

CARSON CITY SCHOOL DISTRICT
1402 West King Street
Carson City, Nevada
Tuesday, July 13, 2021

SCHOOL BOARD MEETING

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

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

1. Adoption of the Agenda, as submitted – **for possible action (public comment will be taken prior to any action).**
Please Note: The Board reserves the right to (1) take items in a different order, (2) combine two or more Agenda items for consideration, and (3) to remove an item from the Agenda or delay discussion relating to an item on the Agenda at any time, in or to accomplish the business on the Agenda in the most efficient manner.
2. Flag Salute: **Lupe Ramirez**
3. Superintendent's Report – **for information only.**
 - *Follow-up on inquiries made to the Superintendent
 - Announcements
4. Board Reports/Board Member Comments – **for information only.**
 - Nevada Association of School Boards (NASB) Update
 - Announcements
5. Association Reports – **for discussion only.**
6. Discussion and Possible Action to Approve the Carson City School District's Plan for In-Person Instruction, Continuity of Services and Path Forward for Distance Education for the 2021-2022 school year – **for possible action.** **Richard Stokes**
7. Public Comment – Comments will be accepted in person, or through virtual participation via email; publiccomment@carson.k12.nv.us. Comments may be made by members of the public on any matter within the authority of this Board. Please note that Public Comment will be taken on items marked "for possible action" before action is taken on such items, and members of the public are encouraged to comment on such items at the time they are being considered. Although members of the Board may respond to questions and discuss issues raised during Public Comment, no action may be taken on such a matter until the matter is placed on an agenda for action at a meeting of the Board. In making Public Comment, speakers are asked to come to the table or podium, sign in, speak into the microphone, and identify themselves for the record. Speakers are instructed to limit their comments to no more than three (3) minutes

regardless of whether the comments are made in person, or through virtual participation, and to not simply repeat comments made by others. – **for discussion only.**

8. Discussion on Proposed Changes to CCSD Regulation 517, Graduation Requirements – **for discussion only.** **Tasha Fuson**
9. Discussion and Possible Action to Designate Critical Labor Shortages in Special Education and Bus Driver Positions, and to Allow Acceptance of Applications from Retired Teachers to fill Positions in Special Education and Bus Drivers, as allowed under NRS 286.523 – **for possible action.** **Dr. Jose Delfin**
10. Discussion and Possible Action to Approve the Nevada Association of School Boards (NASB) Nominations to be considered for Recognition during the 2021 Annual Conference – **for possible action.** **Joe Cacioppo**
11. Approval of Consent Agenda – **for possible action (public comment will be taken prior to any action).**

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

- a. Approval and Ratification of Purchase Orders and Payables, and Authorization for Signing of Warrant Registers, Payroll Journals and other orders for goods and services for Processing and Payment
- b. Approval of Offers of Employment to Certified Staff, Notice of Non-Hires and Notice of Terminations
- c. Approval of Board Meeting minutes; May 25, 2021 and June 8, 2021
- d. Approval of Quarterly Class Size Reduction Report
- e. Approval of Quarterly Discipline Data Report

12. Informational Items – **for discussion only; no action will be taken.**

ALL MATTERS LISTED UNDER INFORMATIONAL ITEMS ARE CONSIDERED ROUTINE NON-ACTION ITEMS. ANY MEMBER OF THE BOARD OR ANY CITIZEN MAY REQUEST THAT AN ITEM BE TAKEN FROM INFORMATIONAL ITEMS AND DISCUSSED DURING THIS MEETING.

- a. Notification of Changes in the Classified and Nursing Staff, including New Hires and Terminations
- b. Notification of budget transfers for the prior month

13. Requests for Future Agenda Topics

14. Adjournment

A copy of the Agenda of this meeting has been posted before 9:00 AM on Thursday, July 8, 2021, at the following locations: 1) Department of Education, 700 E. Fifth Street; 2) School Administration Office, 1402 W. King Street; 3) Carson City Community Center, 851 E. William Street; and 4) Carson City Manager's Office, 201 N. Carson Street.

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

Carson City School District is pleased to provide accommodations for individuals with disabilities. If you have a disability, please contact us at 775-283-2100, and we will provide assistance or accommodate you in any way that we possibly can. The meeting can be accessed at the following website: <http://carson.org/index.aspx?page=6204>

BOARD OF TRUSTEES MEETING

July 13, 2021

EXECUTIVE SUMMARY

6. Discussion and Possible Action to Approve the Carson City School District's Plan for In-Person Instruction, Continuity of Services and Path Forward for Distance Education for the 2021-2022 School Year

School districts in the State of Nevada are required to submit a Safe Return to In-Person Instruction and Continuity of Services for the 2021-2022 School Year. In addition, districts receiving ARP ESSER federal funds are also required to meet the minimum requirements associated with a Path Forward of Distance Education. These minimum requirements include:

- 1) All students will have an ability to access and participate in distance education at the request of the parent/guardian through a process established by the District.
- 2) Any student with documentation from a medical professional related to a condition that would be compromised by attending school in-person will have access to distance education.
- 3) Use a consistent method in Infinite Campus for recording contact with students participating in distance education.
- 4) Remote learning students are to be contacted once each instructional day by their licensed teacher. Special conditions apply if the student has a confirmed lack of access to the telephone.
- 5) The program of instruction will provide appropriate education for EL Learners, Students with IEPs, and Students on 504 plans.
- 6) Licensed teachers will be accessible to students through the internet or by telephone during the school's regularly scheduled instructional hours,
- 7) Students will receive access to the nutrition services to which they are entitled.

Once approved by the Board of Trustees, the Safe Return to In-Person Instruction, Continuity of Services, and the Path Forward Program of Distance Education will be submitted to the Nevada Department of Education. The document will then be translated into Spanish and placed on the District's Webpage in both English and Spanish by September 10, 2021.

Following the presentation, discussion, and input from the public, changes can be incorporated into the plan prior to submitting it to the Nevada Department of Education on July 14, 2021. This is an Action Item.

8. Discussion on Proposed Changes to CCSD Regulation 517, Graduation Requirements

The approval of Assembly Bill 288 in the 2013 legislative session made significant changes to high school graduation requirements in Nevada. These changes were phased in as the State Board of Education made decisions related to the specific requirements of the bill. The updates to Regulation 517 reflect the most current requirements for students graduating from the Carson City School District in 2022 and beyond.

9. Discussion and Possible Action to Designate Critical Labor Shortages in Special Education and Bus Driver Positions, and to allow acceptance of applications from retired teachers to fill positions in Special Education and Bus Drivers, as allowed under NRS 286.523

In order to recruit any retired public employee to fill vacant Special Education and School Bus Driver positions, Board approval is required to accept applications. Dr. Delfin, Associate Superintendent, Human Resources will outline the efforts that have been taken to fill the vacant positions.

- 10. Discussion and Possible Action to Approve the Nevada Association of School Boards (NASB) nominations to be considered for recognition during the 2021 Annual Conference**
- In preparation for the August 13, 2021 submission deadline, the Board discussed the nomination process during the June 8, 2021 Board meeting and decided to submit their respective nominations to be considered by June 17, 2021 so possible action could be taken on determining the nominees from the District during the June 22nd meeting. Unfortunately due to the lateness of the meeting, the item was tabled. The steps to complete the process, includes writing the necessary nomination letters, and gathering supporting information to be submitted with the nomination forms. In addition, there are a few changes this year; the Governance Team celebrates the School Board and Superintendent together, therefore, the individual Superintendent and School Board of the Year nominations were eliminated. In addition, Print Journalism was added to the other media award, so there is only one media award. As a result of the changes, the award categories were reduced from 15 to 12.

As a reminder, the nominees submitted for 2020 are as follows:

- School Administrator of the Year – Mrs. Paula Zona and Dr. Susan Moulden
- School District Employee Making a Difference – Ms. Letecia Servin and Mrs. Beverly Heath
- District Level Administrator Impacting Student Achievement – Mrs. Valerie Dockery
- NASB Director of the Year – Ms. Dawn Miller, Storey County School District
- Veteran School Board Member – Mr. Joe Cacioppo
- New School Board Member of the Year – Ms. Lupe Ramirez
- Individual School Board Member of the Year – Mr. Joe Crim, Pershing County
- School Board of the Year – No Nominee
- Superintendent of the Year – Mr. Wayne Workman, Lyon County School District
- Individual Friend of K-12 Public Education – Bev Wolf & Robert Betts
- Media Award in Online Journalism – Dan Davis, PIO, CCSD
- Media Award in Print Journalism – Ms. Jessica Garcia, Nevada Appeal
- Local Governance Team of the Year – No Nominee
- NASB Director of the Year – Dawn Miller, Storey County
- Innovative Educator of the Year – Bonnie Benson, 5th Grade Teacher, Fritsch Elementary School
- Board Secretary or Administrative Assistant – Mrs. Renae Cortez

Below is District staff that was recognized for 2020:

- New School Board Member of the Year – Ms. Lupe Ramirez
- Board Secretary or Administrative Assistant – Mrs. Renae Cortez

Included in the board packet is a copy of the 2020 award recipients, as well as copies of the nomination forms and rubrics that outline the details for the respective categories.

NRS Information for 7-13-21 Board Meeting

NRS 286.523 Employment of retired employee: Exception for reemployment of certain retired employees to fill positions for which critical labor shortage exists; determination and designation of such positions; limitation on length of designation of position.

1. It is the policy of this State to ensure that the reemployment of a retired public employee pursuant to this section is limited to positions of extreme need. An employer who desires to employ such a retired public employee to fill a position for which there is a critical labor shortage must make the determination of reemployment based upon the appropriate and necessary delivery of services to the public.

2. The provisions of subsections 1 and 2 of [NRS 286.520](#) do not apply to a retired employee who accepts employment or an independent contract with a public employer under the System if:

(a) The retired employee fills a position for which there is a critical labor shortage; and

(b) At the time of the retired employee's reemployment, the retired employee is receiving:

(1) A benefit that is not actuarially reduced pursuant to subsection 6 of [NRS 286.510](#); or

(2) A benefit actuarially reduced pursuant to subsection 6 of [NRS 286.510](#) and has reached the required age at which the retired employee could have retired with a benefit that was not actuarially reduced pursuant to subsection 6 of [NRS 286.510](#).

3. A retired employee who is reemployed under the circumstances set forth in subsection 2 may reenroll in the System as provided in [NRS 286.525](#).

4. Positions for which there are critical labor shortages must be determined in an open public meeting held by the designating authority as follows:

(a) Except as otherwise provided in this subsection, the State Board of Examiners shall designate positions in State Government for which there are critical labor shortages.

(b) The Supreme Court shall designate positions in the Judicial Branch of State Government for which there are critical labor shortages.

(c) The Board of Regents shall designate positions in the Nevada System of Higher Education for which there are critical labor shortages.

(d) The board of trustees of each school district shall designate positions within the school district for which there are critical labor shortages.

(e) The governing body of a charter school shall designate positions within the charter school for which there are critical labor shortages.

(f) The governing body of a local government shall designate positions with the local government for which there are critical labor shortages.

(g) The Board shall designate positions within the System for which there are critical labor shortages.

5. In determining whether a position is a position for which there is a critical labor shortage, the designating authority shall make findings based upon the criteria set forth in this subsection that support the designation. Before making a designation, the designating authority shall consider all efforts made by the applicable employer to fill the position through other means. The written findings made by the designating authority must include:

(a) The history of the rate of turnover for the position;

(b) The number of openings for the position and the number of qualified candidates for those openings after all other efforts of recruitment have been exhausted;

(c) The length of time the position has been vacant;

(d) The difficulty in filling the position due to special circumstances, including, without limitation, special educational or experience requirements for the position; and

(e) The history and success of the efforts to recruit for the position, including, without limitation, advertising, recruitment outside of this State and all other efforts made.

6. A designating authority that designates a position as a critical need position shall submit to the System its written findings which support that designation made pursuant to subsection 5 on a form prescribed by the System. The System shall compile the forms received from each designating authority and provide a biennial report on the compilation to the Interim Retirement and Benefits Committee of the Legislature.

7. A designating authority shall not designate a position pursuant to subsection 4 as a position for which there is a critical labor shortage for a period longer than 2 years. To be redesignated as such a position, the designating authority must consider and make new findings in an open public meeting as to whether the position continues to meet the criteria set forth in subsection 5.

(Added to NRS by [2001, 2400](#); A [2003, 2062](#); [2005, 1077](#); [2009, 1549](#); R [2009, 1550](#); A [2011, 90](#); [2015, 2739, 2740](#))

Carson City School District Safe School Reopening Plan and Path Forward for Distance Education for 2021-2022 School Year

July 14, 2021

Introduction:

Following one year of schools operating within a Hybrid Schedule due to the worldwide Pandemic, Carson City School District (CCSD) now presents a plan to reopen schools for the 2022 academic year. With this document, Carson City School District intends to provide the information and guidance needed to help the community, families, students, and staff understand the aspects of the reopening and operation of District schools under current public health conditions.

Carson City School District's reopening school plan proposes full in-person instruction, five days per week for the 2021-2022 school year. All programs and services offered by the District will be available to students and families. Students in grades 1-12 may apply for full remote (off campus) education through Pioneer Academy. Pioneer Academy meets the Nevada Department of Education approved Path Forward Program of Distance Education. In addition, any students who may be quarantined due to COVID-19 or who must remain at home for any health-related reason during the 2021-2022 school year will have access to academic content for short term absences (approximately two weeks or less). Access to school curriculum and classroom activities will be through District provided technology including support for internet connectivity. Only if and when governmental authorities close schools or limit school operations, a combination of distance education and in-person instruction, or a Hybrid Model may be implemented in response to a universal, public health threat or condition.

This plan is the result of input from a variety of sources including citizens, parents, staff, public agencies, and community partners. The Carson City School District's School Reopening Plan was first presented at a Workshop for the Public held on June 22, 2021 and will be considered for additional public comment and approval by the Carson City Board of Trustees on July 13, 2021.

First Day of School for Students: Schools will reopen for the 2021-2022 school year on **August 16, 2021** for students in grades K-12. It is recommended that the first day of school for Pre-K students is **August 23, 2021**.

Communication:

It is the goal of the Carson City School District to provide students, families, staff, and community partners with the information needed to understand the processes and changes associated with the reopening of schools for the 2021-2022 school year. The district will utilize local media outlets through press releases, district and school websites, text messaging, email, social-media, and automated telephone-calls to educators, families, students, community members, and other key stakeholders in the

dissemination of pertinent safe school opening information. All information concerning the opening of school will be available in both English and Spanish.

The district will provide consistent and accurate communication to staff and students regarding health and wellness considerations and expectations using a variety of methods. Signs or posters are placed in highly visible locations (e.g., school entrances, classrooms, and restrooms) that promote everyday personal protective wellness measures such as social-distancing, handwashing, and other preventative measures, and describe how to diminish the spread of contagions. Regular announcements using the public address system and flat-panel, hallway monitors at schools will help to remind students and staff of tips to reduce the spread of illnesses.

Free, family-friendly materials will also be available in school lobbies for students, families, and staff. All health-related messages will be available in both English and Spanish. The district will provide current, informational, health and wellness related resources dealing with COVID-19 on the District's web page. The district will also create opportunities for staff training and support regarding illness and pandemic responses tailored to different staff in varying roles or assignments.

Emergency Management:

In the event of an emergency, district and school leaders will use the District's Communication Plan and its electronic communication system to contact stakeholders. The district and school will provide guidance to staff and families to maintain operational integrity. Carson City School District has a robust communication plan and electronic means by which to notify families, staff, and students. A copy of the District's communication plan can be found by copying the following address into your browser http://www.carsoncityschools.com/news/communication_plan

In the event of an emergency, the district will use all available resources to inform and update stakeholders. The district has an established Safety Services Department that uses a decision-making model based on FEMA's Incident Command System. Carson City School District has the capacity, resources and networking with other public agencies to continue operational services and systems in case of an emergency. Please see the District's safety protocols by copying the following address into your browser <http://www.carsoncityschools.com/cms/One.aspx?portalId=801611&pageId=9018304>

Reopening School Buildings and Grounds

All school buildings and grounds will be open to the public for the start of the 2021-2022 school year. The Governor has returned authority to local school officials to mitigate the spread of COVID-19. As such, Carson City School District will re-open schools, offices, and grounds for instructional, administrative, and extracurricular activities under the following conditions:

- 1) The school year will proceed according to the approved 2021-2022 School Year Calendar.
- 2) School will be in session five (5) days per week for in-person, on campus learning.
- 3) Full-time Remote Learning will be available by application through Pioneer Academy.
- 4) Students experiencing short-term absences (usually less than two (2) weeks in duration) will have access to remote learning through their school and teacher. The District will provide all enrolled students with Chromebooks and will assist families with internet connectivity on an as needed basis.

- 5) Guidance and recommendations from the National Center for Disease Control (CDC) and local health authorities will help guide the use of **facemasks** at school.
 - a. The Wearing of facemasks is not required for the 2022 School Year unless Mandated by Governmental Health Authorities or Governmental Agencies.
 - b. Staff and students who qualify are encouraged to get a COVID-19 vaccination. A COVID-19 vaccination is not required to enroll in or attend school.
 - c. Staff, volunteers, students, and families may voluntarily wear facemasks.
 - d. Facemasks are not required when eating, during recess, or when exercising.
 - e. Wearing of facemasks is required to ride District school buses. (Exemptions may apply).

(It is expected that the CDC will provide an update to wearing facemasks prior to the start of the 2021-2022 school year)

- 6) Guidance and recommendations from the National Center of Disease Control (CDC) and local health authorities encourage the vaccination of age-appropriate persons against the COVID-19 virus and its variants.
- 7) Good hygiene and continued sanitation practices instituted in the previous school year including awareness of social distancing practices will be encouraged.

Approximate School Schedules for Start and Dismissal Times

Elementary	Middle School	Pioneer High	Carson High School
8:25 AM	7:45 AM	7:35 AM	7:40 AM
3:15 PM	2:25 PM	2:15 PM	2:05 PM

Elementary schools will have the flexibility to work within this schedule to assign time for specials teachers, to assist with school operations, and engage the curriculum. Middle schools will likely teach a straight six or seven period day where core subjects and electives are offered. Each middle school will have the ability to vary their class schedule according to staff availability and school resources. The District's high schools typically use the block schedule. Each site will develop its own master schedule to make the best use of available services and resources.

Special Populations

- Families with students that have Individualized Education Plans (IEPs) are encouraged to contact the Student Support Office with questions or concerns (775) 283-2350
- English Language Learners can contact the EL Department at 283-1521
- Families with questions about Nutrition Services can call 283-2150
- Families with questions about Transportation can call 283-1950

Grading Systems:

- **Grading at the elementary level** will use the Standards-Based model
- **Grading at the secondary level** will use the traditional A-F system

Student Attendance

All students in the State of Nevada ages 7 -18 are required to attend school. As families return to school for the 2021-2022 school year, school attendance and participation is critical to discover areas of learning loss associated with the pandemic. As such, student attendance this year is critical to help students continue growing academically. The following guidance is provided to help support families.

- a) Schools will use a consistent method for recording and maintaining student school records.
- b) Students who are unable to attend school due to short-term absences (approximately 2 weeks or less) due to quarantine, illness, or injury should expect to receive regular communication from a teacher, substitute teacher, or paraprofessional during a short-term absence. If a student's lack of access to a telephone or phone service results in an inability to be contacted, a licensed teacher or licensed substitute teacher will record attempted contact once per week.
- c) All schools will provide students access to remote learning and participate in distance education as is appropriate during a short-term absence (approximately two weeks or less). Such access will include district-provided technology and assistance with internet access.
- d) All schools will ensure that licensed teachers and/or licensed substitute teachers are accessible to students through the internet or by telephone during the regularly scheduled instructional hours.
- e) Students who are English Learners, have Individualized Education Plans, and/or students with 504 Plans are to receive the expected services and academic support as defined in any academic plan established for that student.
- f) The District will provide professional learning regarding high-quality distance education and health and safety requirements related to preventing the spread of COVID-19 and other illnesses to all district employees.
- g) The District will continue to provide nutrition services to all students.

