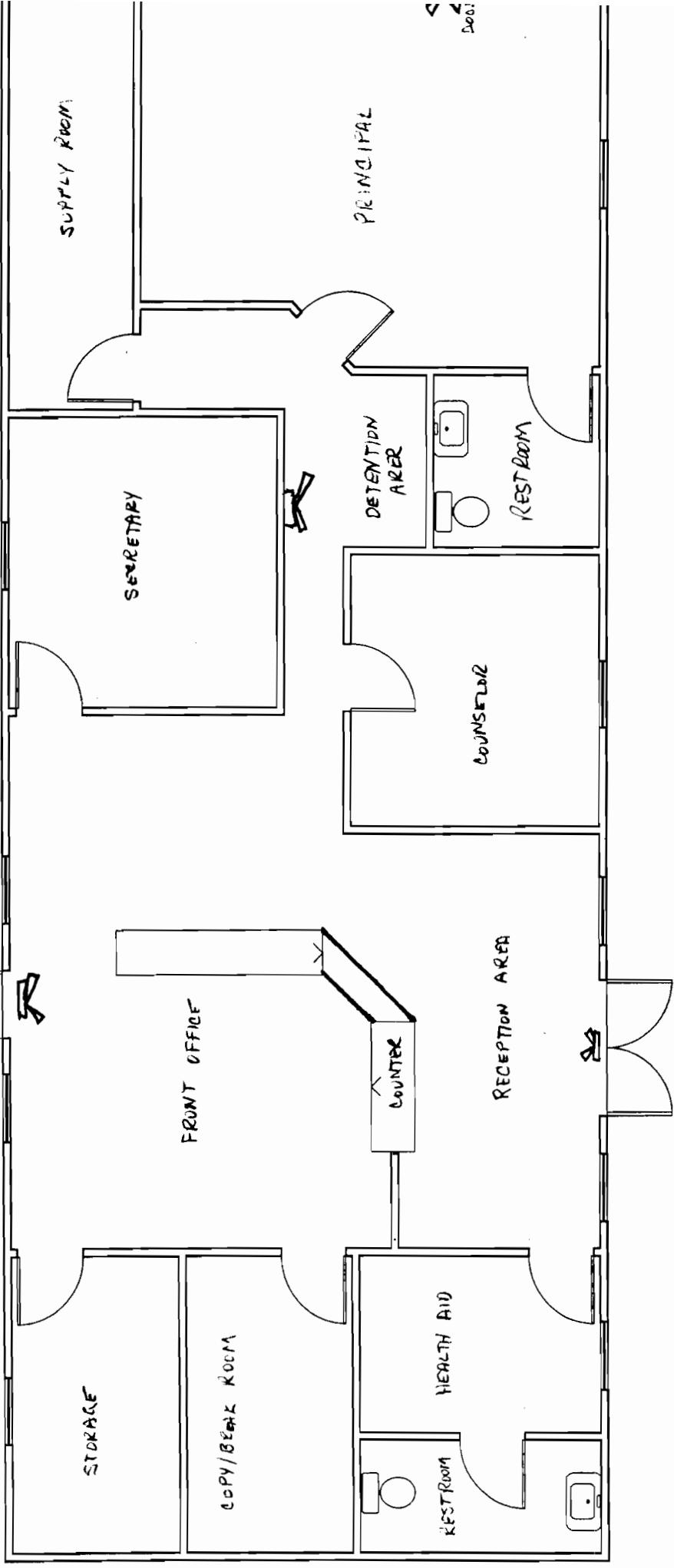
BID OPENING RESULTS

CONTRACTORS	ADDENDA RECEIVED	BASE BID
<i>US Modular</i>	<i>142</i>	<i>\$ 150,927.00 ① 90 to 100 del</i>
<i>Ream Hearing, INC</i>	<i>142</i>	<i>\$ 155,701.00 ② 90 day del</i>

