

# Parent volunteer needed for district's Family Life Advisory Committee

## Carson City School District

The Carson City School District is accepting applications for one parent vacancy on the district's Family Life Advisory Committee.

The primary purpose of the Family Life program is to provide a well-defined course of instruction, which is endorsed by the Board of Trustees as the district's sex education program. The program includes factual instruction concerning acquired immune deficiency syndrome and instruction on the human reproductive system, related communicable diseases and sexual responsibility. Appointment as a member of the committee shall be for an

initial term of three years.

The committee is comprised of five parent volunteers of children who attend schools in the district and five representatives, one from each of the following: medicine or nursing, counseling, religion, teaching and students who attend schools in the district.

Meetings are held monthly throughout the school year with potential special meetings. Individuals interested in applying for the position should submit the following information no later than 4 p.m. Dec. 8. Only those who submit a letter of interest and resume will be reviewed.

Interested parties can submit the required documents



COURTESY

to the Educational Services Department at 1402 W. King St., Carson City, Nev., 89703 or through e-mail

at [pcamara@carson.k12.nv.us](mailto:pcamara@carson.k12.nv.us). For information, contact Paige Camara at 775-283-2009.

## State standards: Carson teacher effectiveness rated 98% or higher

By Jessica Garcia | [jgarcia@nevadaappeal.com](mailto:jgarcia@nevadaappeal.com)

Of the 463 Carson City teachers who received an evaluation by the Nevada Education Performance Framework for 2020-21, 98% were rated effective or better, the Carson City school board heard last week.

The state's educators use the NEPF's indicators to help students master academic content standards, and it provides an annual cumulative score weighted by educational practice, broken down further by instructional practice at 65% and professional responsibilities at 20%, and student performance at 15%.

In all, 96 teachers received a score of "highly effective," 260 scored "effective," eight were considered developing and 54 teachers were exempt. Ratings also were given to speech-language pathologists, school social workers, psychologists, nurses and counselors.

CCSD's administrators observed teachers in a variety of ways when giving classroom instruction or through Zoom.

Jose Delfin, associate superintendent of human resources, presented the scoring results at the school board's Nov. 23 meeting.

Of the district's 24 administrators who are also rated in this manner, 100% were evaluated as effective or better with one exempt.

Educators who received an exempt rating had received a highly effective rating for two consecutive years before 2020-21.

Delfin noted this past year during the pandemic was especially challenging to score because while most teachers or administrators wanted to be output-driven, many also wanted to stay focused on producing outstanding educators or be assessment-driven.

Trustees asked Delfin what the process of training is like for staff members who fall into jeopardy if they receive a lower rating. He said there is typically some collaboration between a staff member and their supervisor mid-cycle, which happens about now in the school year, he said.

"A lot of supports start to filter in for the educator by way of coaches, and the supervisor will list any supports they have to improve practices," Delfin said. "It's a long, in-depth practice to ensure they get all the support they need to ensure success."

It also depends on the level of severity and the teacher's experience, he added. This year has had added challenges with some teachers out due to COVID-19.

The issue put a spotlight on the district's long-term substitutes and whether they also should be assessed just as fairly as full-time teachers. As of last week, Delfin confirmed, the district has been hiring 11 long-term substitute teachers, with eight of those at the elementary level, one at the middle school level and two at the high school level, but these can vary.

"Long-term assignments fluctuate throughout the year as our full-time teachers either begin or end their (Family and Medical Leave Act) leave," Delfin said.

With this in mind, two of these LTS positions are due to FMLA and nine represent vacant teaching positions. Delfin also verified five of the 11 LTS personnel are elementary education student teachers and said this was positive since upon successful student teaching and licensure, the district hopes to place all five student teachers into permanent, full-time teaching positions.

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