School District Operations

Student and staff safety is of utmost importance. A multi-layered approach to building cleaning and disinfecting is planned to keep buildings clean and people healthy. This includes enhanced and frequent disinfecting of surfaces, the flushing of fresh air through filtered HVAC systems, scheduled and supervised handwashing with soap and water, and the availability of hand sanitizer and disinfectant in every classroom.

Cleaning and Sanitation:

Custodial and sanitizing services, along with increased ventilation processes will occur according to heightened operational protocols. A building management system that adheres to fresh air standards and proper indoor air quality enhances all the buildings in the District. The District has taken steps to contract with an HVAC Specialist to perform a HVAC Readiness and Pre-Occupancy Assessment so that staff, students, and families can return to the schools with confidence. This activity has been performed on HVAC, filtration, ventilation and domestic water systems. A final engineering report was produced and summarizes the general recommendations of OSHA, CDC and ASHRAE. The district has upgraded air filtrations systems to at least a MERV-11 filter for all air-handling equipment. System filters are changed 3 times per year.

Carson City School District's standard Clean, Healthy, Educational, Environments (CHEE) Process cleaning program requires staff to disinfect touchpoints, table surfaces, and restrooms EVERY NIGHT. Custodians began an enhanced disinfectant program, electrostatic disinfectant misting, in nurses offices every night since January 2020 and will continue using this system every night during the 2022 school year. This process is performed 3 nights a week in common areas of the schools like hallways, cafeterias, and main entry ways. Classrooms will be electrostatic disinfected twice a week and the CHEE process engaged twice a week. Bio layers will be stripped from classroom surfaces and cleaned with soap weekly so that the disinfecting process is thoroughly employed. The District has employed the use of Sani-Carts which are micro-fogging systems used to disinfect large areas and is very effective in treating known infected areas.

At the end of each school day, students and staff will clear the floor of debris and regular school materials (pencils, crayons, paper, books, etc.) and store them properly or discard them as trash. Trash bins and soiled cleaning materials are to be placed in the halls outside of the classroom for removal or disposal. These activities provide extra time for custodians to clean and sanitize the building.

The District has purchased personal protective equipment, hand washing materials, and cleaning supplies available to staff. Liquid/foam sanitizer stations are placed at every building in the main entrance. In addition, wall mount dispensers will be positioned throughout the building and classrooms. Hand pump dispensers are also provided in the office areas.

Nutrition Services:

Carson City School District will continue providing nutrition services during the school year. Students attending school in person will be served meals according to school schedules. Social-distancing practices are encouraged as practicable.

All students attending school in person and on-campus will eat free of charge for the 2021-2022 school year.

Per USDA regulations, the Carson City School District will no longer provide weekend meals.

Each meal served in the Carson City School District is structured around strict calorie, sodium, and fat limits set by the US government in the Healthy Hunger Free Kids Act of 2010.

- Each school meal is served with a fruit and/or vegetable serving as defined by MyPlate (formally known as the Food Pyramid).
- All grains served are either whole grain or enriched grains that contain more vitamins, minerals, and fiber than refined counterparts.
- Student favorite foods are served to encourage meal-time eating. The District's pizzas are made with whole grain crust, low sodium pizza sauce, and low fat cheese. Chicken nuggets are breaded with whole grain flour and baked, not fried.
- Skim or low-fat milk is offered at each meal

Transportation:

Student and staff health and well-being is also of concern on our school buses. Many students rely on district transportation and the nature of riding buses makes social distancing very challenging. The plan

for reopening schools is to transport students at approximately 66% of occupancy for each bus. Transportation for students with IEPs will continue as currently organized.

School walk zones will not be altered at this time. However, parents must reserve a seat for their child to ride the bus. Seats will be assigned to qualifying students. Siblings may sit together. School bus ridership will be strictly enforced. Families living inside of the official walk zones should not expect to have their children transported to school. Students without reserved seats will not be permitted to enter a bus. Students will not be able to ride a friend's bus home. Depending on how many students request a seat on the bus, the District may be required to alter walking zones or make other adjustments to maintain expected social-distancing restrictions. **All riders, including the bus driver, must wear face coverings at this time.**

(It is expected that the CDC will provide an update to wearing facemasks prior to the start of the 2021-2022 school year)

Student Health:

Wellness

Prior to engaging in any in-person school activity, families are expected to do an at-home health assessment of their children. Any students, staff, or volunteer with a temperature, flu-like or cold symptoms, or in general are feeling un-well should not come into the school. It is not practical to reliably check the temperature of every student, staff member, or volunteer as they enter the school building. Once at school, if a student or staff member presents with symptoms of an illness, CCSD will follow wellness protocols for intervention.

Students who develop flu-like symptoms during the school day will be isolated in a designated area and parents will be expected to pick up their students immediately. Students sent home will not be allowed to return to school until there have been no flu-like symptoms for 72 hours. Nurses will coordinate with families the need to deliver medications to the school.

Other Hygiene and Safety Precautions

Hand-washing will be encouraged throughout the day and expected before and after meals.

Hand Sanitizer is provided throughout the buildings. Students and staff may have their own containers.

Large school events may be scheduled but not on a regular basis.

Extra and Co- Curricular activities will occur according to guidance from the NIAA.

Non-essential travel like non-league competitions or staff trainings are not endorsed.

Signage: Visual signs reminding students and staff about personal hygiene practices will be placed in schools according to administrative needs.

Human Resources:

Employees who have medical conditions and/or circumstances that may prevent them from returning to work at the beginning of the 2021-2022 school year should consult with their medical advisor as soon as

possible. The staff member should also contact Human Resources to discuss his/her employment concerns. The number for the Human Resources Department is 283-2130.

Currently, the federal government is not providing leave benefits to employees for missed work days associated with COVID-19. Any quarantine or missed workdays associated with COVID-19 will require use of the employee's sick leave. Before leaving for work, all employees should:

- Monitor individual health and symptoms (fever, shortness of breath, etc.)
- Maximize physical distance from others to the extent practicable
- Take any and all precautions necessary to protect themselves
- Consider non-essential travel from a wellness perspective
- Continue to practice good hygiene
- Stay at home when unwell

All District staff should anticipate the possibility of experiencing potential modifications to their usual and customary duties and assignments.

Conclusion:

Carson City Schools will reopen for the first day of school for students in grades K-12 on **August 16, 2021**. Pre-K students will return to school on **August 23, 2021**. A copy of the 2021-2022 school calendar is attached.

Carson City School District is committed to providing high-quality, accessible learning opportunities to all students – without regard to means, ability, or at-home support, while taking significant precautions toward preserving the health and safety of students, staff, and the community.

This reopening plan was reviewed and discussed at a public workshop on June 23, 2021 at 6 PM prior to a regular meeting of the Carson City School Board. Staff has taken suggestions and input from the public, parents, students, public agencies, tribal authorities, and community partners in preparation of the final document that will be presented to the Board of Trustees at the July 13, 2021 School Board Meeting for consideration and action. The final approved version of the reopening plan will be submitted to the Nevada Department of Education.

During the 2021-2022 school year, District Officials will watch for changes in governmental recommendations associated with COVID-19, its variants, or related health conditions. As changes occur in the public health that warrant further action, the Superintendent will report these changes to the Board of Trustees and recommend potential changes to the school operations as necessary.

The educational plan represented here is subject to change.

(It is expected that the CDC will provide an update to wearing facemasks prior to the start of the 2021-2022 school year)

**BOARD OF TRUSTEES
CARSON CITY SCHOOL DISTRICT**

**REGULATION No. 517
STUDENTS**

GRADUATION REQUIREMENTS

The Board of Trustees shall award a high school diploma to every student enrolled in the Carson City School District who meets the requirements of graduation established by the Board and approved by the State Board of Education.

ACADEMIC PLAN

The District requires in each of its high schools that a counselor, administrator, or licensed educational personnel meets individually, at least once each school year, with each student enrolled in grades 9, 10, 11, and 12 to develop or review the student's academic plan. The parent or guardian has the right to waive this requirement on behalf of the student.

The academic plan is intended to be used as a guide for the student and the parent or guardian to plan, monitor and manage the student's educational development. The plan may include, without limitation, the designation of a fine arts pathway, enrollment in dual credit, career and technical education, advanced placement (AP), and/or honors courses.

A counselor, administrator, or other licensed educational personnel in each high school shall use the student's results on the college and career readiness assessment (if available), the results of a National Merit Scholarship Qualifying Test (if available), and the student's academic records to review with the student his or her academic strengths and weaknesses, in order to determine areas in which the student may need to work on to be prepared for college and career success without the need for remediation.

If the counselor, administrator, or other licensed educational personnel determines that remediation is necessary, the counselor, administrator, or other licensed educational personnel shall coordinate with the student and his or her parent or guardian to revise the academic plan to ensure that the student will be college and career ready.

A student who has fulfilled the requirements for a high school diploma, but has not fulfilled the plans set forth in the academic plan, will still be eligible to graduate.

DIPLOMA OPTIONS

Carson City students have the following diploma options: standard, ~~honors~~, advanced, college and career, alternative, and adult education. The requirements for each of the respective diploma options are outlined in the following chart:

COURSE TITLE	STANDARD	ADVANCED	HONORS Only 2019-2020	COLLEGE/CAREER READY	ALTERNATIVE	ADULT ED
English	4.0	4.0	4.0	4.0	4.0	4.0
Math	4.0	4.0*	4.0*	4.0*	3.0	3.0
Science	3.0	3.0	3.0	3.0	2.0	2.0
U.S. Govt.	0.5	0.5	0.5	0.5		1.0
Economics	0.5	0.5	0.5	0.5		0.0
U.S. History	1.0	1.0	1.0	1.0		1.0
Social Studies Geography or World History	1.0	1.0	1.0	1.0	2.0	0.0
PE	2.0	2.0	2.0	2.0	2.0	0.0
Arts, Humanities, CTE, JROTC (Level III or IV)	1.0	1.0	1.0	1.0**	1.0	1.0
Computer Science and Application & Technology	0.5	0.5	0.5	0.5	0.5	0.5
Health	0.5	0.5	0.5	0.5	0.5	0.5
World Language (2) years of same language	0.0	0.0	2.0	0.0**	0.0	0.0
College/Career Flex Credit	0.0	0.0	0.0	0.0	0.0 (2.0)***	0.0
TOTAL REQUIRED	18	18.0	20.0	18	15.0 (17.0)***	13.0
TOTAL ELECTIVES	6.0	6.0	6.0	6.0	7.5 (6.0)***	7.5
GRAND TOTAL	24	24.0	26.0	24.0	22.5 (23)***	20.5
Honors/AP/Dual Credit Courses	0.0	0.0	6.0	0.0**	0.0	0.0
Required GPA	N/A	3.25	3.75	3.25	N/A	N/A

See Appendix for requirements specific to each diploma type

~~Note: Carson High School does not offer an Adult Education Diploma~~

*Math – Includes Algebra II or higher

~~**See page 8, College/Career Ready Diploma, Section A~~

~~***Applies to the graduating class of 2022 and beyond~~

Note: AP Computer Science may fulfill either a 4th math credit or a 3rd science credit.

DRAFT

REGULATION No. 517 CONTINUED

REQUIRED ASSESSMENTS TO EARN A DIPLOMA

A. College and Career Ready Assessment – ACT

All juniors enrolled in a District high school prior to the statewide ACT makeup day must participate in this exam.

The State Board of Education has selected the ACT as Nevada's College and Career Readiness (CCR) assessment. Because this is an actual college entrance exam, results from this assessment maybe submitted for college entrance by students to their college or university of choice. The Nevada Board of Regents adopted a policy that students whose results on the ACT or SAT (in high school) meet specified college-ready benchmarks will be place directly into college-level math and English courses, and are exempt from being placed in remediation.

Although ACT scores are not used to determine graduation eligibility, participation in the ACT, including the written essay is required. Students who miss the Nevada College and Career Readiness assessment in their junior year, must take the test before the end of their senior year.

The ACT consists of a written essay and multiple choice questions in four areas: English, mathematics, reading and science. The test will be administered at the students' school during the regular school day.

B. Science

Nevada's science assessment is given in grades 5, 8, and high school in order to meet federal testing requirements. The high school science assessment is based on life science standards.

C. Civics

Senate Bill 322, passed in the 79th Nevada Legislative Session (2017), states that a pupil in any public high school must take an examination as a condition for graduation containing a number of questions, determined by the district, which are identical to the civics portion of the naturalization test adopted by the United States Citizenship and Immigration Services of the Department of Homeland Security effective July 1, 2019. This assessment is administered in the American Government course students take in the 12th grade.

D. End of Course Finals

End of Course examinations are produced by the Nevada Department of Education (NDOE) and written to assess students' mastery of the knowledge, skills, and abilities required by Nevada Academic Content Standards in required courses of study (NRS 389.520). Those courses include:

- Math I—Algebra I or an equivalent course that has been approved by the NDOE
- Math II—Geometry or an equivalent course that has been approved by the NDOE

REGULATION No. 517 CONTINUED

- ~~Integrated Math I—Integrated Math I or an equivalent course that has been approved by the NDOE~~
 - ~~Integrated Math II—Integrated Math II or an equivalent course that has been approved by the NDOE~~
 - ~~ELA—English II or an equivalent course that has been approved by the NDOE~~
1. ~~Percentage of Final Grade~~
- a. ~~Starting with the 2018-2019 school year, the End of Course final examinations will count 10% of a student's final grade and increase 5 percentage points each year until reaching 20% of the final grade in 2020-2021.~~
 - b. ~~The State Board of Education adopted a phased implementation of the End of Course finals:~~
 - ~~2018-2019 School Year: 10% of course grade~~
 - ~~2019-2020 School Year: 15% of course grade~~
 - ~~2020-2021 School Year and Beyond: 20% of course grade~~
 - c. ~~After entering grade 6, a student who is enrolled in or has completed any course for which an EOC examination is available is eligible to take the examination.~~

EXCEPTIONS

All students in the Carson City School District will automatically be enrolled in the District's course of study required for high school graduation unless they meet one of the following exceptions:

1. A student with a disability who does not satisfy the requirements for receipt of a standard high school diploma may receive a standard high school diploma if the student demonstrates, through a portfolio of the students' work, proficiency in the standards of content and performance established by the Council to Establish Academic Standards for Public Schools pursuant to NRS 389.520. Alternatively, the student may receive a diploma designated as:
 - a. An adjusted diploma if the student satisfies the requirements set forth in his or her Individualized Education Plan (IEP), or
 - b. An alternative diploma if the student:
 - i. Has a significant cognitive disability;
 - ii. Participates in the Nevada Alternate Assessment, and
 - iii. Earns the prescribed credit minimum for the student's graduating cohort.¹
2. A student who is transferred into a District high school as a junior or a senior who cannot earn the fourth math or the third science credit during his or her remaining school years before graduation. Determination of whether a student cannot earn the fourth math ~~and~~/or third science credit will be made jointly in a conference with the student,

¹ Pursuant to direction issued by the Nevada Department of Education, and pending final resolution in the 2019 Session of the Nevada Legislature. See NRS 390.600.

parent or guardian, counselor and principal or his/her designee within 10 days of enrollment.

REGULATION No. 517 CONTINUED

3. A student exempted through the formal course of study opt-out procedure.

The Superintendent has the authority to reduce a student's course enrollment for good cause.

Appendix A

DIPLOMA TYPES

The following is the required course of study for the Graduating Class of ~~2019~~ **2022** and beyond:

STANDARD DIPLOMA

- 18 units of credit for the required courses
- 6 units of credit for elective courses
- 24 units of credit total

Course of Study

Credit Requirements

English	4
Mathematics	4
Science	3
U.S. History	1
U.S. Government	½
Economics	½
Social Studies Geography or World History	1
*Computer Science and Applications	½
Technology	
Physical Education	2
Health Education	½
Arts and Humanities, Junior Reserve Officers Training Corps (Level III or IV) or Career and Technical Education	1
Electives	6

Total 24

*One-half (½) credit of Computer Science and ~~Applications~~ **Technology** is required. The Computer Science and ~~Applications~~ **Technology** course in the middle school meets the high school Computer Science and ~~Applications~~ **Technology** requirement. Students are still responsible for earning the total number of credits for each diploma type.

A student with a disability who does not satisfy the requirements to receive a standard high school diploma, may receive a standard high school diploma if the student demonstrates proficiency in the Nevada Academic Content Standards through a portfolio of his or her work.

REGULATION No. 517 CONTINUED

ADVANCED DIPLOMA

- 18 units of credit for the required courses
- 6 units of credit for elective courses
- 24 units of credit total
- Required GPA 3.25
- No F's/No W's on transcript

<u>Course of Study</u>	<u>Credit Requirements</u>
English	4
Mathematics	4
Science	3
U.S. History	1
U.S. Government	½
Economics	½
Social Studies <i>Geography or World History</i>	1
*Computer Science and Applications	½
<i>Technology</i>	
Physical Education	2
Health Education	½
Arts and Humanities, Junior Reserve Officers Training Corps (Level III or IV) or Career and Technical Education	1
Electives	6
Total	24

*One-half (½) credit of Computer Science and Applications *Technology* is required. The Computer Science and Applications *Technology* course in the middle school meets the high school Computer Science and Applications *Technology* requirement. Students are still responsible for earning the total number of credits for each diploma type.

REGULATION No. 517 CONTINUED

HONORS DIPLOMA (Applicable in 2019-2020 only)

- 20 units of credit for the required courses
- 6 units of credit for elective courses
- 26 units of credit total
- Required GPA 3.75
- *6 credits out of 26 total credits must be honors, AP, or dual credit courses
- No F's/No W's on transcript

<u>Course of Study</u>	<u>Credit Requirements</u>
English	4
Mathematics	4
Science	3
U.S. History	1
U.S. Government	1/2
Economics	1/2
Social Studies	1
*Computer Science and Applications	1/2
Physical Education	2
Health Education	1/2
World Language (2 years of same language)	2
Arts and Humanities, Junior Reserve	1
Officers Training Corps (Level III or IV) or Career and Technical Education	
Electives	6
Total	26

*One-half (1/2) credit of Computer Science and Application is required. The Computer Science and Application course in the middle school meets the high school Computer Science Application requirement. Students are still responsible for earning the total number of credits for each diploma type.

REGULATION No. 517 CONTINUED

COLLEGE AND CAREER READY (CCR) DIPLOMA

- 18 units of credit for the required courses
- 6 units of credit for elective courses
- 24 units of credit total
- Maintained at least a 3.25 GPA (on a 4.0 grading scale, weighted or unweighted) for all units of credit applicable toward graduation)

<u>Course of Study</u>	<u>Credit Requirements</u>
English (including reading, composition and writing)	4
Mathematics (including Algebra II or higher)	4
Science	3
U.S. History	1
U.S. Government	1/2
Economics	1/2
Social Studies <i>Geography or World History</i>	1
*Computer Science and Application	1/2
Technology	
Physical Education	2
Health Education	1/2
Arts and Humanities, Junior Reserve Officers Training Corps (Level III or IV) or Career and Technical Education	1
Electives	6
Total	24

- A. Must demonstrate proficiency in speaking not less than two (2) languages, or have earned not less than two (2) units of credit used to complete the required course of study in the following:
- a. Advanced Placement (AP) courses;
 - b. International Baccalaureate (IB) courses;
 - c. Dual-credit/dual-enrollment (DC) courses;
 - d. Career and Technical Education (CTE) courses;
 - e. Work-based learning courses; or
 - f. A world language course.

REGULATION No. 517 CONTINUED

COLLEGE AND CAREER READY DIPLOMA (cont.)