NYE COUNTY MODULAR 42 X 72



MT. CHARLESTON
ELEMENTARY 28 X 72
ADMINISTRATOR OFFICE



4 MODULAR CLASSROOMS Bid

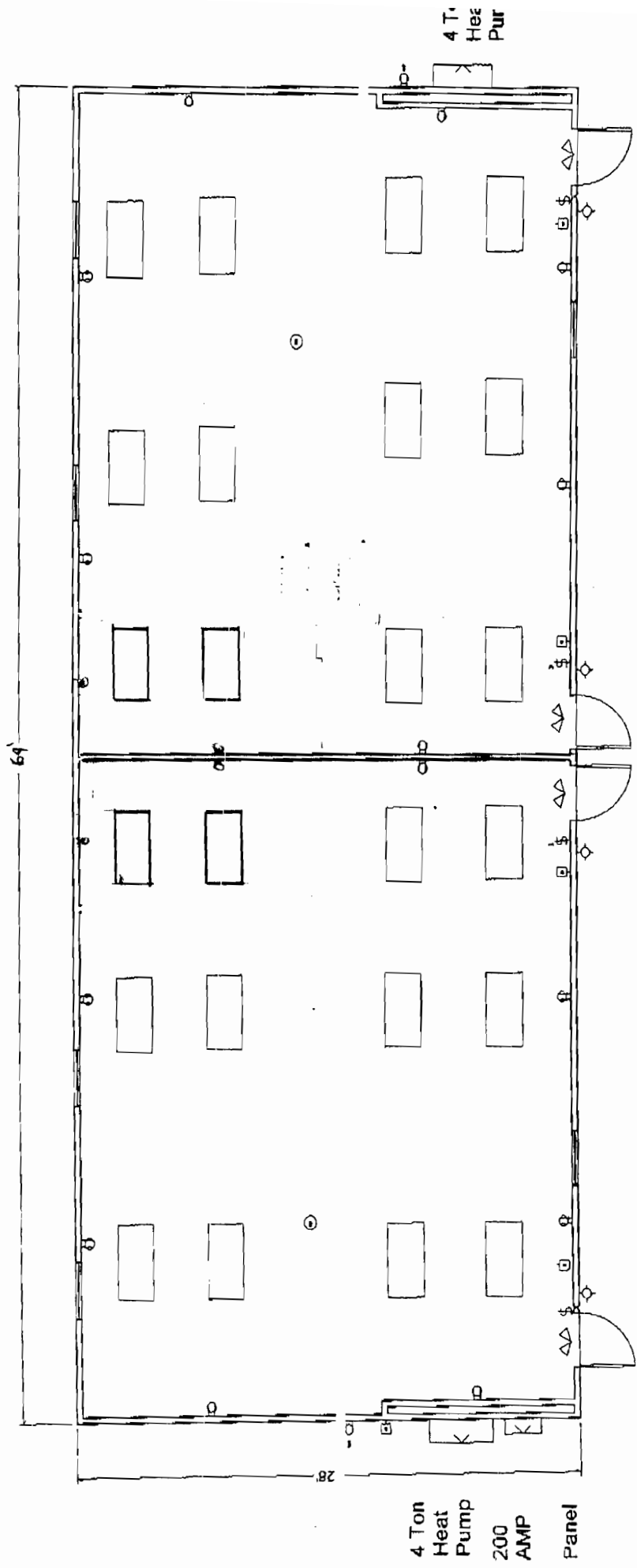
RCMS

5-10-05

BID OPENING RESULTS

CONTRACTORS	ADDENDA RECEIVED	BASE BID
US Modular	1 + 2	\$ 406,724.00 ⁽²⁾ 90 day del.
Resun Leasing, INC	1 + 2	\$ 405,588.00 ⁽¹⁾ 90 day del.