- B. *Regarding the CCR Diploma, students must obtain one or both of the following endorsements:*

College and Career Ready Endorsement, must meet the scores below in both English and Mathematics:

English

- *ACT English score of 18; OR*
- *ACT English Language Arts (ELA) score of 20; OR*
- *SAT Evidence Based Reading and Writing score of 480; OR*
- *Smarter Balanced score of 2853 (Achievement Level 3)*

Math

- *ACT Mathematics score of 22; OR*
- *SAT Mathematics score of 530; OR*
- *Smarter Balanced score of 2628 (Achievement Level 3)*

AND/OR

- *Career-Ready Endorsement*
 - *ACT NCRC Silver+; OR*
 - *ASVAB 50+; OR*
 - *CTE Skills Attainment Certificate; OR*
 - *Industry-recognized credential²*

1. ~~College-Ready Endorsement, must meet the scores below in both English and Mathematics~~
 - a. ~~Successfully complete a college readiness assessment prescribed by the Board of Regents of the University of Nevada; and~~
 - b. ~~Receive not less than the minimum scores for initial (non-remedial) placement into college level English and math courses prescribed by the Board of Regents of the University of Nevada.~~
2. ~~Career-Ready Endorsement~~
 - a. ~~Successfully complete the ACT National Career Readiness Certificate (NCRC), level Silver or above;~~

² *Credentials are eligible as determined by Nevada's Industry-Recognized Credentials published by the Governor's Office of Workforce Innovation (OWINN).*

- b. ~~Successfully complete the Armed Services Vocational Aptitude Battery (ASVAB), score 50 or above;~~
- c. ~~Obtain a Career and Technical Education Skills Attainment Certificate; or~~
- d. ~~Obtain an industry recognized credential~~

The District will accept International Baccalaureate (IB) transfer credits towards a College and Career Ready diploma.

DRAFT

REGULATION No. 517 CONTINUED

ALTERNATIVE DIPLOMA

A student with a disability who does not satisfy the requirements for a standard diploma may receive an alternate diploma if the student:

1. Has a significant cognitive disability; ~~and~~
2. ~~Passes~~ *Participates in* the Nevada Alternate Assessment (NAA); ~~and~~
3. *Earns the prescribed credit minimum for the student's graduating cohort.*

~~Requirements for the Classes of 2019, 2020, 2021:~~

- ~~• 15 units of credit for the required courses~~
- ~~• 7.5 units of credit for elective courses~~
- ~~• 22.5 units of credit total~~
- ~~• Pass the Nevada Alternate Assessment^{*3}~~

<u>Course of Study</u>	<u>Credit Requirements</u>
English	4
Mathematics	3
Science	2
Social Studies	2
**Computer Science and Application	½
Physical Education	2
Health Education	½
Arts and Humanities, Junior Reserve	1
Officers Training Corps (Level III or IV) or Career and Technical Education	
Electives	7 ½
Total	22 ½

~~*According to the Nevada Department of Education, this requirement may change with the 2019 Legislative Session to require "Participation in the Nevada Alternate Assessment" rather than passing the assessment. See footnote 2, below.~~

~~**One-half (½) credit of Computer Science and Application is required. The Computer Science and Application course in the middle school meets the high school Computer Science and~~

³ Pursuant to direction issued by the Nevada Department of Education, and pending final resolution in the 2019 Session of the Nevada Legislature, a student a significant cognitive disability who does not satisfy the requirements for a standard diploma may receive an alternate diploma if the student participates in the Nevada Alternate Assessment, and earns the prescribed credit minimum for the student's graduating cohort. See NRS 390.600 and footnote 1 hereof.

~~Application requirement. Students are still responsible for earning the total number of credits for each diploma type.~~

REGULATION No. 517 CONTINUED

ALTERNATIVE DIPLOMA (cont.)

Requirements for the Class of 2022 and beyond:

- 17 units of credit for required courses
- 6 units of credit for elective courses
- 23 units of credit total

<u>Course of Study</u>	<u>Credit Requirements</u>
English	4
Mathematics	3
Science	2
Social Studies <i>Geography or World History</i>	2
*Computer Science and Application <i>Technology</i>	½
Physical Education	2
Health Education	½
Arts and Humanities, Junior Reserve Officers Training Corps (Level III or IV) or Career & Technical Education	1
College and Career Flex Credit	2
Electives	6
Total	23

*One-half (½) credit of Computer Science and ~~Application~~ *Technology* is required. The Computer Science and ~~Application~~ *Technology* course in the middle school meets the high school Computer Science and ~~Application~~ *Technology* requirement. Students are still responsible for earning the total number of credits for each diploma type.

College and Career Flex Credit includes:

- Level II or Level III course in a CTE program of study; or
- 4th year of math; or
- 3rd year of social studies; or
- 3rd year of science

REGULATION No. 517 CONTINUED

ADULT ED DIPLOMA

- 13 units of credit for the required courses
- 7.5 units of credit for elective courses
- 20.5 units of credit total

<u>Course of Study</u>	<u>Credit Requirements</u>
English	4
Mathematics	3
Science	2
U.S. History	1
U.S. Government	1
*Computer Science and Application Technology	½
Health Education	½
Arts and Humanities, Junior Reserve Officers Training Corps (Level III or IV) or Career & Technical Education	1
Electives	7 ½
Total	20 ½

*One-half (½) credit of Computer Science and ~~Application~~ **Technology** is required. The Computer Science and ~~Application~~ **Technology** course in the middle school meets the high school Computer Science and ~~Application~~ **Technology** requirement. Students are still responsible for earning the total number of credits for each diploma type.

For further information please refer to District Policy and Regulation 509, Mandatory Attendance: Withdrawal from School: Adult Education Program

REGULATION No. 517 CONTINUED

Minimum Course Enrollment

In order to count a student enrolled in grade 12 for apportionment purposes, the District is required to demonstrate that a student is prepared for college and career success without the need for remediation. If the student is not, the student must be enrolled in a minimum of six (6) courses or the equivalent of six (6) periods per day; or demonstrate that the student is preparing for college and career success without the need for remediation by demonstrating the following:

1. Be on track to earning an advanced diploma (NAC 389.663), with no more than 14 course credits remaining; or
2. Be on track to earning a college and career ready diploma by successfully demonstrating at least one (1) in the following course work, assessment, or credential areas:
 - a. Assessment
 - i. ACT score of 18 English/22 Math;
 - ii. SAT score of 500 in critical Reading/500 Math;
 - iii. National Career Readiness Certificate (NCRC) with a Silver;
 - iv. Armed Services Vocational Aptitude Battery (ASVAB) score of 50;
 - b. Coursework
 - i. Complete two (2) honors courses achieving a “B” or higher in the 9th grade;
 - ii. Complete one (1) AP course achieving a “B” or higher in the 9th or 10th grade or achieving a “3” or higher on the AP exam;
 - iii. Enrollment in two (2) AP courses achieving a “C” or higher in 11th grade;
 - iv. Complete dual credit/Jump Start course achieving a “B” or higher in 11th grade (this means a “B” in at least one course; not all courses);
 - v. Enrollment in one (1) dual credit/Jump Start course in 12th grade; ~~or~~
 - vi. Enrollment in a level 3 CTE course achieving a “B” or higher in the CTE program of study;
 - vii. Completion of level 2 CTE course, achieving a “B” or higher in the CTE program of study;
 - viii. Enrollment in one (1) approved Work-Based Learning (WBL) course that aligns with high priority, in-demand occupations identified by the State of Nevada;
 - ix. Completion of one (1) approved WBL course that aligns with high-priority, in-demand occupations identified by the State of Nevada; or
 - c. Credentials
 - i. Obtaining of the CTE Skills Attainment Certificate; or

- ii. Obtaining of an industry-recognized credential listed in the Nevada's Eligible Industry Credentialing List.

REGULATION No. 517 CONTINUED

References:

Generally: NRS 388.380; 389.009; 389.018; 389.600; 389.670

Academic Plan: NRS 388.205, 390.610

Examination: NRS 385.080, NAC 389.6552

Diploma: NAC 389.663, 389.664, 389.696; NRS 390.600, 385.110, 389.800, 389.018

Credit by Exam: NRS 389.171

Adopted: August 29, 1979

Revised: March 14, 2000

February 8, 2008

October 9, 2012 - Title Change

April 9, 2013

October 13, 2015

November 13, 2018



Public Employees Retirement System of Nevada
693 W. Nye Lane, Carson City, NV 89703 (775) 687-4200 Fax (775) 687-5131
5740 S. Eastern Ave. Suite 120, Las Vegas, NV 89119 (702) 486-3900 Fax (702) 678-6934
Toll Free 1-866-473-7768 Website: www.nvpers.org Email: nvpers@nvpers.org

Critical Need Position Designation Form

Reemployment of a retired public employee pursuant to NRS 286.523 is limited to positions of extreme need. An employer who desires to employ a retired public employee to fill a position for which there is a critical labor shortage must make the determination of reemployment based upon appropriate and necessary delivery of services to the public. The critical need designation must be made by the designating authority of the agency in an open meeting. The designated authority shall not designate a position for more than 2 years. To be redesignated, the designating authority must consider and make new findings in an open public meeting as to whether the position continues to meet the criteria established by law. PERS will compile the forms received from each designating authority and provide a biennial report to the Interim Retirement and Benefits Committee (IRBC) of the Legislature.

Agency Contact: Jose Delfin Ed.D., Associate Superintendent Agency Phone: 775-283-2003

Agency Name: Carson City School District

Critical Need Position Title: Special Education Teacher

Effective Date of Critical Need Designation: July 13, 2021

In an open meeting the designating authority shall make findings based upon the below criteria that supports the designation using this form provided by PERS. Before making a designation, the designating authority shall consider all efforts made by the public employer to fill the position through other means. The written findings to be made by the designating authority must include:

History of the rate of turnover for the position: For the past decade or more, the Carson City School District has experienced special education teacher shortages.

Number of openings for the position and the number of qualified candidates for those openings after all other efforts of recruitment have been exhausted: As of July 8, 2021, the Carson City School District has 9 special education teacher vacancies and no qualified applicants at this time.

Length of time the position has been vacant: The Carson City School District typically has an average of 6 special education teacher vacancies per year.

Difficulty in filling the position due to special circumstances, including special education or experience required for the position: Special education duties require an intensive amount of professional and academic planning, preparation, and implementation. Given the historical lack of qualified candidates entering this field, high transiency and turnover unfortunately result in a greater demand than supply of qualified teachers.

History and success of the efforts to recruit for the position, including advertising, out-of-state recruitment and all other efforts made (include copies of advertising or electronic recruitment notices, specifying targeted geographic areas): In addition to online job advertisements, the Carson City School District continues to post vacancies within college and university career websites. All school district administrators and related staff have been vigilant to seek out special education teacher candidates by word of mouth and teacher recruitment fairs.



Public Employees Retirement System of Nevada
693 W. Nye Lane, Carson City, NV 89703 (775) 687-4200 Fax (775) 687-5131
5740 S. Eastern Ave. Suite 120, Las Vegas, NV 89119 (702) 486-3900 Fax (702) 678-6934
Toll Free 1-866-473-7768 Website: www.nvpers.org Email: nvpers@nvpers.org

Critical Need Position Designation Form

Reemployment of a retired public employee pursuant to NRS 286.523 is limited to positions of extreme need. An employer who desires to employ a retired public employee to fill a position for which there is a critical labor shortage must make the determination of reemployment based upon appropriate and necessary delivery of services to the public. The critical need designation must be made by the designating authority of the agency in an open meeting. The designated authority shall not designate a position for more than 2 years. To be redesignated, the designating authority must consider and make new findings in an open public meeting as to whether the position continues to meet the criteria established by law. PERS will compile the forms received from each designating authority and provide a biennial report to the Interim Retirement and Benefits Committee (IRBC) of the Legislature.

Agency Contact: Jose Delfin Ed.D., Associate Superintendent Agency Phone: 775-283-2003

Agency Name: Carson City School District

Critical Need Position Title: School Bus Driver

Effective Date of Critical Need Designation: July 13, 2021

In an open meeting the designating authority shall make findings based upon the below criteria that supports the designation using this form provided by PERS. Before making a designation, the designating authority shall consider all efforts made by the public employer to fill the position through other means. The written findings to be made by the designating authority must include:

History of the rate of turnover for the position: For the past 5 years or more, the Carson City School District has experienced school bus driver shortages.

Number of openings for the position and the number of qualified candidates for those openings after all other efforts of recruitment have been exhausted: As of July 8, 2021, the Carson City School District has 4 school bus driver vacancies and no qualified applicants at this time.

Length of time the position has been vacant: The Carson City School District averages 2 school bus driver vacancies per year that remain unfilled.

Difficulty in filling the position due to special circumstances, including special education or experience required for the position: School bus driver training is a lengthy process in order to acquire the Commercial Driver's License or CDL. Drivers with CDL licenses can typically make a higher wage working for non-educational agencies.

History and success of the efforts to recruit for the position, including advertising, out-of-state recruitment and all other efforts made (include copies of advertising or electronic recruitment notices, specifying targeted geographic areas): In addition to online job advertisements, the Carson City School District continues to advertise in local area networks and regional television public service announcements. HR and Transportation staff have been vigilant to seek out school bus driver candidates by word of mouth and local recruitment fairs.

NASB Nominations for consideration for 2021 Annual Conference 7/13/21

Trustee Varner's Nominees:

- Educator of the Year – Miyoko Loflin, Bordewich Bray
- School Administrator of the Year – Dr. Jennifer Ward-DeJoseph, Principal, Fremont Elementary School
- District Level Administrator of the Year – Richard Stokes, Superintendent
- Director of the Year – Valerie Dockery, Director, Grants and Special Projects
- Veteran School Board Member – Stacie Wilke-McCulloch
- District Employee Making a Difference – Victoria Smith, School Social Worker, Carson Middle School and Louie Muratore, Crossing Guard, Bordewich Bray Elementary School

Trustee Cacioppo's Nominees:

- District Level Administrator of the Year – Valerie Dockery, Director, Grants and Special Projects
- Superintendent of the Year – Richard Stokes
- School Administrator of the Year – Dr. Jennifer Ward-DeJoseph, Principal, Fremont Elementary School

Trustee Wilke-McCulloch's Nominees:

- School Administrator of the Year – Dan Brown, Principal, Fritsch Elementary School / Raymond Medeiros, Director, Innovation & Technology
- District Employee Making a Difference – Nurses/IT Department/Nutrition Staff
- District Level Administrator Impacting Student Achievement – Kari Pryor, Professional Learning Coordinator
- NASB Director – Linda ??, Mineral County / Mike Walker, Carson City
- Veteran School Board Member – Mike Walker, Carson City / Joe Cacioppo, Carson City / Angie Taylor, Washoe County
- New School Board Member – Richard Varner, Carson City
- Individual School Board Member – Keith Neville, ?? / Joe Cacioppo, Carson City
- Individual Friend of K-12 Education – Carson City Noon Rotary / Holiday with a Hero

- Media Award Online Journalism/Print – Carson Now / Jessica Garcia, Nevada Appeal
- Local Governance Team – Mineral County School Board
- Innovative Educator – Jennifer Chandler, Social Studies, Carson High School / Christina Bourne, Music Teacher, Mark Twain Elementary School

Trustee Walker's Nominees:

- School Administrator of the Year – Bob Chambers, Principal, CHS
- District Employee Making a Difference – Bridget Gordon, CHS Counselor; Tara Sakelarios, P.E. Teacher, Seeliger Elementary School; Kari Pryor, Professional Learning Coordinator
- New School Board Member of the Year – Donald Carine
- Veteran School Board Member – Bridget Peterson, Lyon County SB Member
- Media Award Online Journalism/Print – Carson Now / Jessica Garcia, Nevada Appeal
- District Level Administrator – Richard Stokes, Superintendent; Tasha Fuson, Associate Superintendent, Educational Services; Andrew Feuling, Director, Fiscal Services
- Innovative Educator of the Year – Ananda Campbell, Library Media Specialist, Carson High School
- Individual School Board Member of the Year – Joe Cacioppo
- NASB Board Secretary or Other Support Employee of the Year – Raymond Medeiros, Director, Innovation and Technology

NASB School Administrator of the Year

To recognize the invaluable service provided to Nevada's children by professional school administrators

NOTE: School boards may nominate administrators at the elementary, middle, or high school level for this Award. Each board may nominate two (2) school administrators in this category.

Forms may be emailed to hello@nvasb.org. All nomination forms must be received by the Executive Director on or before 5pm on Friday August 13th, 2021

We recommend that _____ from the _____ School District be considered by the NASB Nominating and Awards Committee for the Award for School Administrator of the Year.

PLEASE ATTACH A LETTER THAT DESCRIBES THE INDIVIDUAL'S QUALIFICATIONS AND ANY ADDITIONAL INFORMATION THAT WOULD BE HELPFUL TO THE COMMITTEE. ATTACHMENTS MUST BE CLEAR AND SUITABLE FOR FAX TRANSMISSION OR PHOTOCOPYING.

PLEASE DO NOT EXCEED FIVE PAGES OF SUPPORTING MATERIALS.

Determinations will be based on school improvement and student achievement, unique contributions, effective professional development strategies for educational staff, innovative and successful practices which have resulted in increased student achievement in the school, district, or state. Nominations may be accompanied by charts, graphs, or other information that reflect increased student achievement during the tenure of the school administrator.

SUBMITTED BY: _____

**DATE: _____
(Two or more board members must sign)**

(Signature)

(Signature)

(Signature)

(Signature)

(Signature)

(Signature)

(Signature)

NASB School District Employee Making a Difference

To recognize the invaluable service provided to Nevada's children by employees who work behind the scenes to impact student learning and achievement

NOTE: School boards may nominate school district employees at the elementary, middle, or high school level for this Award. Each board may nominate two (2) school district employees in this category.

Forms may be emailed to hello@nvasb.org. All nomination forms must be received by the Executive Director on or before 5pm on Friday August 13th, 2021

We recommend that _____ from the _____ School District be considered by the NASB Nominating and Awards Committee for the Award for School District Employee of the Year Making a Difference.

PLEASE ATTACH A LETTER THAT DESCRIBES THE INDIVIDUAL'S QUALIFICATIONS AND ANY ADDITIONAL INFORMATION THAT WOULD BE HELPFUL TO THE COMMITTEE. ATTACHMENTS MUST BE CLEAR AND SUITABLE FOR FAX TRANSMISSION OR PHOTOCOPYING.

PLEASE DO NOT EXCEED FIVE PAGES OF SUPPORTING MATERIALS.

Determinations will be based on unique contributions that often are behind the scenes, and innovative thinking about ways to improve student learning and achievement that have resulted in increased student achievement in the school, district, or state.

SUBMITTED BY: _____

DATE: _____
(Two or more board members must sign)

(Signature)

(Signature)

(Signature)

(Signature)

(Signature)

(Signature)

(Signature)

NASB District-Level Administrator of the Year
Impacting Student Achievement

To recognize the invaluable service provided to Nevada's children by
professional school district administrators who work at the district
office and
who impact learning and achievement.

NOTE: Each board may nominate two (2) district-level administrators in this category.

**Forms may be emailed to hello@nvasb.org. All nomination forms must be
received by the Executive Director on or before 5pm on Friday August 13th, 2021**

We recommend that _____ from the
_____ School District be considered by the NASB Nominating and
Awards Committee for the Award for *District Level Administrator of the Year*.

PLEASE ATTACH A LETTER THAT DESCRIBES THE INDIVIDUAL'S QUALIFICATIONS
AND ANY ADDITIONAL INFORMATION THAT WOULD BE HELPFUL TO THE
COMMITTEE. ATTACHMENTS MUST BE CLEAR AND SUITABLE FOR FAX
TRANSMISSION OR PHOTOCOPYING.

**PLEASE DO NOT EXCEED FIVE PAGES OF SUPPORTING
MATERIALS.**

Determinations will be based on school improvement and student achievement,
unique contributions, effective professional development strategies for
educational staff, innovative and successful practices which have resulted in
increased student achievement in the school, district, or state. Nominations may
be accompanied by charts, graphs, or other information that reflect increased
student achievement during the tenure of the district level administrator.

SUBMITTED BY: _____

DATE: _____

(Two or more board members must sign)

(Signature)

(Signature)

(Signature)

(Signature)

(Signature)

(Signature)

NASB Director of the Year

To recognize the consistent, effective communication skills demonstrated during meetings of the NASB Board of Directors as well as promotion of leadership skills and strategies for recognizing and rewarding student, administrator, educational staff, school, and district achievement

Forms may be emailed to hello@nvasb.org. All nomination forms must be received by the Executive Director on or before 5pm on Friday August 13th, 2021

On behalf of the _____ County School District, we recommend that _____ from the _____ School District be considered by the NASB Nominating and Awards Committee for the Award for Director of the Year.

PLEASE ATTACH A LETTER THAT DESCRIBES THE INDIVIDUAL'S QUALIFICATIONS AND ANY ADDITIONAL INFORMATION THAT WOULD BE HELPFUL TO THE COMMITTEE. ATTACHMENTS MUST BE CLEAR AND SUITABLE FOR FAX TRANSMISSION OR PHOTOCOPYING.

PLEASE DO NOT EXCEED FIVE PAGES OF SUPPORTING MATERIALS.

Determinations will be based primarily on a record of consistent attendance at meetings of the NASB Board of Directors, evidence of thoughtful consideration of important issues facing K-12 public education across Nevada, participation in professional development activities provided by NASB, and on-going leadership to focus with other school board members on improved student achievement.

SUBMITTED BY: _____

DATE: _____

(The signature of an Executive Committee member or Director is desired. However, if not available, two or more board members must sign.)

(Signature)

(Signature)

(Signature)

(Signature)

(Signature)

(Signature)

(Signature)

Revised April 30, 2021

NASB Veteran School Board Member of the Year

To recognize the dedicated service and leadership of local school board members who have served for more than one term

NOTE: School boards may nominate members who have served more than one complete four-year term.

Forms may be emailed to hello@nvasb.org. All nomination forms must be received by the Executive Director on or before 5pm on August 13th, 2021

We recommend that _____ from the _____ School District be considered by the NASB Nominating and Awards Committee for the Award for Veteran School Board Member of the Year.

PLEASE ATTACH A LETTER THAT DESCRIBES THE INDIVIDUAL'S QUALIFICATIONS AND ANY ADDITIONAL INFORMATION THAT WOULD BE HELPFUL TO THE COMMITTEE. ATTACHMENTS MUST BE CLEAR AND SUITABLE FOR FAX TRANSMISSION OR PHOTOCOPYING.

PLEASE DO NOT EXCEED FIVE PAGES OF SUPPORTING MATERIALS.

Determinations will be based primarily on length of school board service and offices held, unique contributions to the board and/or to the community, implementation of innovative and successful practices which improve student achievement and advance the course of public education in the community, district, or state.

SUBMITTED BY: _____

DATE: _____
(Two or more board members must sign)

(Signature)

(Signature)

(Signature)

(Signature)

(Signature)

(Signature)

(Signature)

NASB New School Board Member of the Year

To recognize the dedicated service of Nevada's
newest school board members

NOTE: School boards may nominate members who are in their first term of service.

Forms may be emailed to hello@nvasb.org. All nomination forms must be received by the Executive Director on or before 5pm on Friday August 13th, 2021

We recommend that _____ from the _____ School District be considered by the NASB Nominating and Awards Committee for the Award for New School Board Member of the Year.

PLEASE ATTACH A LETTER THAT DESCRIBES THE INDIVIDUAL'S QUALIFICATIONS AND ANY ADDITIONAL INFORMATION THAT WOULD BE HELPFUL TO THE COMMITTEE. ATTACHMENTS MUST BE CLEAR AND SUITABLE FOR FAX TRANSMISSION OR PHOTOCOPYING.

PLEASE DO NOT EXCEED FIVE PAGES OF SUPPORTING MATERIALS.

Determinations will be based primarily on unique contributions, innovative and successful practices, boardsmanship or governance contributions unusual for a school board member in his/her first term of service, and/or other contributions that improve student achievement and advance the course of k-12 public education in the community, district, or State.

SUBMITTED BY: _____

DATE: _____
(Two or more board members must sign)

(Signature)

(Signature)

(Signature)

(Signature)

(Signature)

(Signature)

(Signature)

NASB Individual School Board Member of the Year

To recognize the consistent use and development of effective boardsmanship skills over the course of more than two terms of service, productive involvement in raising the level of community support for schools, and promotion of leadership programs focused on board-superintendent cooperation, boardsmanship skills, and teamwork to improve student achievement

Forms may be emailed to hello@nvasb.org. All nomination forms must be received by the Executive Director on or before 5pm on Friday August 13th, 2021

We recommend that _____ from the _____ School District be considered by the NASB Nominating and Awards Committee for the Award for Individual School Board Member of the Year.

PLEASE ATTACH A LETTER THAT DESCRIBES THE INDIVIDUAL'S QUALIFICATIONS AND ANY ADDITIONAL INFORMATION THAT WOULD BE HELPFUL TO THE COMMITTEE. ATTACHMENTS MUST BE CLEAR AND SUITABLE FOR FAX TRANSMISSION OR PHOTOCOPYING.

PLEASE DO NOT EXCEED FIVE PAGES OF SUPPORTING MATERIALS.

Determinations will be based primarily on a record of actively promoting professional development activities to improve boardsmanship skills and initiatives designed to foster productive board-superintendent cooperation and teamwork. In addition, the nominee should have an established record of promoting practices that result in increased effectiveness of board members, collectively and individually.

SUBMITTED BY: _____

DATE: _____
(Two or more board members must sign)

(Signature)

(Signature)

(Signature)

(Signature)

(Signature)

(Signature)

(Signature)

NASB Award to an Individual Friend of K-12 Public Education or K-12 Public Education Advocacy Organization

To recognize the invaluable service provided to Nevada's children by advocating on behalf of K-12 public education across the State, particularly during the Sessions of the Nevada Legislature or working in other direct ways to improve K-12 public education in Nevada

Forms may be emailed to hello@nvasb.org. All nomination forms must be received by the Executive Director on or before 5pm on Friday August 13th, 2021

We recommend that _____ from the _____ School District be considered by the NASB Nominating and Awards Committee for the Award for Individual Friend to K-12 Public Education or a K-12 Public Education Advocacy Organization.

PLEASE ATTACH A LETTER THAT DESCRIBES THE INDIVIDUAL'S OR ORGANIZATION'S QUALIFICATIONS AND ANY ADDITIONAL INFORMATION THAT WOULD BE HELPFUL TO THE COMMITTEE. ATTACHMENTS MUST BE CLEAR AND SUITABLE FOR FAX TRANSMISSION OR PHOTOCOPYING.

PLEASE DO NOT EXCEED FIVE PAGES OF SUPPORTING MATERIALS.

Determinations will be based primarily on actions that contribute to improving public education in their county or state, demonstrated public advocacy of issues that improve the funding for K-12 public education, including support of legislation that will improve classroom and school conditions that foster student achievement, and promote greater collaboration among all members of the educational community.

SUBMITTED BY: _____

DATE: _____
(Two or more board members must sign)

(Signature)

(Signature)

(Signature)

(Signature)

(Signature)

(Signature)

(Signature)

NASB Innovative Educator of the Year

To recognize the invaluable service provided to Nevada's children by those individuals who demonstrate their leadership by promoting and implementing innovative programs designed to improve student achievement.

NOTE: School boards may nominate educators from elementary, secondary, or district level who are teachers, administrators, or educational staff. Each board may nominate only one (1) individual in this category.

Forms may be emailed to hello@nvasb.org. All nomination forms must be received by the Executive Director on or before 5pm on Friday August 13th, 2021

We recommend that _____ from the _____ School District be considered by the NASB Nominating and Awards Committee for the Award for *Innovative Educator of the Year*.

PLEASE ATTACH A LETTER THAT DESCRIBES THE INDIVIDUAL'S QUALIFICATIONS AND ANY ADDITIONAL INFORMATION THAT WOULD BE HELPFUL TO THE COMMITTEE. ATTACHMENTS MUST BE CLEAR AND SUITABLE FOR FAX TRANSMISSION OR PHOTOCOPYING.

PLEASE DO NOT EXCEED FIVE PAGES OF SUPPORTING MATERIALS.

Determinations will be based on the development and implementation of an innovative program designed to improve the achievement of individual students or whole schools/districts through the use of parent involvement, community support, professional development for educational staff, or other strategies that result in improved achievement of Nevada's academic standards or progress toward school board academic goals/objectives.

SUBMITTED BY: _____

DATE: _____

(Two or more board members must sign)

(Signature)

(Signature)

(Signature)

(Signature)

(Signature)

(Signature)

(Signature)

NASB Media Award for Outstanding Education Reporting in a Television, Radio, Print, or Online Journalism Format

To recognize the role of media representatives in television, radio, or online journalism when consistently outstanding reporting occurs and the media representative demonstrates excellence in these areas:

- ✓ Working to get to know the board president, superintendent, and district communication director, as well as the district's mission, goals, and strategic plan;
- ✓ Reporting school news in a fair, accurate, and balanced manner;
- ✓ Maintaining a policy of "no surprises" by always giving school officials the opportunity to comment on information to be aired or published;
- ✓ Providing a high profile to positive news about school and district accomplishments; and
- ✓ Visiting schools.

Forms may be emailed to hello@nvasb.org. All nomination forms must be received by the Executive Director on or before 5pm on Friday August 13th, 2021

We recommend that _____ from the _____ County be considered by the NASB Nominating and Awards Committee for the **Media Award for Outstanding Education Reporting in a Television, Radio, Print, or Online Journalism Format**.

PLEASE ATTACH A LETTER THAT DESCRIBES THE INDIVIDUAL'S QUALIFICATIONS AND ANY ADDITIONAL INFORMATION THAT WOULD BE HELPFUL TO THE COMMITTEE. ATTACHMENTS MUST BE CLEAR AND SUITABLE FOR FAX TRANSMISSION OR PHOTOCOPYING.

Determinations will be based primarily on demonstrated and consistent reporting in accordance with the above criteria. Each nomination must be accompanied by at least two representative examples of reporting that represents the above criteria.

SUBMITTED BY: _____

DATE: _____
(Two or more board members must sign)

(Signature)

(Signature)

(Signature)

(Signature)

(Signature)

(Signature)

(Signature)

NASB Local Governance Team of the Year

To recognize the vital role of local school boards working hand in hand with superintendents and collaborating with district leaders to improve student achievement across all grade levels

Forms may be emailed to hello@nvasb.org. All nomination forms must be received by the Executive Director on or before 5pm on Friday August 13th, 2021

We recommend that _____ from the _____ School District be considered by the NASB Nominating and Awards Committee for the Award for Local Governance Team of the Year.

PLEASE ATTACH A LETTER THAT DESCRIBES THE INDIVIDUAL'S QUALIFICATIONS AND ANY ADDITIONAL INFORMATION THAT WOULD BE HELPFUL TO THE COMMITTEE. ATTACHMENTS MUST BE CLEAR AND SUITABLE FOR FAX TRANSMISSION OR PHOTOCOPYING.

PLEASE DO NOT EXCEED FIVE PAGES OF SUPPORTING MATERIALS.

Determinations will be based primarily on demonstrated collaborative strategies that involve school boards, superintendents, and other district administrators as well as members of the educational community in programs or initiatives that focus upon toward goals or objectives resulting in improved student achievement.

SUBMITTED BY: _____

DATE: _____

(Two or more board members must sign)

(Signature)

(Signature)

(Signature)

(Signature)

(Signature)

(Signature)

(Signature)

**NASB Board Secretary or Administrative Assistant or
Other Board Support Staff Person of the Year**

To recognize the vital role that board secretaries, administrative assistants, and other support staff play in working behind the scenes with local school board members and superintendents to facilitate board decision-making and activities to improve student achievement, extend family engagement, and/or enhance community awareness

Forms may be emailed to hello@nvasb.org. All nomination forms must be received by the Executive Director on or before 5pm on Friday August 13th, 2021

We recommend that _____ from the _____ School District be considered by the NASB Nominating and Awards Committee for the Award for Board Secretary or Administrative Assistant or Other Board Support Staff Person of the Year.

PLEASE ATTACH A LETTER THAT DESCRIBES THE INDIVIDUAL'S QUALIFICATIONS AND ANY ADDITIONAL INFORMATION THAT WOULD BE HELPFUL TO THE COMMITTEE. ATTACHMENTS MUST BE CLEAR AND SUITABLE FOR FAX TRANSMISSION OR PHOTOCOPYING.

PLEASE DO NOT EXCEED FIVE PAGES OF SUPPORTING MATERIALS.

Determinations will be based primarily on demonstrated and continued effective behind the scenes support of all meetings and activities that that involve school boards, superintendents, and others in assisting with the facilitation of board decision-making and activities to improve student achievement, extend family engagement, and/or enhance community awareness.

SUBMITTED BY: _____

DATE: _____
(Two or more board members must sign)

_____ (Signature)	_____ (Signature)
_____ (Signature)	_____ (Signature)
_____ (Signature)	_____ (Signature)
_____ (Signature)	

NASB Individual School Board Member of the Year

For trustees with more than two terms of service

Grading Rubric

	<u>Superior</u> 4 Points	<u>Above Average</u> 3 Points	<u>Average</u> 2 Points	<u>Below Average</u> 1 Point
Has a record of actively promoting professional development activities to improve boardsmanship skills and practices that result in increased effectiveness of board members.				
Promotes initiatives designed to foster productive board-superintendent cooperation and teamwork.				
Unique contributions achieved in this position.				
Column Totals				

Overall Score:_____

NASB Award to an Individual Friend of K-12 Public Education or K-12 Public Education Advocacy Organization

Grading Rubric

	<u>Superior</u> 4 Points	<u>Above Average</u> 3 Points	<u>Average</u> 2 Points	<u>Below Average</u> 1 Point
Actions that contribute to improving public education in their county or state.				
Demonstrates public advocacy of issues that improve the funding for K-12 public education.				
Supports legislation that will improve classroom and school conditions that foster student achievement.				
Promotes greater collaboration among all members of the educational community.				
Column Totals				

Overall Score:_____

**NASB Board Secretary or Administrative Assistant or
Other Board Support Staff Person of the Year**

Grading Rubric

	<u>Superior</u> 4 Points	<u>Above Average</u> 3 Points	<u>Average</u> 2 Points	<u>Below Average</u> 1 Point
Demonstrates continued, effective, behind the scenes support of all meetings and activities that that involve school boards.				
Assists with the facilitation of board decision-making and activities to improve student achievement.				
Extends family engagement, and/or enhances community awareness.				
Column Totals:				

Overall Score:_____

NASB District-Level Administrator of the Year
Impacting Student Achievement

Grading Rubric

	<u>Superior</u> 4 Points	<u>Above Average</u> 3 Points	<u>Average</u> 2 Points	<u>Below Average</u> 1 Point
Unique Contributions in this position.				
Effective professional development strategies for educational staff.				
Innovative and successful practices which have resulted in increased student achievement in the school, district, or state.				
Column Totals				

Overall Score:_____

NASB Innovative Educator of the Year

Grading Rubric

	<u>Superior</u> 4 Points	<u>Above Average</u> 3 Points	<u>Average</u> 2 Points	<u>Below Average</u> 1 Point
Development and implementation of an innovative program designed to improve the achievement of individual students or whole schools/districts.				
Innovative parent involvement and community support.				
Creation of any professional development for educational staff.				
Any other strategies that resulted in improved achievement of Nevada's academic standards or progress toward school board academic goals/objectives.				
Column Totals:				

Overall Score: _____

NASB Local Governance Team of the Year

Grading Rubric

	<u>Superior</u> 4 Points	<u>Above Average</u> 3 Points	<u>Average</u> 2 Points	<u>Below Average</u> 1 Point
Demonstrates collaborative strategies that involve the school board, superintendent, and other district administrators.				
Developed programs or initiatives that focus on goals or objectives resulting in improved student achievement.				
Displays behaviors of effective board self-governance and adheres to Roberts Rules of Order.				
Column Totals				

Overall Score:_____

NASB Media Award for Outstanding Education Reporting in a Television, Radio, Print, or Online Journalism Format

Grading Rubric

	<u>Superior</u> 4 Points	<u>Above Average</u> 3 Points	<u>Average</u> 2 Points	<u>Below Average</u> 1 Point
Works to form relationships with the board president, superintendent, and district communication director, as well as, understands the district's mission, goals, and strategic plan.				
Reports school news in a fair, accurate, and balanced manner.				
Maintains a policy of "no surprises" by always giving school officials the opportunity to comment on information to be aired or published.				
Provides a high profile to positive news about school and district accomplishments.				
Column Totals				

Overall Score:_____

NASB Director of the Year

Grading Rubric

	<u>Superior</u> 4 Points	<u>Above Average</u> 3 Points	<u>Average</u> 2 Points	<u>Below Average</u> 1 Point
Consistent attendance at the Board of Directors meetings.				
Evidence of thoughtful consideration of important issues facing K-12 public education across Nevada.				
Participation in professional development activities provided by NASB				
Leadership that focuses on improved student achievement				
Column Totals				

Overall Score: _____

NASB New School Board Member of the Year

Grading Rubric

	<u>Superior</u> 4 Points	<u>Above Average</u> 3 Points	<u>Average</u> 2 Points	<u>Below Average</u> 1 Point
Unique contributions achieved in this position.				
Innovative and successful practices, boardsmanship or governance contributions unusual for a school board member in his/her first term of service.				
Other contributions that improve student achievement and advance the course of k-12 public education in the community, district, or state.				
Column Totals:				

Overall Score:_____

NASB School Administrator of the Year

Grading Rubric

	<u>Superior</u> 4 Points	<u>Above Average</u> 3 Points	<u>Average</u> 2 Points	<u>Below Average</u> 1 Point
Unique Contributions achieved in this position.				
Effective professional development strategies for educational staff.				
Innovative and successful practices which have resulted in increased student achievement in the school, district, or state.				
Column Totals				

Overall Score:_____

NASB School District Employee Making a Difference

Grading Rubric

	<u>Superior</u> 4 Points	<u>Above Average</u> 3 Points	<u>Average</u> 2 Points	<u>Below Average</u> 1 Point
Unique Contributions achieved in this position.				
Innovative thinking about ways to improve student learning and achievement that have resulted in increased student achievement in the school, district, or state.				
Column Totals				

Overall Score:_____

NASB Veteran School Board Member of the Year

Grading Rubric

	<u>Superior</u> 4 Points	<u>Above Average</u> 3 Points	<u>Average</u> 2 Points	<u>Below Average</u> 1 Point
Offices held on while on the board.				
Unique contributions to the board and/or to the community.				
Implementation of innovative and successful practices which improve student achievement and advance the course of public education in the community, district, or state				
Column Totals				

Overall Score: _____

***The Nevada
Association of
School Boards
PRESENTS***

**THE 2020
AWARDS**

School Administrators of the Year

Lorrie Sparks—Lander Co.

&

Billiejo Hogan—Lyon Co.