NYE COUNTY SCHOOL DISTRICT 28 X 64 CLASSROOM





NYE COUNTY

PUBLIC WORKS

Samson Yao / Director

Pahrump Office
250 N Hwy 160 # 2, Pahrump NV 89060

(775) 751-6855 / Office
(775) 751-6856 / Fax
(775) 209-3670 / Cell Phone
File No.

Dr. William Roberts – Superintendent
Nye County School District
484 S. West St.
Pahrump, NV 89048

April 29, 2005

Re: West and Dahlia Street improvements.

Dear Dr. Roberts,


We are pleased to advise that the improvement design for West and Dahlia Streets is near completion.

We have determined that to improve the turning radius for the school busses, it will be necessary for the School District to dedicate a small piece of land at the corner of West St. and Dahlia St. for the right-of-way use.

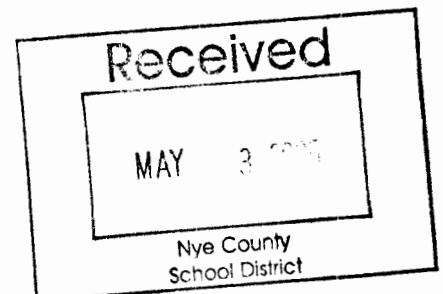
We are proposing the property for dedication as shown on the attached sheet and highlighted in yellow. To streamline the process, we request that your Board forward to us a "Letter of Undertaking", permitting my department to construct a portion of the road on the property prior to its final dedication of the subject right-of-way to Nye County.

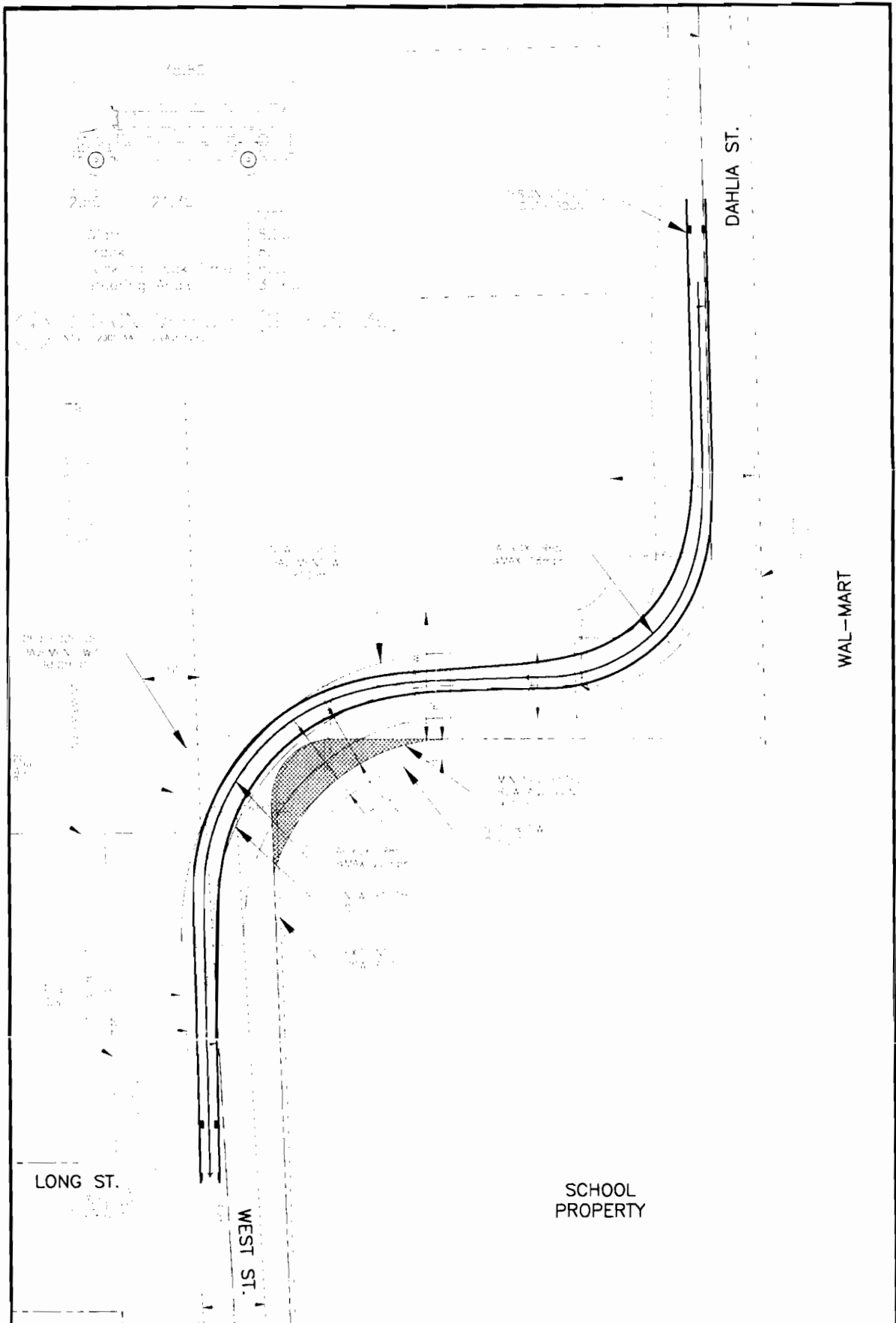
Thank you for your cooperation.

Very truly yours,



Samson Yao, P.E.





**EXHIBIT 1
SCHOOL BUS AND ROW
REVIEW**

DATE: 4-27-05	PROJECT No: 012-0007
DRAWN: SDC	SHEET: 1 OF 1



**TRI-CORE
ENGINEERING**

1272 E INDIAN SCHOOL RD, SUITE 420
SCOTTSDALE, AZ 85251
PHONE (480) 346-3700
FAX (480) 346-3701

P:\012-0007\012-0007-013-School Busway-Rev 07 2005.dwg



Nye County School District

BOARD OF TRUSTEES

Deborah Westcott, President
Tracie Ward, Vice President
Dennis Keating, Clerk
Nicole Genet
Edna Jean Forsgren
Cindy Marcotte
Dawn Murphy

Southern Administration Office
484 South West Street
Pahrump, Nevada 89048
Phone 775-727-7743
Fax 775-727-7768

Dr. William E. (Rob) Roberts
Superintendent

Kay Walker
Assistant Superintendent for
Student Services

MEMORANDUM

Kay Walker
To: Board of Trustees
From: Kay Walker, Assistant Superintendent for Student Services
Re: Authorization to File Grant Applications

May 11, 2005

I am requesting Board of Trustee authorization for my office to file grant applications on behalf of the Nye County School District for the 2005-2006 school term. This is a standard funding source requirement.

KW:kh

Cc: Dr. William E. "Rob" Roberts, Superintendent
File

6229

BEREAVEMENT LEAVE

Bereavement leave shall be deducted from sick leave for up to three (3) days for each period of bereavement or absence due to death in the employee's immediate family and must be used for that purpose. Two (2) additional days with full pay may be approved by the employee's supervisor. Time may be allowed for travel, with maximum bereavement leave not to exceed seven (7) days.

Immediate family includes husband, wife, son, daughter, mother, father, brother, sister, grandmother, grandfather, grandchild, mother-in-law, father-in-law, sister-in-law, brother-in-law, daughter-in-law, son-in-law, foster parent, foster child, step child, step parent, aunt, uncle, or domestic partner.

Reviewed: April 12, 2005

Adopted:

Revised:

NEPN/NSBA Classification:

Legal Reference:

PARENTING LEAVE

Refer to negotiated contract for bargaining unit members. For employees not covered under a negotiated contract, the following shall apply.