**District Level Administrators of the
Year Impacting Student
Achievement**

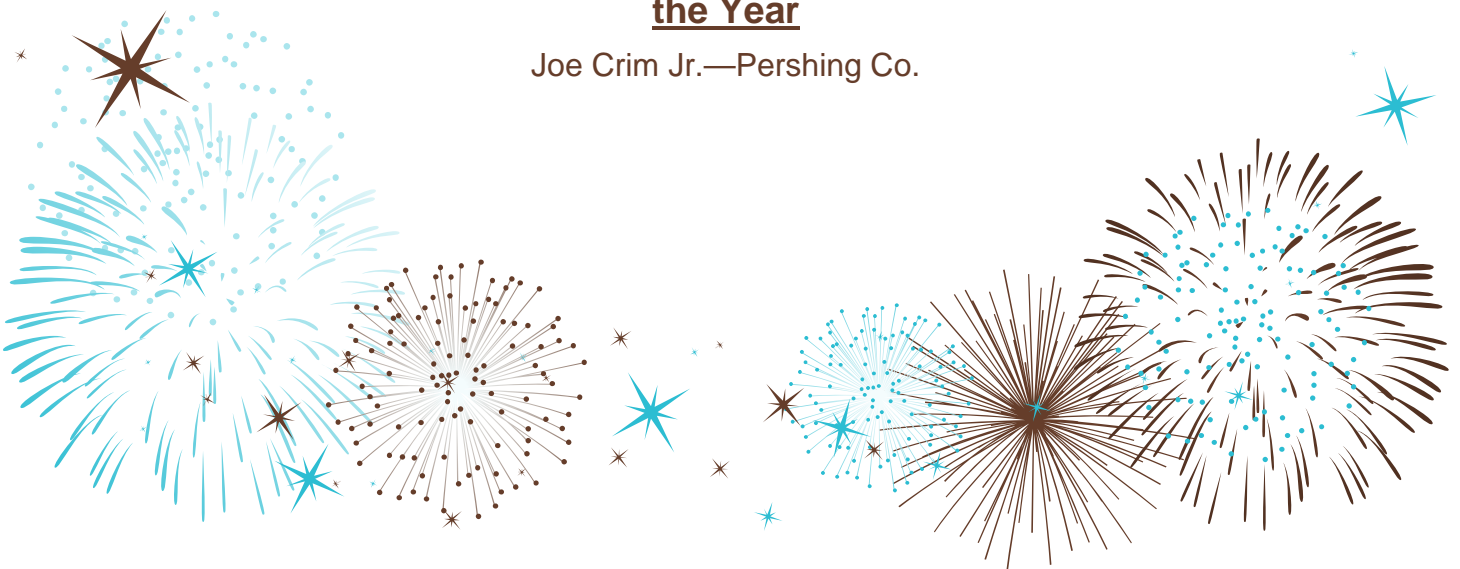
Rommy Cronin-Mack—Douglas Co.

&

Ben Hayes—Washoe Co.

**Veteran School Board Member of
the Year**

Joe Crim Jr.—Pershing Co.



**School District Employee Making a
Difference**

Pete Petersen—Lincoln Co.

&

Traci Carbon—Humboldt Co.

**Media Award for Outstanding
Education Reporting in a Print
Journalism Format**

Kurt Hilderbrand—Douglas

School Board of the Year

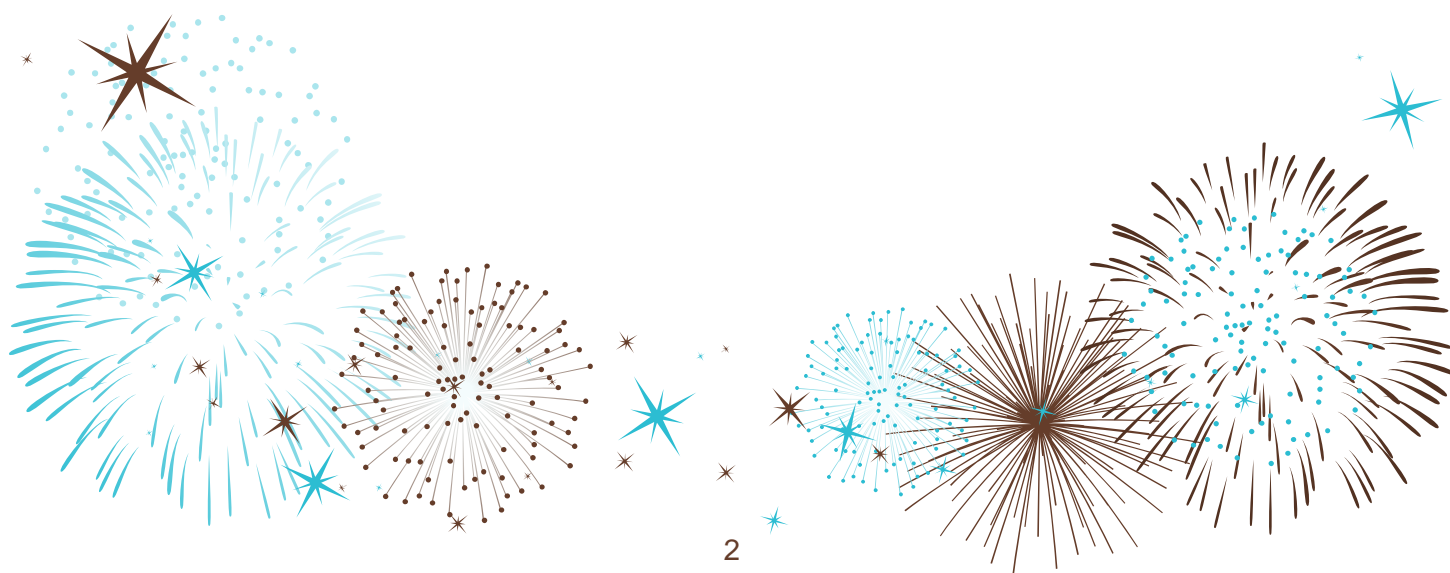
Humboldt County

**Individual Friend of K-12 Public
Education or K-12 Public Education
Advocacy Organization**

Lund CTE Volunteers—White Pine Co.

**Media Award for Outstanding
Education Reporting in a
Television, Radio, or Online
Journalism Format**

KDSS—White Pine Co.



**Individual School Board Member of
the Year**

John Stevens—Lyon Co.

**Board Secretary or Administrative
Assistant or Other Board Support
Staff of the Year**

Renae Cortez—Carson Co.

Innovative Educators of the Year

Josh Wiley—Lyon Co.

&

Amber Anken—Washoe Co.

Superintendent of the Year

Wayne Workman—Lyon Co.

**Local Governance Team of the
Year**

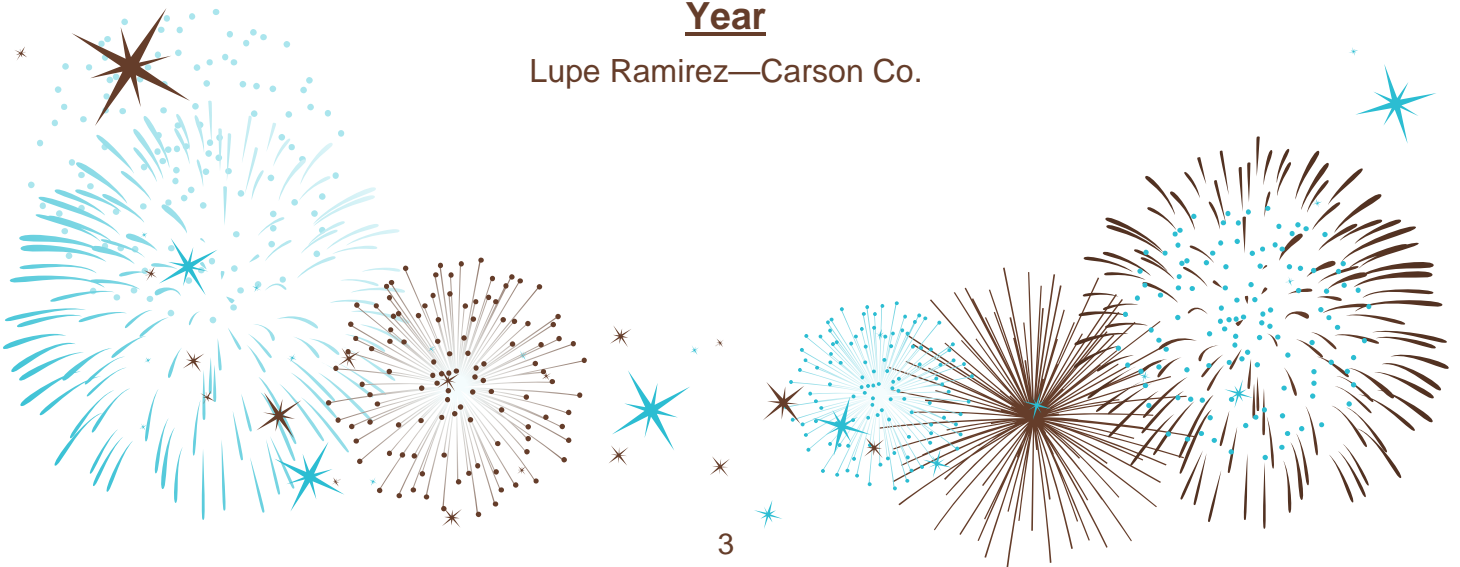
Dr. Summer Stephens & the Churchill
County Board of Trustees

NASB Director of the Year

Carol Hansen—Lincoln Co.

**New School Board Member of the
Year**

Lupe Ramirez—Carson Co.



CONSENT AGENDA

ITEMS

July 13, 2021

CARSON CITY SCHOOL DISTRICT - STAFF INFORMATION

July 13, 2021

ADMINISTRATIVE STAFF

NEW HIRES				
Name	Position/Subject	Location	Hire Date	New/Replace
Rodney Wade	Dean of Students	Carson High School	TBD	Replace - FY 22

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

CERTIFIED STAFF

NEW HIRES				
Name	Position/Subject	Location	Hire Date	New/Replace
Christy Calverley	5th Grade Teacher	Empire Elementary School	TBD	Replace - FY 22
Margaret Holroyd	6th Grade Science Teacher	Carson Middle School	TBD	Replace - FY 22
Molly McGregor	School Social Worker	Carson Middle School	TBD	Replace - FY 22
Kimberly Van Pelt	2nd Grade Teacher	Fremont Elementary School	TBD	Replace - FY 22

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

5
CARSON CITY SCHOOL DISTRICT
CLASS SIZE REDUCTION QUARTERLY REPORT

Class Ratio	NRS 388.700	Alternative NRS 388.720	SB 555
Kindergarten	16:1		-
Grade One	16:1	22:1	17:1
Grade Two	16:1	22:1	17:1
Grade Three	18:1	22:1	20:1
Grade Four	25:1	25:1	25:1
Grade Five	25:1	25:1	25:1

KINDERGARTEN 2020-21

	PUPIL/TEACHER RATIO	PUPIL/TEACHER RATIO	PUPIL/TEACHER RATIO	PUPIL/TEACHER RATIO
School Name	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Bordewich Bray Elementary	20:1	22:1	22:1	20:1
Empire Elementary	18:1	19:1	20:1	19:1
Fremont Elementary	21:1	22:1	21:1	22:1
Fritsch Elementary	20:1	22:1	21:1	21:1
Mark Twain Elementary	22:1	22:1	22:1	22:1
Seeliger Elementary	26:1	24:1	20:1	22:1

FIRST GRADE 2020-21

	PUPIL/TEACHER RATIO	PUPIL/TEACHER RATIO	PUPIL/TEACHER RATIO	PUPIL/TEACHER RATIO
School Name	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Bordewich Bray Elementary	17:1	17:1	18:1	19:1
Empire Elementary	21:1	20:1	21:1	21:1
Fremont Elementary	22:1	20:1	20:1	20:1
Fritsch Elementary	19:1	20:1	21:1	21:1
Mark Twain Elementary	21:1	22:1	22:1	22:1
Seeliger Elementary	21:1	22:1	22:1	22:1

SECOND GRADE 2020-21

	PUPIL/TEACHER RATIO	PUPIL/TEACHER RATIO	PUPIL/TEACHER RATIO	PUPIL/TEACHER RATIO
School Name	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Bordewich Bray Elementary	19:1	19:1	19:1	19:1
Empire Elementary	21:1	21:1	21:1	21:1
Fremont Elementary	21:1	21:1	21:1	21:1
Fritsch Elementary	18:1	21:1	21:1	21:1
Mark Twain Elementary	21:1	21:1	21:1	21:1
Seeliger Elementary	20:1	20:1	20:1	19:1

THIRD GRADE 2020-21

	PUPIL/TEACHER RATIO	PUPIL/TEACHER RATIO	PUPIL/TEACHER RATIO	PUPIL/TEACHER RATIO
School Name	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Bordewich Bray Elementary	22:1	21:1	22:1	22:1
Empire Elementary	21:1	22:1	22:1	22:1
Fremont Elementary	22:1	22:1	22:1	22:1
Fritsch Elementary	23:1	23:1	21:1	21:1
Mark Twain Elementary	19:1	19:1	19:1	20:1
Seeliger Elementary	19:1	19:1	19:1	19:1

FOURTH GRADE 2020-21

	PUPIL/TEACHER RATIO	PUPIL/TEACHER RATIO	PUPIL/TEACHER RATIO	PUPIL/TEACHER RATIO
School Name	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Bordewich Bray Elementary	19:1	18:1	18:1	18:1
Empire Elementary	20:1	20:1	20:1	20:1
Fremont Elementary	21:1	21:1	22:1	22:1
Fritsch Elementary	22:1	22:1	22:1	23:1
Mark Twain Elementary	22:1	21:1	20:1	20:1
Seeliger Elementary	24:1	24:1	24:1	23:1

FIFTH GRADE 2020-21

	PUPIL/TEACHER RATIO	PUPIL/TEACHER RATIO	PUPIL/TEACHER RATIO	PUPIL/TEACHER RATIO
School Name	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Bordewich Bray Elementary	23:1	23:1	23:1	23:1
Empire Elementary	22:1	22:1	22:1	23:1
Fremont Elementary	24:1	24:1	25:1	24:1
Fritsch Elementary	22:1	24:1	25:1	25:1
Mark Twain Elementary	23:1	23:1	22:1	23:1
Seeliger Elementary	27:1	27:1	22:1	22:1

Figure 1 - Quarter 2 and 3 Discipline Summary for Bullying/Cyberbullying

School	Ethnicity	# of FRL	# of ELL	# of IEP	# Reported	# Determined to be so	# Resulted in Suspension	# Resulted in Expulsion
Fritsch	White/Caucasian	1	0	0	1	0		0
Eagle Valley	Hispanic/Latino	1	0	0	1	1		0
Seeliger	White/Caucasian	2	0	0	2	0		0
Seeliger	Hispanic/Latino	1	1	0	2	0		0
Seeliger	Multiracial	2	0	0	2	0		0
Empire	White/Caucasian	2	0	0	2	0		0
Mark Twain	Hispanic/Latino	1	0	0	1	0		0
Carson Middle	White/Caucasian	1	0	0	3	2		0
Pioneer High	White/Caucasian	2	0	0	2	2	2	0
Pioneer High	Hispanic/Latino	1	1	0	1	0		0
Fritsch	Hispanic/Latino	1	0	0	1	0	1	0
Seeliger	Hispanic/Latino	0	0	0	2	2		0
Carson Middle	White/Caucasian	0	0	0	2	0		0
Carson Middle	Hispanic/Latino	2	0	1	2	0		0
Carson High	White/Caucasian	1	0	0	2	0		0

** Only schools with incidents are reported. Quarter 1 was mostly full remote and no bullying/cyberbullying incidents were reported. There have only been 5 cyberbullying incidents reported this year. To comply with the Family Education Rights Protection Act (FERPA), cyberbullying incidents are reported as part of bullying.

Figure 2 - Quarter 1, 2, and Discipline Summary for State Reported Categories that Resulted in Suspension/Expulsion

Term	School Code	Ethnicity	Distribution of Controlled Substances	Possession of Weapons	Possession or Use of Controlled Substances	Violence to Other Students	Violence to School Staff
Quarter 1	Carson Middle	White/Caucasian		1	1		
	Carson High	Hispanic/Latino				2	
Quarter 2	Carson High	White/Caucasian			1		
	Carson High	Hispanic/Latino			2	1	
	Carson High	American Indian		1		1	
Quarter 3	Carson Middle	White/Caucasian	1		1		
	Eagle Valley	White/Caucasian		1			
	Eagle Valley	Hispanic/Latino		2		1	
	Carson High	Asian/Pacific Islander				1	
	Carson High	White/Caucasian	1	1	2		
	Carson High	Hispanic/Latino			3	1	
	Pioneer High	Hispanic/Latino				4	
	Pioneer High	Multiracial				1	
Quarter 4	Carson Middle	White/Caucasian				4	
	Carson Middle	Hispanic/Latino			1	7	
	Carson Middle	American Indian				1	
	Carson Middle	Multiracial				1	
	Eagle Valley	White/Caucasian			2	4	
	Eagle Valley	Hispanic/Latino			4	9	1
	Carson High	African American				1	
	Carson High	White/Caucasian				1	
	Carson High	Hispanic/Latino			2	4	
	Carson High	Multiracial				1	

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

Tuesday, May 25, 2021

6:00 p.m.

CALL TO ORDER

The Regular Meeting of the Carson City School District Board of Trustees was called to order at 6:00 p.m. by President Cacioppo at the Bob Boldrick Theater, Community Center, 851 E. William Street, Carson City, Nevada.

ROLL CALL: Members and Staff Present

Joe Cacioppo, President
Richard Varner, Vice President
Laurel Crossman, Clerk
Mike Walker, Member
Lupe Ramirez, Member
Donald Carine, Member
Stacie Wilke-McCulloch, Member
Richard Stokes, Superintendent
Tasha Fuson, Associate Superintendent, Educational Services
Dr. Jose Delfin, Associate Superintendent, Human Resources
Andrew Feuling, Director, Fiscal Services
Ryan Russell, Legal Counsel
Renaee Cortez, Executive Board Administrative Assistant

Members and Staff Present Remotely

None

Members and Staff Absent

None

ACTION TO ADOPT THE AGENDA

It was moved by Trustee Walker, seconded by Trustee Crossman, **that the Carson City School District Board of Trustees adopt the agenda as submitted.** Motion passed 5-0. (Trustees Wilke-McCulloch and Carine were not present for the vote.)

Trustee Cacioppo led the Pledge of Allegiance.

SUPERINTENDENT'S REPORT

Mr. Stokes welcomed everyone to the meeting, and provided the following report:

- Mr. Stokes explained that the Carson High School Salute to Scholars event was scheduled at the same time, which conflicted with the Board meeting. Congratulations was extended to the seniors being recognized at the event.
- Mr. Stokes introduced Mr. Lance Hendee, Special Education Teacher, Carson High School who introduced the 2021 Friendship Ball King and Queen; William Escalante, King and Giselle Rodiles Saldana, Queen. Mr. Hendee also recognized the 2021 Prom King and Queen; Isayah Pando, King and Kassandra Medina-Torres, Queen. Isayah and Kassandra were unable to attend the meeting.
- Mr. Stokes introduced Mr. Jeremy Lewis, Learning Strategist/Interventionist, Pioneer High School to introduce the 2021 Prom King & Queen. Mr. Lewis and the students were not in attendance.
- Mr. Stokes recognized Sarah Wiggins, Carson High School Student Board Representative for her service to the Board.

Trustee Wilke-McCulloch arrived at approximately 6:12 p.m.

- Mr. Stokes introduced Mrs. Cheryl Macy as the Director, Equity of Instruction and Curriculum and outlined Mrs. Macy's accomplishments since starting her career with the District in 1998; current English Teacher at Carson High School, former elementary school Vice Principal, Implementation Specialist, member of the Carson High School Accreditation Team, Carson High School Improvement Team, along with others. The interview committee consisted of Mr. Stokes along with Mrs. Tasha Fuson, Associate Superintendent, Educational Services; Dr. Jose Delfin, Associate Superintendent, Human Resources; Dr. Ricky Medina, Director, Assessment and Accountability, and Dr. Tanya Scott, K-12 Implementation Specialist, English Language Learner (ELL) Program. Mrs. Macy will be leading teacher's districtwide in the area of curriculum and instruction.

Mrs. Macy introduced members of her family; Mr. Jason Macy, husband and their two children Sawyer and Roselyn, along with her mom, Mrs. Laird. Mrs. Macy expressed her gratitude for the opportunities she's been afforded in the District.

On behalf of the Board, Trustee Cacioppo congratulated Mrs. Macy on her new assignment.