Parenting leave includes maternity, paternity and adoptions. Pregnancy, childbirth, false pregnancy, termination of pregnancy and recovery, and any temporary disability resulting therefrom shall be treated as any other temporary disability for all job-related purposes under the provisions of sick leave.

Parenting leave may be granted to employees. Leave of absence for parenting must be applied for not later than sixty (60) calendar days prior to the expected date of delivery and, if possible, notice shall be given before the anticipated placement date of an adopted child. Upon written request of the employee for parenting leave and written approval of the employee's attending physician for maternity leave, the District may return the employee to active status prior to expiration of the leave. At the expiration of the leave, the employee must return to active duty, request approval from the superintendent for extended leave or resign.

Employees who become pregnant may continue to perform their assignments until:

- The employee requests relief from assigned duties, or
- The District determines that the employee's condition prevents the employee from carrying out the essential functions of the job.

An employee shall be granted parenting leave not to exceed six (6) calendar weeks immediately surrounding the birth or placement of the child. The employee will have the option of charging any and all parenting leave to accrued sick leave. If accrued sick leave is not sufficient, annual leave and personal leave must be used before leave may be taken without pay.

Where both parents of a newborn or newly adopted child are employees of the District, the total combined sick leave available to both employees shall not exceed six (6) weeks.

Reviewed: April 12, 2005

Adopted:

Revised:

NEPN/NSBA Classification: GCCAC

Legal Reference:

RETIREE INSURANCE

Retired Nye County School District employees have the following options for continued health insurance coverage:

1. Retired employees may either join the State plan, which is detailed in NRS 287.046, or continue coverage with the District's carrier.
2. For retired employees who have been with the District fifteen (15) years or more and who choose not to join the State plan, the District will contribute not to exceed \$190 per month to its carrier for continued coverage until the age of 65 and eligibility for Medicare
3. Retired employees who have been with the District fifteen (15) years or more, who are 65 years of age or older, and who will be receiving benefits from PERS, but are not eligible for Medicare, may petition the District for continued financial assistance for insurance coverage. The District may contribute, but will not exceed \$100 per month to its carrier for continued coverage for those qualifying employees who are not eligible for Medicare.
4. Once an employee becomes eligible for Medicare, the District will no longer make contributions toward the cost of covering a retired employee under the District's group health plan. The District will offer a supplementary Medicare policy for the retired employee. If the employee chooses to enroll in this supplementary program, the District will contribute, but will not exceed, \$100 per month to the supplementary insurance carrier toward the premium.

Reviewed: April 12, 2005

Adopted:

Revised:

NEPN/NSBA Classification: NRS 287.023 & 287.046

Legal Reference:

BUDGET PLANNING, PREPARATION, AND SCHEDULES

The budget of the Nye County School District shall be prepared in such form and detail that:

1. All items will be clearly identified and described in a program budget.
2. All requests for appropriations will be accompanied by supporting information.
3. Necessary deferred appropriations shall be included and shall be properly designated. These deferred appropriations shall provide the necessary funds to cover the cost of financing adopted budget items based on enrollment if the actual enrollment should exceed the estimate used for establishing initial budget allocations.
4. A contingency fund as provided in Nevada Revised Statutes shall be established for unanticipated needs. This fund shall not exceed three percent (3%) of the total appropriations in the General Fund.
5. The district will maintain an unreserved fund balance in the General Fund no less than two percent (2%) of total annual revenues.

The total budget and all its parts shall be prepared on a realistic basis with all revenues and appropriations carefully estimated, described and recorded.

Reviewed: November 12, 1996

Adopted: April 9, 1997

Revised:

NEPN/NSBA Classification: DBC

Legal Reference: NRS 354.596, 354.598, 354.600, 354.604 & 354.608

3161**BUDGET ADOPTION PROCESS**

The Board of Trustees shall adopt the approved final budget on or before June 8 or as designated by law. This budget shall be authenticated by the necessary signatures of Board members. The final budget shall be transmitted to the Department of Taxation and shall be distributed as determined by the department.