Mr. Stokes provided two prepared statements regarding facemasks and an update of the Strategic Plan, Empower Carson City, 2022:

- Carson City School District on Facemasks
 - The Center for Disease Control is recommending that schools continue COVID-19 prevention strategies for the 2020-2021 school year. Among other strategies, the CDC encourages schools to prioritize universal and correct usage of masks and social distancing. This recommendation represents the CDC's most recent statement which was updated on May 15, 2021. The Carson City Health Department supports following the CDC's recommendations. The CDC's prevention strategies not only include the use of facemasks and appropriate social distancing, but also recommends that citizens of the appropriate age category receive vaccinations against COVID-19. Carson City School District is following the CDC's recommendations for the remainder of the 2020-2021 school year.
- Carson City School District's Refresh of its Strategic Plan
 - It has never been the practice nor the intent of Carson City School District to promote the Critical Race Theory or any other single political ideology over another. To do so would violate the Board's own Policy # 209, *Controversial Issues*. On May 4, 2021 the district held a meeting for citizens and school staff to discuss the upcoming efforts to "refresh" the district's Strategic Plan. Unfortunately, some have interpreted the work to refresh the existing Strategic Plan as an attempt to insert a controversial opinion or theory into the curriculum.

A possible explanation for this misunderstanding could be due to the use of the word "Equity." At the May 4 Community PLC meeting, citizens referred to the meaning of the word "equity" as it is used in the document "Critical Race Theory," by Christopher F. Rufo (April 19, 2021). In educational conversations, use of the word "Equity" is used when school staff works to provide additional resources to students in need. There is no hidden political agenda in this effort to assist students.

Those interested in obtaining a copy of the current Strategic Plan please visit the district's webpage at carsoncityschools.com. On the left-hand side of the district's webpage under "quick links" the third tab from the top is labeled Strategic Plan. Click on the Strategic Plan tab to find the document. The most current copy is "Empower Carson City 2022."

The original Strategic Plan document was created and approved by the Board of Trustees in the year 2012. In the fall of 2016 the original document was "refreshed," and the School Board approved the revised version in February of 2017. Typically, the Strategic Plan has been in effect for a five-year period. The current Strategic Plan ends with the calendar year 2022.

The goal of the Community PLC meetings with community members and school staff has been to prepare for "refreshing" the next version of the Strategic Plan. Once completed, the updated version of the plan is intended to be in effect through the year 2027. As in the past, any modification or updates of the Strategic Plan will be developed together by community members, students and district staff over a period of several months next fall.

BOARD REPORTS

There was no report from Carson High School.

On behalf of the Nevada Association of School Boards (NASB), Trustee Crossman provided the following update:

- Board of Director's meeting will be held in Elko, Nevada on June 25-26, 2021

Trustee Walker reported on activities at the following schools:

- Mark Twain Elementary School
 - Students will be celebrating the end of the school year with various activities

Trustee Walker serves on a scholarship committee and commented on how well students are prepared for their respective scholarship interviews.

Trustee Wilke-McCulloch congratulated Carson High School and Pioneer High School Jump Start program graduates, and thanked Board members for their hard work and for working as a cohesive group.

Trustee Crossman reported on activities at the following schools:

- Fritsch Elementary School
 - Mr. Dan Brown, Principal extended a thank you to his staff, students, and parents/guardians for their support in making this a remarkable year.
- Fremont Elementary School
 - On the last day of school, K-2 students will receive "Welcome to your Next Grade Backpacks" that will include family engagement activities.

Trustee Crossman thanked the student scholars at Carson High School for their accomplishments, as well as the coaches and staff at Carson High School for hosting the regional track meet trials, along with staff from Carson City for hosting the regional swim competition at the Carson Aquatic Center

Trustee Varner reported on activities at the following schools:

- Carson Middle School
 - All students are eligible for summer school which begins on June 9, 2021 through June 30, 2021
 - Student Chromebooks will be collected on June 1, 2021
 - Details for the 8th grade promotion have been shared with families. The ceremony will be held on June 4, 2021 from 9:00 a.m. to 12:00 p.m.
- Bordewich Bray Elementary School
 - Kindergarten virtual promotions will be held on June 1, 2021
 - June 2, 2021 is field day; students should wear a hat and sunscreen
 - June 3, 2021 is a minimum day; students will be dismissed at 12:40 p.m.

Trustee Varner thanked Dr. Jennifer Ward-DeJoseph, Principal, Fremont Elementary School for extending the invitation to watch the recent AVID (Advancement Via Individual Determination) training. In addition, Trustee Varner thanked all teachers and staff for their hard work and dedication this year, and all parents/guardians for their cooperation in making sure their child got to school.

Trustee Cacioppo reported on activities for Pioneer High School:

- Ms. Jhone Ebert, State Superintendent of Public Instruction visited classrooms and took time to talk with students and staff about the school on April 16, 2021.

- Angelina Marino was the Senior in the Spotlight for May. Angelina has attended Pioneer High School for four years; two years as a full-time online student. Angelina has taken extra online classes in business, which she plans to focus on when she attends college.
- Mr. Paul Lorian, Art Teacher organized a field trip for students to attend the Nevada Art Museum in Reno, Nevada.
- Ms. Monica Ward, Office Manager organized a successful prom that students attended on May 21, 2021.
- An end of the year celebration for students will be held after school on May 27, 2021 that was organized by leadership students.
- Pioneer Academy has exciting things for next year; Ms. Kristin Steinkraus, Science Teacher will attend Project Lead the Way (PLTW) training so an extended engineering course can be offered. Ms. Becky Allen, English Teacher will be offering a new course in conjunction with Arizona State University (ASU), *Poetry in America from Walt Whitman to Hip-Hop*, so juniors and seniors can earn college credit at ASU. Ms. Amy Westre, Science Teacher will offer Anatomy and Physiology II, and Mr. Zach Logan, Social Studies Teacher will be teaching Career and Professional Development, as well as Communications 101, which are both Western Nevada College (WNC) and high school dual credit courses.

Trustee Cacioppo congratulated the Salute to Scholars recipients, along with Sara Wiggins for providing Board reports at each meeting.

Trustee Varner thanked the nurses for their hard work in making sure prom students received COVID-19 testing.

ASSOCIATION REPORTS

There were no association reports.

PUBLIC COMMENT

Trustee Cacioppo called for public comment that was provided in person, and electronically via email, which was read by Mrs. Renae Cortez, Executive Administrative Assistant.

John Vettel expressed concerns with new teachers coming to the District from different universities that are being taught American history that is distorted. Mr. Vettel referred to the 1619 Project that says America was founded in 1619 when black slaves were brought into the country, which Mr. Vettel believes is untrue and wrong. Mr. Vettel referred to the Critical Race Theory, and commented on the different meaning the word equity has in education. Mr. Vettel cautioned the Board to be observant on this type of material in the District, as he wants kids to respect America. Mr. Vettel does not believe this country is racist, and wants everyone to respect each other.

Richard Nagel addressed the Board and read a letter on behalf of Mike Epps. Mr. Epps, father of a nine year old student found out about the May 4, 2021 Community Professional Learning Community (PLC) where the Strategic Plan, Empower Carson City 2022 would be discussed. Mr. Epps believes he should have received a direct invitation for the meeting. Mr. Epps commented on the importance of having parent involvement regarding the development of curriculum, and requested the next steps to review the Strategic Plan.

Joy Trushenski was able to provide a small portion of the following prepared comment. At the request of Trustee Cacioppo, Ms. Trushenski's comment is listed:

On Sept 25, 2020, the center for Disease Control came out with the survival rates of Covid-19. The CDC issued the following: ages 0-19 the survival rate is 99.987%; ages 20-49 is 99.98%; ages 50-69 is 99.5% and ages 70+ is 94.6%. For such a dangerous virus, these sure are high survival rates. In fact, for millions of people, they had to be tested in order to find out if they had the virus. So why after a year and a half, are masks still being pushed and why is our government pushing the COVID-19 vaccines, which are untested, not approved by the FDA, and experimental? Government officials are even pushing our children to be vaccinated even when they are basically immune. This is outrageous, diabolical and tyrannical to say the least.

In 2009, during the Swine Flu epidemic, the CDC came out with the harmful effects of wearing masks. These harmful effects have not changed! Wearing masks causes shortness of breath, headaches, acne, development of chronic dermatitis, increases more wrinkles on the face, chronic respiratory conditions with more bacterial and viral infections, and above all, weakens the immune system. All these are due to increased CO2 levels in the body. Forcing our children to wear masks is a form of child abuse. Let teachers and administrators wear masks, if they are so inclined. There is no evidence to date that children spread the Covid-19 virus. The wearing of masks do not keep us from getting the virus as it is so microscopic. Covid-19 vaccines should not be given to our children, let alone healthy adults. We have cures like hydroxychloroquine with zinc, if not banned, and Ivermectin and other cures. In addition, I myself recovered from the Covid-19 virus on my own in December of 2020 by taking increased doses of Vitamin C, D, Zinc and a multi-vitamin. I also, drank orange juice. So I am encouraging parents to oppose their children wearing masks and taking any Covid-19 vaccine. Remember the vaccines are untested, experimental and not approved by the FDA. For more information about the wearing of masks, the Covid-19 virus and cures, and about the vaccines, go to America's Frontline Doctors.

Angela Dean parent of a graduating senior from Carson High School expressed concerns with wearing facemasks and how bad they are for children. Ms. Dean thanked Mr. Stokes for responding to her email. Ms. Dean asked where the Center for Disease Control (CDC) gets their information, as there is no data proving facemasks or social distancing protect people from the virus. Ms. Dean stated that there is proof that facemasks do not work, causing hypoxia which impacts primary immune cells that the body uses to fight viral infections. Ms. Dean believes facemasks make it hard for students to concentrate. The World Health Organization (WHO) shows no evidence that wearing a mask by a healthy person can prevent respiratory infections. In addition, the WHO recommended against wearing facemasks as they may create a false sense of security against COVID-19. In closing, Ms. Dean recognized that there is a virus, a flu virus, however, the response to the virus; social distancing, lockdown, etc., has been worse than the virus.

Karen Stephens attended the May 25, 2021 Board meeting where she provided information and pamphlets from American Frontline Doctors regarding facemasks and the risk they potentially have to healthy individuals. Ms. Stephens played a short audio clip of a 10 year old, 4th grade student regarding wearing facemasks and how they make students feel.

Trustee Carine arrived at approximately 6:50 p.m.

Betsy Strasburg referred to the Strategic Plan and explained that she provided comments and suggested changes in redline format in advance regarding Goal II, Curriculum that Matters. Ms. Strasburg explained that the word "equity" is used all around, and believes it would be best not to use the word as it relates to education due to various perceptions. Ms. Strasburg outlined her suggested redline changes; remove the word "equitable" identified in the objective, etc.

Robert Harris provided the definition of the word "equity", which he learned in college; "home equity" and "cultural Marxism". Mr. Harris thanked staff for opening the schools, and for reacting to tangible science and not political science. Mr. Harris has an upcoming 10th grade and 6th grade student enrolled in the District, and is thankful for the opportunities afforded through the Jump Start program. Mr. Harris is concerned with the future of education for his children; does not want his children learning an opinion or theory that should be saved for college. Mr. Harris believes children should not be told what to think and should be able to think for themselves. Teachers and parents should work together for the betterment of a child. Mr. Harris referred to a sentence by Dr. Martin Luther King, Jr. *"Children will one day live in a nation where they will not be judged by the color of their skin, but by the content of their character."* Mr. Harris believes there will be no equality, if equity is offered.

Maxine Nietz, Carson City resident for 35 years has served on various committees and commissions. Ms. Nietz expressed concerns with the word "equity" and believes it should be used in general terms that everyone understands. Ms. Nietz believes the word "equity" is related to the Critical Race Theory problem, as well as Marxism, and should be left out of the District. Ms. Nietz served on former Governor Quinn's State Curriculum Committee and was the only

civilian, as others were employees from school districts or the State. Ms. Nietz is currently providing online tutoring to students across the nation, including one from the District.

Patrick Lear expressed concerns with facemasks and explained that viruses are smaller than bacteria, or a human hair and go through facemasks. Mr. Lear believes it is unrealistic to have students wear facemasks, which he believes puts their health at risk. Mr. Lear referred to the COVID-19 vaccine, which he believes is not a vaccine, but a DNA modifying drug. Mr. Lear believes the District does not have the right to push vaccines or experimental drugs on students and summarized several health concerns surrounding the vaccine, as he believes everyone has an immune system for a reason.

Lorrie Ann Cusick does not like to speak in public, therefore, played a recorded audio message.

Mary Perkins believes the District should be teaching and emphasizing the Constitution of the United States. Ms. Perkins recognized that the Trustees were wearing their facemasks, however, did not have them on prior to the start of the meeting. Ms. Perkins believes the Trustees are contradictory on wearing facemasks and that children are being taught that their constitutional rights can be suspended, as there is no scientific evidence; students have had social issues, etc.

Lisa Walsh is a fan of history and is hopeful that the District teaches history to children. Ms. Walsh is against anything racist, Critical Race Theory, white privilege, etc. Personally, Ms. Walsh is against facemasks and believes parents should be able to determine whether their child wears a facemask or not.

Dawn Rickabaugh, registered nurse referred to a Stanford University article and reiterated that the use of facemasks is not effective, and can make a person more vulnerable to bacterial infections. Ms. Rickabaugh referred to comments on the packaging of manufacturers of therapeutic experiments; COVID-19 vaccine is not a vaccine. Ms. Rickabaugh commented on results from previous studies, insurance claims and compared it to the Nuremberg trials. Ms. Rickabaugh pleaded with the Board to allow students to stop wearing facemasks.

Miles Humphreys referred to facemasks and believes science has not shown how the virus is transmitted to children age 0-12, as well as others. Mr. Humphreys believes the virus does not affect children. Without having a scientific reference, Mr. Humphreys asked how the determination is made when students should and can wear facemasks, as well as social distancing. Mr. Humphreys believes the Board should do a better job, as there are major disruptions at school regarding facemasks. In addition, Mr. Humphreys believes the Board should show leadership that decisions are based on science vs. a political agenda.

Mike Morrissey, Battle Born Patriots Taking Nevada Back commented on the ability of being able to recall anyone and had several questions for the Trustees regarding how much, if anything they are paid, and believes each member should be fired or they should resign. Mr. Morrissey provided information on the contents of the COVID-19 vaccine; mercury, animal parts, insect cells, latex rubber, etc. Mr. Morrissey referred to the study when Human Immunodeficiency Virus (HIV) was discovered; researcher believes everyone who received the COVID-19 vaccine might be dead in 2 years.

Jolene Turner let the Trustees know that if they are censoring the truth, the community is coming to vote them out.

Christy Manwaring believes kids are not dangerous, and that the Board has more power than they should. In addition, Ms. Manwaring believes facemasks don't work and provide a false sense of protection. Ms. Manwaring asked where she could find information on how much School Board Trustees are paid.

Trustee Cacioppo explained that information can be found at Transparent Nevada.

Ms. Manwaring would like to see the Trustees take care of the students by allowing them to remove their facemasks.

Jim Groth referred to the Critical Race Theory, which he does not support and explained that they are not going to use public money to teach children to hate their country. Mr. Groth asked the Trustees why they are wearing facemasks, if they believe the COVID-19 vaccine is beneficial.

Chris Lashney immigrant to the United States has taken an oath twice, and believes students should be learning about the U.S. Constitution. In addition, Mr. Lashney does not agree with anything associated with Critical Race Theory and believes the United States is the best place to be, and that no one should be hating themselves or anyone else.

The following public comment was provided via email and read by Mrs. Cortez:

Barb Mather recently attended a freedom rally in Battle Mountain, Nevada with Arise-USA Resurrection Tour that celebrated Lander County being the first Nevada county to completely open up, with no facemasks or mandates. Ms. Mather enjoyed being with people who love the state of Nevada and are fighting to get things open. Ms. Mather invited the Board members to watch the following speech by Leigh Dundas: https://www.facebook.com/watch/live/?v=856336958610480&ref=watch_permalink. Ms. Mather believes it should be up to the individual person to decide whether they want to wear a facemask or not, and that facemask mandates should not be enforced.

Susan Ruch would like the Trustees to review the academia in the schools and believes nothing related to the Critical Race Theory should be included. Ms. Ruch believes children should not be learning about transgender, etc., and wants children to have a full rounded education, but not Critical Race Theory. Ms. Ruch wants children to love our country and know about history.

INTRODUCTION OF 2021 CARSON CITY SCHOOL DISTRICT RETIREES AND EMPLOYEES WHO ARE LEAVING THE DISTRICT AFTER 10 OR MORE YEARS OF SERVICE

Mr. Stokes introduced the retiring teachers and staff who are leaving the District with 10 or more years of service. The honorees were presented with a plaque for their years of service. In summary, there are 36 staff members retiring this year, with an excess of 750 years of continuous service and dedication to the District.

Mr. Stokes extended well wishes to the retirees. Each retiree in attendance accepted their plaque and expressed their appreciation for the opportunity to work in the District. They also recognized the administration and staff for their support throughout the years.

Carson High School:

- Joseph Arnote, English as a Second Language (ESL) Teacher
- James Franz, American Government, Psychology & Martial Arts Teacher
- Wendy McConnell, Cafeteria Manager, Central Kitchen
- David Mital, Chemistry Teacher
- Wendy Tims, Special Education Teacher

Pioneer High School:

- Phillip Molleson, Custodian III

Carson Middle School:

- Laurel Dority, 6th Grade Science Teacher
- Shelly Randall, Special Education Teacher

Eagle Valley Middle School:

- Denise DiMarzo, Administrative Assistant II
- Carl Hampton, Computer Lab Teacher
- Cherie Mathis, Counselor
- Ruby Tun, 6th/7th Grade Science Teacher

Bordewich Bray Elementary School:

- Lisa Hutchison, Principal
- Karen Klug, Special Education Para Professional II

Empire Elementary School:

- Susan Bond, Cook/Baker

Fremont Elementary School:

- Elizabeth Corda, 1st Grade Teacher
- Ann Fitzgerald, Administrative Assistant I
- Bonnie Judd, Cook/Baker
- Sharon Kind, Special Education Para Professional II
- Tara Purinton, Teacher on Special Assignment (TOSA)/Instructional Coach
- Elaine Torres, Special Education Para Professional II

Fritsch Elementary School:

- Jennifer Correlli, 1st Grade Teacher
- Tanya Fontes, 5th Grade Teacher
- Cecelia Jimenez, Custodian II
- Nancy Pradere, 2nd Grade Teacher

Mark Twain Elementary School:

- Lisa Hagen, 4th Grade Teacher
- Christi Schmid, 1st Grade Teacher
- Chelsea White, Speech Language Pathologist

Seeliger Elementary School:

- Sundee Dobson, Cafeteria Manager

Student Support Services

- Taya Drew, Early Childhood/Special Education Teacher
- Deanne Foley, School Nurse – R.N.
- Elizabeth Isaacs, Speech Language Pathologist
- Valentina Midboe, Adaptive Physical Education Teacher

Professional Development Center

- Laura Austin, English as a Second Language (ESL) Director
- Margaret “Peggy” Sweetland, TOSA/ Special Projects Coordinator

Transportation Department

- Shawn Greenberg, Bus Driver

Mr. Stokes expressed his appreciation to the retirees for their contribution and dedication to the District.

On behalf of the Board, Trustee Cacioppo thanked the teachers and staff for their hard work and dedication to the students in the District.

PRESENTATION ON PLANS FOR SUMMER SCHOOL FOR THE 2020-2021 SCHOOL YEAR

Mrs. Fuson introduced Ms. Kari Pryor, Professional Learning Coordinator and Elementary Summer School Administrator; Ms. MaryAnne Weaver, Dean of Students, Carson High School and Summer School Coordinator, and Mr. Jeremy Lewis, Learning Strategist, Pioneer High School who presented a power point presentation on the plans for summer school for the 2020-2021 school year. (A copy is included in the permanent record.)

Ms. Pryor summarized the elementary program:

- June 9 – 25 from 8:00 a.m. – 12:00 p.m. each day
- Sites – Empire and Fremont students will attend at Empire Elementary School, Seeliger Elementary School, Bordewich Bray and Fritsch students will attend at Fritsch Elementary School, and Mark Twain Elementary School
- Students enrolled – 411 students; Mark Twain = 88, Fritsch = 50, Bordewich Bray = 43, Fremont = 36, Empire = 43, and Seeliger = 144
- Staffing – 34 classroom teachers, 8 paraprofessionals, 2 social workers and 1 administrator

On behalf of the summer school team, Ms. Pryor thanked the elementary principals and Ms. Cherie Fletcher, Transportation Supervisor for their hard work associated with summer school.

- Transportation will be provided
- Breakfast and lunch will be provided free of charge to all students

- Enrichment activities will be available at 21st Century sites; Bordewich Bray and Empire Elementary Schools
- Lead at each site; Paulette Abril at Mark Twain Elementary School, Mike Maiello at Empire Elementary School, Tara Sakelarios at Seeliger Elementary School and Brian Peterson at Bordewich Bray Elementary School

Ms. Pryor recognized the curriculum team for their hard work and training they provided to summer school staff: Lacey Carey, Pam Cowperthwaite, Mimi Loflin, Dr. Carolyn Cook and Marla Churchill.

Daily Schedule for Elementary:

- 7:45 – 8:00 a.m. – student morning supervision
- 8:00 – 8:15 a.m. – breakfast in the classroom
- 8:15 – 8:30 a.m. – Heggerty-phonics and phonemic awareness
- 8:30 – 9:15 a.m. – Houghton Mifflin Harcourt (HMH) intervention reading lessons
- 9:15 – 10:00 a.m. – Writer's workshop
- 10:00 – 10:15 a.m. – recess with a snack
- 10:15 – 10:45 a.m. – primary math focus is number sense; staff looked at Measures of Academic Progress (MAP) data. Intermediate math will focus on fractions.
- 10:45 – 11:45 a.m. – math direct instruction with fact fluency practice
- 11:45 – 12:00 p.m. – grab-n-go lunch

Ms. Weaver provided a summary for middle and high school:

- June 9 – 30 in the Tech Center at Carson High School
- 7:30 a.m. – 2:30 p.m.
 - 7:00 – 7:15 a.m. breakfast will be available
 - 10:45 – 11:00 a.m. lunch
 - 9:00 – 9:10 a.m. and 12:45 – 12:55 p.m. breaks for high school students. Middle school students will have breaks at different times.

Ms. Weaver provided data since 2015 and commented on the impact teachers make in content area:

- Completion rate was 47% in 2015, prior to content area teachers
- 2016 – 92%; 65 students enrolled in 65 courses, with 60 completed
- 2017 – 88%; 70 students enrolled in 107 courses, with 94 completed
- 2018 – 91%; 53 students enrolled in 60 courses, with 55 courses completed
- 2019 – 96%; 105 students enrolled in 124 courses, with 119 completed
- 2020 (COVID) – 75%; 66 students enrolled in 76 classes with 57 completed
- 2021 – as of May 25 – 115 students enrolled for 209 courses

Additional information:

- All core courses will be offered for credit recovery
- Estimated that 150-200 students will be enrolled in at least 200 high school courses
- Estimated to have 50 middle school students
- Staffing – high school will have 2 teachers for each subject area; math, science, English and social studies, and middle school will have 2 English and 2 math teachers
- Additional support will be available from Special Education, English Language Learner (ELL) Paraprofessionals and School Social Workers (SSWs)
- Transportation will be provided
- Breakfast and lunch will be provided free of charge for all students

Mr. Lewis provided information on Advancement via Individual Determination (AVID) Academic Camp (AAC), which is targeted support for 8th grade students entering high school; an alternative to retention.

Several essential questions were asked:

- How might providing targeted remediation in math and English skills to struggling 8th grade students going into high school, affect their ability to succeed as a 9th grade student?
- How might targeted remediation of math and English skills/standards in lieu of credit recovery provide greater equity for struggling 8th grade students entering high school?

Academic Camp vs. Credit Recovery:

- AVID Academic Camp with APEX Tutorials
 - 16-day curriculum; students must complete all modules (14 math and 14 English)
 - Embedded AVID learning strategies.
 - Each module begins with a pre-assessment; students may be assigned “supporting topics” based on their performance.
 - Modules or units are non-learner and allow students to choose their own path within the module.
 - Students work through modules synchronously; collaboration and teacher support can support all students at the same time.
 - Each module must be completed at 70% or better based on the module’s post-assessment.
- Credit Recovery with APEX Courses
 - Students work at their own pace to earn credit for a course. Students “complete” summer school and are free to leave as soon as they earn credit for their assigned course.
 - Many courses are prescriptive based on a unit pre-assessment. Students only complete what was not passed.
 - Students work through the course and units as prescribed.
 - Students work independently on different courses to earn credit; passing is set at 60%.

AVID Academic Camp at Pioneer Academy:

- 16-day academic summer camp focused on foundational math and English skills/standards
- Core AVID strategies are embedded in each day to support processing, metacognition and retention of key math and English concepts and skills
 - eBinders, focused note-taking process, summarizing information, metacognition and goal-setting
 - Concept-mapping and quick-writes
- Days are broken into 3 periods
 - 50 minute AVID instructional period
 - 90 minute targeted math tutorial; standards from grades 6, 7, and 8
 - 90 minute targeted English tutorial; standards from grades 8 and 9

Mr. Lewis provided Scope and Sequence samples for several days.

Mrs. Fuson thanked Ms. Pryor, Mr. Lewis and Ms. Weaver, along with the teachers for their work in preparing for summer school and commented on the amount of work that has been done regarding the curriculum and what students will be learning. The Curriculum Coordinators are working to customize the courses students will be taking at the secondary level.

Trustee Ramirez commended staff for all their work in preparing for summer school.

Trustee Varner asked if English Language Learner (ELL) students will be attending summer school. Ms. Pryor explained that there will be staff at each site; 2 bilingual teachers and 1 paraprofessional.

Ms. Weaver explained that there are 2 Special Education teachers, along with School Social Workers, ELL teachers and ELL paraprofessionals.

Trustee Wilke-McCulloch asked for information regarding the number of students taking summer school. Mrs. Fuson explained that there has been elementary summer school in previous years,

however, some students participate in programs through community partners, etc. Trustee Wilke-McCulloch asked if there is a deadline to enroll in summer school. Mrs. Fuson explained that the deadline for elementary students was May 21, 2021, however, with vacancies, late enrollments can be taken. The deadline at the secondary level is June 3, 2021, however, late enrollments can also be taken. Trustee Wilke-McCulloch expressed her appreciation of having the AVID program for summer school at Pioneer High School

Mrs. Fuson provided additional information regarding credit recovery; significantly credit deficient students will attend Pioneer High School. In addition, state law allows districts to write intervention plans for students who are credit deficient.

Trustee Cacioppo asked for the percentage of students who are enrolled in summer school. Mrs. Fuson explained that approximately 8% of the student body will be attending summer school. In addition, schools were asked to look at their Measures of Academic Progress (MAP) data to determine their list of students with needs; families were contacted regarding the summer school program.

PRESENTATION OF BUDGET PREPARATION TIMELINE AND INTRODUCTION OF TOPICS FOR THE PUBLIC HEARING ON THE BUDGET FOR FISCAL YEAR 2021-2022, INCLUDING BRIEF DISCUSSION

Mr. Feuling provided a power point presentation and reviewed the budget timeline in preparation for the original final budget for fiscal year 2022. (A copy is included in the permanent record.) Mr. Feuling explained that the budget presented is a placeholder based on the outcome of the 2021 legislative session.

Due to technical issues, Trustee Cacioppo called for a brief recess at 8:30 p.m. The meeting reconvened at 8:38 p.m.

For clarification, Mr. Feuling explained that the entire budget, including the resolution will be presented.

Mr. Feuling started the meeting by providing two quotes; "The good Education of Youth has been esteemed by wise men of all ages, as the surest foundation of the happiness both of private families and of common-wealths. Almost all governments have therefore made it a principal object of their attention, to establish and endow the proper revenues, such Seminaries of Learning, as might supply the succeeding age with men qualified to serve the publick with honour to themselves, and to their country", by Benjamin Franklin. The second quote; "Nevada ranks 13th in the nation in average teacher salaries. We are 5th in the Western States. We rank 15th in the nation on pupil-teacher ratio. We are 8th in the nation for median number of school years completed by persons 25 years or older. We reputedly have the highest literacy rate in the nation. We are 4th in the nation on the basis of money spent per pupil", by Governor Grant Sawyer, January 22, 1963.

Budget Timeline:

- October 2020 – Enrollment projections are made for the school year; drive revenues and staffing.
- November 2020 – First update on budget projections, following the completion of the audit.
- December 2020 – Begin budget planning.
- February and March 2021 – Review revenue projections from the Nevada Department of Taxation (NDOT) for the coming year; no longer important to the District.
- April 15, 2021 – Tentative budget is prepared and submitted to NDOT.
- April 2021 and May 2021 – identified changes are made to the budget.
- May 15, 2021 and May 19, 2021 – Public Hearing notice was completed and published in the Nevada Appeal.
- May 25, 2021 – Public budget hearing included in the regular meeting held at 6:00 p.m. The date for the required budget hearing must now take place following the third Monday in May, which allows the flexibility to have the budget hearing anytime between the third Monday in May, and the end of May.

- June 8, 2021 – Original final budget deadline; submit to the NDOT and other agencies.
- If a special Legislative Session takes place, the District has 30 days to amend the budget.
- December 31, 2021 – Amended final budget due to NDOT, which includes audited information and the fall enrollment.

Topics of Interest:

- Fiscal Year 2022
 - 1st year of the biennium and start of the Pupil-Centered Funding Plan (PCFP), official revenues unknown, and special legislative session is likely.
 - Class Size Reduction (CSR) Funding is now in PCFP.
 - Special Education funding; no additional information for the coming year.
 - Nutrition Services Fund should be on track following two rough years associated with COVID-19.

Trustee Walker referred to a legislative bill regarding per pupil funding and additional funding that was found, and asked if the District will be impacted. Mr. Feuling is unsure how much money the District will receive for special education, and that reports indicate that \$500 million was put into education. A large portion is to restore the level of funding back to fiscal year 2020. The District will be in a “Hold Harmless” position, and will likely not see a benefit.

- Capital Projects for Fiscal Year 2022
 - Facilities Master Planning Committee continues to meet regarding ongoing work.
 - Capital Improvement Plan (CIP) is a “living” document that includes slight revisions.
 - Capital Funds and Bond Funds will be spent heavily in fiscal year 2021; Eagle Valley Middle School expansion project, Carson High School football field and work on the District Office.
 - Revisions will be seen again in December to reflect audited numbers, along with additional or revised projects based on recommendations of the Bond Oversight Committee.

DISCUSSION AND POSSIBLE ACTION TO APPROVE REVISED CAPITAL IMPROVEMENT PLAN FOR THE CARSON CITY SCHOOL DISTRICT FOR FISCAL YEAR 2021-2022

Mr. Feuling introduced Mr. Mark Korinek, Director, Operation Services. Mr. Feuling referred to page 54 of the Capital Improvement Plan (CIP) within the budget report, which provides expenditures for the next five years and requires Board approval. In addition, the CIP reflects the work of the Facilities Master Planning Committee, as well as what the Board has previously approved. Mr. Feuling explained that CIP projects are identified in orange, with revenue generated from the Government Services Tax (GST), which is portioned in the General Fund and Capital Projects fund. Bond funded projects are identified in blue.

Mr. Feuling explained that the District will likely need to go out for another bond, and a bond was sold in 2019 for approximately \$11 million. Mr. Feuling commented on the cost increases associated with construction. The District has bonding capacity of \$11.9 million for fiscal year 2022, which will cover the increased costs of the Eagle Valley Middle School project, and ongoing questions regarding the Snyder Property, which is included on the Capital Improvement Plan (CIP). Mr. Feuling reiterated that the CIP is a “living” document that includes slight revisions.

Mr. Korinek summarized the capital projects being completed this fiscal year, as well as projects for fiscal year 2021-2022:

- Eagle Valley Middle School
 - Additional 23,000 square feet consisting of 10 new classrooms, 2 Science, Technology, Engineering and Math (STEM) labs, office and work room, etc. Remodel of current computer lab and existing Smart Lab will be relocated. New drop-off area at Carson River Road. Currently in Gross Maximum Price (GMP) process with Construction Manager at Risk (CMR), which is CORE Construction. Planned start date is June 14, 2021, with an expected completion date of July 29, 2022.

Trustee Wilke-McCulloch commented on the increase in construction costs and asked how price increases have been addressed with CORE Construction. Mr. Korinek explained that CORE Construction has a budget and discusses price increases, supply issues, etc. with District staff. Mr. Korinek acknowledged the good working relationship and communication with CORE Construction and commented on the price increase of construction materials. Trustee Wilke-McCulloch inquired about having a contingency fund. Mr. Korinek explained that an escalation factor is built in the contract price and there is a contingency of 2%. There are also several allowances for winter work. At this time, the project is approximately \$1 million over budget.

- District Office Renovation and Addition
 - Additional 1,000 square feet where Educational Services will be located, storage area, copy room, etc. Heating, Ventilation, and Air Conditioning (HVAC) improvements on the west side of the building, new ceiling duct work, etc. Remodel several offices, new carpet and paint, signage and a new door. An emergency generator will be added and work is expected to begin on June 21, 2021.
- Carson High School
 - Turf replacement and track repairs, irrigation replacement and new goal posts. Sierra Nevada Construction Company was awarded the job and work is scheduled to begin on June 7, 2021 with an anticipated completion date of August 13, 2021.
- Bordewich Bray Elementary School
 - Roof improvement on the multi-purpose area. Installing composite material vs. metal. Ponderosa Roofing Company will be doing the work, which is scheduled to begin on June 28, 2021, with a completion date of August 7, 2021.
- Seeliger Elementary School
 - Replacement of 2/3 of the roof on the multipurpose room.

For clarification, Trustee Wilke-McCulloch asked if the other 1/3 of the roofing project at Seeliger Elementary School will be completed in fiscal year 2022, with 2/3 of the work being completed in fiscal year 2021. Mr. Korinek confirmed that only 2/3 of the roof will be completed in fiscal year 2021. Mr. Feuling referred to the EVMS project, and explained that some of the work will be completed this fiscal year, as the CIP represents five years and beyond. Mr. Korinek explained that some old windows and doors will be replaced at several school sites.

It was moved by Trustee Walker, seconded by Trustee Wilke-McCulloch **that the Carson City School District Board of Trustees approve the Revised Capital Improvement Plan and the Opening Balance, Fund 300; Capital Projects for Fiscal Year 2021-2022.** Motion carried 7-0.

DISCUSSION AND POSSIBLE ACTION ON THE FINAL BUDGET, INCLUDING ADJUSTMENTS TO THE TENTATIVE BUDGET, FOR THE CARSON CITY SCHOOL DISTRICT FOR FISCAL YEAR 2021-2022, INCLUDING ADOPTION OF A RESOLUTION APPROVING THE FINAL BUDGET AND TRANSMITTAL LETTER

Mr. Feuling presented the final budget for fiscal year 2021-2022, along with possible impacts from the 81st Nevada Legislative Session:

- \$500 million added to K-12 Education
 - Unsure of overall impact to the District
 - Funding levels to fiscal year 2020 have been restored
 - Due to changes with the PCFP, currently not possible to say how much is "additional"
 - Due to Hold Harmless state, restoration of funding does help the District, but any additional funds do not

PCFP Quick Review:

- Equity is at the forefront

- Equity embedded in Nevada funding calculations since the beginning of Nevada Plan in 1971
- Nevada Plan distribution formula coined the “Equity Allocation Model”
- Recognized Horizontal Equity
 - Per pupil adjusted for remote communities and schools, transportation and local wealth
- Nevada Plan did not include Vertical Equity
 - Outside categorical funding as identified below:
 - Special Education – 1973
 - English Language Learners – 2015
 - Students At-Risk – 2015
 - Gifted and Academically Talented Education (GATE) – 2015
- At minimum, supporting these students was a State priority and funding followed
- Fairness of the categorical allocations questioned
- PCFP integrates Vertical Equity; clarifies problem and distribution for legislators

Expenditure Assumptions – Categorical Fund Rollup for Fiscal Year 2021 vs. Fiscal Year 2022

- Fiscal Year 2021
 - CSR (Class Size Reduction)
 - GATE (Gifted and Academically Talented Education)
 - Zoom
 - Bullying Prevention
 - Assembly Bill 309 (AB 309)
 - Senate Bill 551 (SB551)
 - College & Career Ready – Advanced Placement (AP)
 - College & Career Ready – Dual Enrollment
 - College & Career Ready – Work Based Learning (WBL)
 - Computer Science Ed
 - Read by Grade 3 (RBG3)
 - Social Worker Grant
 - School Resource Officer (SRO) Grant
- Fiscal Year 2022
 - All grants listed above are now rolled into the General Fund, however the Governor’s budget reduced some of the amounts

PCFP – Full Implementation expected in fiscal year 2022

- Under the new formula, if a district generates less funding than awarded in FY20, the district will receive FY20 funding
- No additional funding for additional students
- The District is expected to be in Hold Harmless status for 5 – 7 years
- School districts, Nevada Department of Education (NDE) and Legislative Council Bureau (LCB) Fiscal are not in agreement yet on calculating final numbers
- Likely that revenue projections in fiscal year 2022 budget are better
- Likely to still have a pure general fund deficit, if it weren’t for the Elementary and Secondary School Emergency Relief (ESSER) Federal Stimulus

Trustee Varner asked for additional information regarding the deficit amount had the District not received ESSER funds. Mr. Feuling explained that the tentative budget included a \$5 million deficit. Staff has worked to put \$4 million in costs in the federal stimulus grants. If funding is an additional \$2 million to what is in the budget, the deficit also improves by the same amount. Mr. Feuling is hopeful that the deficit number will improve following receipt of final numbers from the legislature.

Federal Stimulus:

- ESSER II Funds – good through September 30, 2022
 - Tydings extension through September 30, 2023
 - \$4.4 million; some will go to Carson Montessori, unsure of the amount
- ESSR III Funds – good through September 30, 2023
 - Awaiting US Department of Education Tydings decision on extension

- \$9.9 million; some will go to Carson Montessori, unsure of the amount

Funds from both federal stimulus plans cannot be used for bonuses, merit pay, executive salary and benefits for non-employees and expenditures related to negotiations.

Mr. Feuling summarized how the federal stimulus funds will be used, which will change based on the outcome of the current legislative session:

- Positions now projected to be in stimulus funding may come back to the general fund if revenues improve
- Projected positions may move between ESSER II and ESSER III for the same reason
- Completely new positions may be added to ESSER II and ESSER III for the same reason
- ESSER III Tydings extension is important; spend \$14.5 million over 2 or 3 years

Mr. Feuling presented a colored graph on how the federal stimulus will be used; blue line identifies the revenue that the District will receive from the State and orange is the anticipated general fund expenditures. ESSER funds will be used for several years to fill the gap.

Use of ESSER II and ESSER III funds for fiscal year 2022:

- ESSER II
 - 13 Class Size Reduction (CSR) Teachers
 - 12 Social Workers
 - 6 Distance Education Assistants
 - 4 Teachers on Special Assignment (TOSA)
 - 1 WBL Coordinator
 - 1 Counselor
 - 12 Zoom ELL positions
 - Summer school programming for elementary and middle schools
- ESSER III
 - 5 CSR Teachers

Trustee Wilke-McCulloch confirmed that staffing positions listed above would have been reduced, had the District not received federal ESSER funds. Mr. Feuling explained that without the stimulus funds, the District would have had to use \$4.4 million out of the budget, not necessarily the positions.

Mr. Feuling reported that the general fund has a balanced budget, and referred to page 2 in the budget, Ending Fund Balance Explanation, which identifies \$1 million in contingency. The ending fund balance is \$9,667,590.