An affidavit of proof of publication of notice of public hearing shall accompany the final budget.

Reviewed: November 12, 1996

Adopted: April 9, 1997

Revised:

NEPN/NSBA Classification: DBG

Legal Reference: NRS 354.598

4101

SUPERINTENDENT AUTHORITY

The Board of Trustees of the Nye County School District believes that strong policy development and centralized authority in the person of the Superintendent of Schools govern effective organizations. Therefore, the Board of Trustees grants the Superintendent of Schools authority for employment, assignment, transfer, demotion and termination of all employees subject to the due process procedures of the State of Nevada in relation to the budget subject to that fiscal year. The Superintendent shall keep the Board of Trustees informed of any personnel changes at the administrative level.

Reviewed: June 28, 2002

Adopted: July 24, 2002

Revised:

NEPN/NSBA Classification:

Legal Reference:

NECESSITY LEAVE OF ABSENCE WITHOUT PAY

- A. A necessity leave of absence without pay may be granted to eligible employees who have identified and substantiated a non-medical personal or family emergency which will require a release from job responsibilities.
 - 1. A short-term absence, without pay, consisting of twenty (20) or fewer working days, must be approved by the employee's immediate supervisor. Employees eligible for annual leave or personal leave shall not be eligible for short-term necessity leave of absence until annual leave or personal leave has been exhausted. A maximum of twenty (20) days of short-term leave without pay may be requested and used within one twelve-month period of time. An employee who exhausts all earned leave and who, therefore, accesses short-term leave without pay without prior administrative approval may be subject to disciplinary action as employees cannot be absent without leave. A short-term necessity leave may not be used to extend a paid or non-paid family leave of absence beyond the time authorized for such leave.
 - 2. A long-term necessity leave of absence without pay shall consist of more than twenty (20) working days but no more than one calendar year and must be approved by the Superintendent/designee before the leave begins.
- B. The employee shall complete a Request for Leave form at least thirty (30) days prior to the effective date of the leave unless an emergency situation precludes such advance notice.
 - 1. If the necessity leave of absence is requested because of a hardship resulting from illness in the family, the request shall be accompanied by an attending physician's statement which outlines the need for the employee's absence. Such statement must detail the incapacitating condition, treatment and anticipated recovery time. The physician's statement will not be placed in the employee's personnel file. It will be kept in a separate file subject to review by only those individuals with a need to review this information. Once the employee's leave of absence has expired, the information obtained from the attending physician will be destroyed.
 - 2. The request for leave must be approved by the immediate supervisor and forwarded to the Superintendent for approval before leave begins.
- C. Employees granted necessity leave of absence without pay do not earn service credit toward retirement or advancement on the salary schedule while on non-paid leave status.
- D. Employees granted necessity leave of absence may continue to participate in the group medical plan through COBRA after accrued leave is exhausted.

Employees interested in continuing coverage through COBRA must contact the Third Party Administrator for details and enrollment forms.

- E. An employee wishing to return to service upon expiration of the leave must file a written request for reassignment with the immediate supervisor prior to April 1 or at least sixty (60) days before the employee will be available for reassignment.
- F. The employee shall be returned to active service when a vacancy occurs for which the employee is qualified. The District is not obligated to return the employee to the original position held by the employee prior to the leave.
- G. An employee on approved necessity leave of absence who fails to request reinstatement or who fails to return to the assigned position following expiration of the leave of absence may be terminated at the conclusion of the leave since failure of an employee to report for duty is cause for dismissal.

Reviewed:
Adopted:
Revised:

NEPN/NSBA Classification:
Legal Reference:

6238

JURY DUTY

Bargaining unit members should refer to the Negotiated Agreement. An employee who receives notice of jury duty shall promptly submit a copy of the notice attached to the Request for Leave form to his supervisor. Employees are expected to work as much of their regularly scheduled workday as jury duty permits. Employees who are released from jury duty must report back to the worksite unless there is less than one hour left in the workday.

Employees appearing for jury duty shall receive their regular pay for the period of absence caused by jury duty; however, any monies received for jury service, less transportation mileage reimbursement, shall be remitted to the Tonopah District Office Payroll Department.

Reviewed:

Adopted:

Revised:

NEPN/NSBA Classification:

Legal Reference:

CLASSIFIED SUPPORT STAFFEducational Assistants:

1. Educational Assistants may be employed to assist licensed personnel in the instruction or supervision of children in the classroom or at any other place in the school or on the school grounds. The use of aides will be in accordance with AB 68 and the negotiated agreement between NCSD and NCCTA.
2. Educational Assistants must meet paraprofessional requirements by January 8, 2006.
3. Educational Assistants shall be given direct supervision by licensed personnel in duties which are instructional in nature. Direct supervision means that licensed personnel shall be in attendance during the instructional activity.

School Secretaries and Clerical Aides:

1. School secretaries and clerical aides may be employed to ensure the efficient operation of school offices. All school secretary and clerical aide positions will be in accordance with the appropriate language for these job classifications in the negotiated agreement between NCSD and NCSSO.
2. Candidates for school secretary and clerical aide positions must receive a passing score on the NCSD clerical test in order to continue in the application process. This pre-qualification applies to applicants who apply for transfer (see negotiated agreement between NCSD and NCSSO) as well as to applicants from outside the District.
3. School secretaries and clerical aides shall be given direct supervision by the site principal/designee.

Technology and Data Technicians:

1. Technology and data technicians may be employed to assist with District technological needs in accordance with approved job descriptions. The use of technology and data technicians will be in accordance with the negotiated agreement between NCSD and NCSSO.
2. Candidates for technology and data technician positions must demonstrate knowledge applicable to the specific position during the interview process. This pre-qualification applies to applicants who apply for transfer (see negotiated agreement) as well as to applicants from outside the District.
3. Technology and data technicians shall be given direct supervision by the technology supervisor/designee.

Reviewed: May 9, 2005

Adopted:

Revised:

NEPN/NSBA Classification: GDA

Legal Reference: NCLB, NRS 391.100 & 391.273

TEMPORARY EMPLOYEESTemporary Positions at the District Office Level

In the event a District level department or office requires temporary employees, such as for summer work or additional help with maintenance projects, the direct supervisor will provide a written request to the Superintendent/designee. This written request will include the reason for the need of a temporary employee and the duration of the temporary position. Upon approval, temporary employees will be paid according to approved salary schedules.

Temporary employees in this category in any department are not covered by the provisions of any negotiated agreement and do not have the right to transfer to vacant positions.

Certified or Classified Temporary Positions

From time to time, temporary teaching positions or classified support staff educational assistants, etc., which may be funded through a grant, will occur. These positions may be funded for either a certain amount of time during a school year or funded for a particular school year only. These positions will be handled in accordance with the language in the negotiated agreements with respect to posting the vacancies as well as Reduction In Force procedures at the end of the funded period of employment for each respective negotiated agreement.

NCSD employees who transfer into grant-funded temporary positions that fall into a bargaining unit classification will retain the rights granted to them through their respective negotiated agreement.

Reviewed: May 9, 2005

Adopted:

Revised:

NEPN/NSBA Classification: GDL

Legal Reference:



BoardBook® Training for School Boards
Nye County Schools
Friday, May 20, 2005

Agenda

1. **BoardBook Access**
 - A. How to login
 - B. How to change your password
2. **BoardBook Viewer**
 - A. View meeting material
 - B. Search meeting material
3. **Using Adobe Acrobat**
 - A. Navigation
 1. Page numbers
 2. Bookmarks
 - B. Commenting
 1. Adding notes
 2. Using the comments tab
 - C. Copy text
 - D. Printing