Mr. Feuling presented pricing for the nutrition program, which remains the same, with no change:

- Fiscal Year 2021 vs. Fiscal Year 2022
 - Lunch
 - Elementary School - \$2.95 vs. \$2.95
 - Middle School - \$3.10 vs. \$3.10
 - High School - \$3.25 vs. \$3.25
 - Adult Lunch - \$4.00 vs. \$4.00
 - Additional milk - \$0.50 vs. \$0.50
 - Reduced Price - \$0.40 vs. \$0.40
 - Breakfast
 - Elementary School - \$1.50 vs. \$1.50
 - Middle School - \$1.50 vs. \$1.50
 - High School - \$2.75 vs. \$2.75
 - Adult Breakfast - \$3.00 vs. \$3.00
 - Additional milk - \$0.50 vs. \$0.50
 - Reduced Price \$0.30 vs. \$0.30

Trustee Varner confirmed that the ESSER funds are reimbursable. Mr. Feuling explained that all stimulus funding to date has been a reimbursable basis, which is the same for other state and

federal grants. Trustee Varner confirmed that the District has enough cash flow in the general fund to cover expenses until reimbursements are received.

Trustee Wilke-McCulloch asked for additional information regarding programs or positions that could be reduced without ESSER funds. Mr. Feuling referred to the categorical fund rollup slide that identified the positions currently using ESSER funds vs. the general fund.

Trustee Walker confirmed that programs have not been cut, just some services. Mr. Feuling explained that if things improve, additional flexibility with ESSER funds could be used to bring back some services.

Trustee Wilke-McCulloch asked Mr. Feuling how he felt about having a \$9.6 million ending fund balance. Mr. Feuling confirmed that there will be a deficit this year, which reflects a reduction going into fiscal year 2022. The ending fund balance for fiscal year 2020 was approximately \$13.5 million and believes the ending fund balance for fiscal year 2021 will be \$12.5 million. Mr. Feuling explained that when the amended budget for fiscal year 2021 was presented in December 2020, it did not include adjustments to expenditures, however a reduction in revenues was presented.

It was moved by Trustee Carine, seconded by Trustee Wilke-McCulloch **that the Carson City School District Board of Trustees adopt the final budget for Fiscal Year 2021-2022 by approving the Resolution and Transmittal Letter and further instruct the Director of Fiscal Services to file the necessary documents to comply with NRS Chapter 354.** Motion passed 7-0.

APPROVAL OF CONSENT AGENDA

It was moved by Trustee Walker, seconded by Trustee Varner **that the Carson City School District Board of Trustees approve the consent agenda as submitted.** Motion passed 7-0.

INFORMATIONAL ITEMS

No additional informational items were presented or discussed.

REQUEST FOR FUTURE AGENDA TOPICS

Trustee Crossman requested an update and presentation on the Snyder Property.

Trustee Wilke-McCulloch would like to have a discussion regarding the School Resource Officers at the next joint meeting with the Board of Supervisors.

Trustee Cacioppo personally thanked the Trustees and Mr. Stokes for everything they do.

Present agenda items to Mr. Richard Stokes or President Cacioppo.

ANNOUNCEMENT OF MEETINGS

The next regular meeting of the Carson City School District Board of Trustees will be on Tuesday, June 8, 2021.

ADJOURNMENT

There will be no further business to come before the members of the Board in public meeting; President Cacioppo declared the meeting adjourned at 9:46 p.m.

Laurel Crossman, Clerk

Date

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

Tuesday, June 8, 2021

7:00 p.m.

CALL TO ORDER

The Board meeting of the Carson City School District Board of Trustees was called to order at 7:00 p.m. by President Cacioppo in the Robert Crowell Board Room, Community Center, 851 E. William Street, Carson City, Nevada.

ROLL CALL: Members and Staff Present

Joe Cacioppo, President
Richard Varner, Vice President
Laurel Crossman, Clerk
Mike Walker, Member
Lupe Ramirez, Member
Donald Carine, Member
Stacie Wilke-McCulloch, Member
Richard Stokes, Superintendent
Tasha Fuson, Associate Superintendent, Educational Services
Dr. Jose Delfin, Associate Superintendent, Human Resources
Andrew Feuling, Director, Fiscal Services
Ryan Russell, Legal Counsel
Rena Cortez, Executive Board Administrative Assistant

Members and Staff Present Remotely

None

Members and Staff Absent

None

ACTION TO ADOPT THE AGENDA

It was moved by Trustee Walker, seconded by Trustee Varner, **that the Carson City School District Board of Trustees adopt the agenda as submitted, moving Item 7 before Public Comment.** Motion passed 7-0.

Trustee Carine led the Pledge of Allegiance.

SUPERINTENDENT'S REPORT

Mr. Stokes welcomed everyone to the meeting, and provided the following report:

- Mr. Stokes referred to posted signage and explained that because the District is using a Carson City building, facemasks are not required. Everyone fully vaccinated, at their discretion, do not have to wear a facemask. However, facemasks will be required for staff and students attending summer school, which ends on June 30, 2021.
- Community Professional Learning Community (PLC) meetings for the 2021-2022 school year will be held on September 22, 2021; November 17, 2021; February 23, 2022 and May 4, 2022.
- Mr. Stokes explained that the Nevada Department of Education (NDE) supports the State Board of Education in developing standards, along with the curriculum in Nevada for public schools. In addition, individual school districts are required to adhere to state academic standards, and school districts do not have the authority to change state standards. The NDE is also responsible for selecting textbooks approved for purchase by school districts in Nevada. In the District, school administrators approve standalone material brought in the classroom. Mr. Stokes reiterated that Critical Race Theory and the 1619 Project are not approved to be taught in Social Studies classes in the District. Mr. Stokes presented a brief power point presentation that included a magazine cover that he received from AASA (American Association of School Administrators), along with

the last page advertising an upcoming National Conference on Education; *Leading for Student-Centered, Equity-Focused Education*. Mr. Stokes explained that the word “equity” is being used nationally and referred to Wikipedia that provides information on Educational Equity; “Education equity, also referred to as “Equity in Education”, is a measure of achievement, fairness, and opportunity in education...Educational equity depends on two main factors, fairness and inclusion.” Mr. Stokes restated that staff is interested in providing educational opportunities and access to education in the District to all children so they have access to what they need to be successful in life.

Trustee Cacioppo asked for additional information regarding facemasks for staff. Mr. Stokes explained that staff is asked to wear their facemask if they are interacting with students, through the end of the 2020-2021 school year, which ends on June 30, 2021. Staff and students will be required to wear facemasks during summer school and when riding on school buses.

BOARD REPORTS

On behalf of the Nevada Association of School Boards (NASB), Trustee Crossman provided the following update:

- Board of Director’s meeting will be held in Elko, Nevada on June 25-26, 2021

Trustee Wilke-McCulloch provided the following report:

- Thank you extended to staff at Pioneer High School for changing the location for their graduation ceremony from outside to inside.
- Recently participated in the Federal Relief Fund Feedback for the Family Engagement Council through the Nevada Department of Education (NDE) that included participants from several other school districts.

Trustee Carine provided the following report:

- Thank you extended to Mr. Nick Jacques, Band Director, Carson High School for holding a marching band mini-camp for incoming 9th grade students on June 7, 2021.
- Carson High School Marching Band Camp begins on August 2, 2021.

Trustee Ramirez reported on activities at the following schools:

- Seeliger Elementary School
 - Showcase was held where staff volunteered to share a lesson, idea, or strategy that went well during the school year.
 - Summer school starts on June 9, 2021; approximately 131 students will be attending

Trustee Crossman extended a thank you to staff and Mr. Bob Chambers, Principal, Carson High for their work in preparing for an in-person graduation ceremony.

Trustee Varner recognized the work associated with the high school graduations and congratulated all the graduates.

Trustee Cacioppo apologized to administration and staff at Pioneer High School for his absence at their graduation ceremony and extended well wishes to all graduates.

ASSOCIATION REPORTS

There were no association reports.

PRESENTATION ON THE HOLIDAY WITH A HERO PROGRAM IN THE CARSON CITY SCHOOL DISTRICT

Mr. Daniel Gonzales and Ms. Meliah Gonzales provided a brief video highlighting the Holiday with a Hero Program in the District, and recognized their Board members; Jessica Boggan, Cathleen Allison, Daniel Gonzales, Jason Danen and Teri Vance. The program began in 2004, and in 2005 50 students were taken shopping. The program has grown, in 2021, 300 students each received \$100 for shopping, and the program has provided \$294,000 in various services to the District.

Holiday with a Hero has two annual fundraisers: Holiday Crawl that is held on the first Saturday in December and Feast with a Hero that is held later in the year at Bodine's and Slot World; proceeds received during the day go towards the Holiday with a Hero program. In addition, donations are received from members of the community, etc. There are several partnerships; Elks Lodge supported and funded "Step into Spring", a program where students receive a new pair of shoes and the Nevada Day Store held a golf tournament and collected 1,500 pairs of socks, along with a monetary donation of \$2,800.

Ms. Gonzales acknowledged Ms. Peggy Sweetland, Students in Transition Coordinator, and Ms. Jenna Redus, Administrative Assistant, Students in Transition for their hard work with the program. Additional information can be found at www.holidaywithahero.com or on Facebook. The program has partnered with a donor to start a scholarship program in 2022.

The program has three primary goals: repair relationships between families and law enforcement, provide items of need, and make sure each child has Christmas. Ms. Sweetland and Ms. Redus were presented with flowers and a plaque for their dedication to Holiday with a Hero and the students in the District. Donations can be made to Holiday with a Hero at Bank of the West on North Carson Street, or dropped off at the Carson City Sheriff's Office or Fire Departments.

Trustee Varner thanked everyone for their work and congratulated Ms. Sweetland on her retirement and 25 years of dedicated service to the District.

PUBLIC COMMENT

Trustee Cacioppo called for public comment that was provided in person, and electronically via email, which was read by Mrs. Renae Cortez, Executive Administrative Assistant.

Karen Gonzales addressed the Board regarding Critical Race Theory and explained that she has taught her children that the color of your skin should not be the reason one cannot succeed. In addition, Ms. Gonzales is hopeful that students do not have to wear facemasks next year and believes vaccinations should be a parent's choice, and not mandated.

Miles Humphreys referred to the Holiday with a Hero program, and believes every student deserves a quality education. Mr. Humphreys referred to the word "equity" and believes referring to the word "equity" and renaming what it is will impact the possibility of kids receiving a good education. Mr. Humphreys also believes students will see a division in classrooms, as well as their home life. Mr. Humphreys referred to Mr. Stokes comments and believes equity skirts around everything about Critical Race Theory. Mr. Humphreys and members of the community want their children to be taught arithmetic, reading and writing. Mr. Humphreys believes people will personally protest outside the residents of the Trustees, as well as Mr. Stokes. Mr. Humphreys encouraged the Board to do their part to keep such nonsense out of classrooms and asked why students have to wear facemasks during summer school.

Heather Koche has a son in high school and two grandchildren that will be starting school in August 2021. Ms. Koche explained that she will pull her child from school if anything surrounding Critical Race Theory is taught in the District. Ms. Koche expressed concerns when schools were closed last year due to COVID-19 and explained that her son did not do well. Ms. Koche does not plan on vaccinating her child or grandchildren.

For the record, Mr. Stokes explained that the District is not mandating vaccinations.

Jenny Cole has two daughters in the District, and has worked in health care for 28 years, the last 11 years as a Pediatric Neurology Nurse Practitioner. Ms. Cole addressed the Board regarding vaccine exemptions, and expressed her gratitude that Nevada allows for religious and medical vaccine exemptions. Ms. Cole would like to support the Board as policy makers to continue to uphold the legal rights of families seeking vaccine exemptions. Ms. Cole has seen how vaccines are not a "one size" fits all, as they can and do have negative effects. Depending on a child's medical condition, vaccines are sometimes delayed or not recommended. Ms. Cole believes vaccine administration requires careful consideration.

Barb Mathers asked if the Trustees watched the video she provided at the June 8, 2021 meeting, and if so, are they still in favor of wearing facemasks. In summary, the video pertained to students wearing facemasks while participating in athletics, in which one person had to be resuscitated and the other passed out. Ms. Mathers believes facemasks should not be worn and asked if they will be enforced for the 2021-2022 school year.

Mr. Stokes explained that he is hopeful that things will be able to return to the way they were prior to COVID-19. In addition, families, students and staff have the right to wear facemasks. The District is required to submit a Reopening Plan to the Nevada Department of Education for the 2021-2022 school year that will include various things; sanitizing, air exchange, etc.

Ms. Mathers read a quote from Trustee Cacioppo regarding public comment provided during the May 25, 2021 Board meeting; *"Yesterday's school board meeting public comment session comprised of some thoughtful input and some intelligible rants. It was clear that misinformation was abundant. Yesterday was a great example of a great education and the need for common sense."* Ms. Mathers homeschooled her child because she did not want them to wear a facemask at school, and would like children to go to school without having to wear facemasks.

Ashley Stewart provided information on what the COVID-19 vaccine consists of: MRNA, as well as other things, and believes it alters DNA. Ms. Stewart commented on the number of injuries associated with the COVID-19 vaccine, which she obtained from the Center for Disease Control (CDC). Ms. Stewart explained how facemasks have impacted her friends who have asthma and asked that students be allowed to have freedom and make their own choices.

Jessie Gonzales is new to the area and will be attending a new school. Ms. Gonzales wanted the Trustees to hear the perspective from a student and commented on making friends, some of which are of a different skin color. Ms. Gonzales commented on how painful and difficult it would be to go against friends, teachers, and family members and believes facemasks are frustrating; no one should not have to suffer. She also believes students should be able go to school and make friends, etc. Ms. Gonzales explained that while attending school in California, her grades dropped from A's and B's to F's because she could not go to school to ask for help.

Karen Stephens expressed her gratitude to Ms. Sweetland for her work with the Holiday a Hero program. Ms. Stephens commented on the myths associated with facemasks stopping the spread of the Coronavirus, as she believes they provide no protection from small particles. Children are not spreaders of COVID-19; the CDC shows that children have the lowest death rate, which is hard to justify wearing facemasks. Ms. Stephens provided data on the number of children who have died from COVID-19. Ms. Stephens contacted the NDE and Governor Sisolak's office and was told they do not require students to wear facemasks. Ms. Stephens questioned why students are being required to wear facemasks during summer school.

Mary Perkins addressed the Board regarding their positions on the Board; being more qualified, educated or smarter than others. Ms. Perkins commented on each person that came into the meeting wearing a facemask, sitting with dividers between each other and passing around a microphone, which she believes would be a "super spreader". Ms. Perkins believes it is worse to mandate children to wear facemasks. Ms. Perkins referred to situations throughout history, where people did not have the courage to speak up against abuses of power that resulted in various circumstances; current Chinese communist rule, the Holocaust, etc. Ms. Perkins believes the mandate is a crime against humanity, unconstitutional, and unenforceable. Ms. Perkins referred to the graduation ceremony at Carson High School where few people were wearing facemasks.

Robert Harris referred to Mr. Stokes' definition from Wikipedia, which he believes is not a legitimate source. Mr. Harris thanked members of the community for attending the school board meetings and for speaking up if they believe children are being taught un-American ideology. Mr. Harris stated that he does not have a misunderstanding of the word "equity" and referred to the website, www.GreatSchools.org where he found the definition of the word. Mr. Harris asked Mr. Stokes to respond verbally whether the District has an equity statement.

Mr. Stokes explained that the District does not have an equity statement, however, staff is working to create one.

Mr. Harris asked if information is available on the website regarding the Board members. Mr. Stokes explained that information is available under "Board of Trustees". Mr. Harris referred to the equity rating on www.GreatSchools.org and found out that the District is under pressure to increase each schools equity rating, which includes data on how well disadvantaged students are performing based on student progress or academic progress. GreatSchools.org also provides other comparative data between disadvantaged vs. non-disadvantaged students, along with definitions. Mr. Harris provided the three most common types of learning styles; visual, hands-on, and auditory and believes education should be tailored for every child; the best is hope and the worst is a label. Labeling someone "disadvantaged" will create a grudge forever. Mr. Harris provided information from a recent survey completed in Washoe County School District on Social Justice Curriculum. Mr. Harris believes the Board has not been honest with the community regarding the position for the new Director of Equity and Instruction or the proposed changes to the District's Strategic Plan, Empower Carson City 2022. Mr. Harris believes all children matter, and that equity is discrimination; equity is not the same as equality.

Betsy Strasburg expressed her appreciation to Mr. Stokes for his response to her May 26, 2021 letter regarding the Director of Equity and Instruction position. Ms. Strasburg shared comments to Mr. Stokes' reply:

- The position was in development prior to the objections of the word "equity" and asked if Mr. Stokes or the Board could have anticipated the communities' reaction to the word "equity".
- The District uses federal funding which is how the position was created; was it an expectation to use any federal grants or was it specific federal grant funding. Ms. Strasburg believes not all federal funds are favorable and provided an example with the excess unemployment money approved by the federal government. According to the Nevada and US Constitution, Ms. Strasburg believes the Board can and should refuse federal funds which are detrimental to residents. The community has delegated the responsibility of good governance to the Board, which requires judicious use of funds, which will bring no harm to any student. Ms. Strasburg rejects the use of federal funds that are contrary to this objective, which she believes the Board and Superintendent should also do.
- Regarding the publicity associated with Critical Race Theory, Ms. Strasburg believes there should have been a public hearing if any federal grant was conditional on implementing this position, especially before approval of the Strategic Plan.
- As stated by Mr. Stokes, the vacant position is a Director level position in the Educational Services Department; no generic or specific federal funding was used to fill the position. Ms. Strasburg believes the Board should retitle the Director of Equity and Instruction to Director of Curriculum and Instruction Development, which will ensure community support of the position.
- During the May 25, 2021 Board meeting Ms. Strasburg provided specific feedback on Goal II, Curriculum that Matter within the Strategic Plan and asked how she can prepare for the next Community Professional Learning Community (PLC) that is scheduled on September 22, 2021. Ms. Strasburg is also ready to meet with Mrs. Cheryl Macy, Director of Equity and Instruction.

Brian Kurland attended the meeting because he thought the topic of Critical Race Theory and the 1619 Project were going to be on the agenda, which he found out are not. Mr. Kurland provided historical information on Critical Race Theory and how it originated approximately 75-80 years ago; Frankfurt School Cultural Marxism. Critical Race Theory exists to turn western civilization upside down; intent is evil and intended to destroy nations within. Mr. Kurland is hopeful that the Board does not implement this type of curriculum.

Maury Kurland, 9th grade student at Carson High School personally believes Critical Race Theory is destructive, and that everyone should set their own path and life. On several occasions, Maury struggled to breath during physical education, due to wearing a facemask and believes it's a personal choice on whether a person receives the COVID-19 vaccine.

Captain Jack Martinez, retired Senior Officer, U.S. Navy addressed the Board regarding the COVID-19 vaccine, which he believes is an experiment and not a vaccine, but gene therapy. Captain Martinez provided COVID-19 data for various age groups, as well as the number of adverse responses that have occurred due to the vaccine; heart inflammation, etc. Captain Martinez commented on the contents of the vaccine, which he believes has been deemed toxic and an experiment. Captain Martinez pleaded with the Board to not allow students to be injected with the vaccine.

Joy Truschenski believes children have a natural immunity to COVID-19 and should not have to wear facemasks. Ms. Truschenski provided data from the CDC regarding survival rates for those that contracted the virus; children are immune and do not need to be vaccinated. The COVID-19 vaccine is experimental and not approved by the Food and Drug Administration (FDA), and long-term effects are unknown. Ms. Truschenski summarized side effects of the vaccine and provided information on several cures. Ms. Truschenski expressed concerns with parents getting vaccinated, which she believes can do harm. Ms. Truschenski encouraged the Board to do their research and to look at information from Frontline Doctors regarding cures, facemasks, etc.

Jason Tingle is the parent of four children attending schools in the District and has been outspoken regarding the Critical Race Theory being introduced in the District. Mr. Tingle shared information on his findings from doing his own research:

- Information regarding funding resources is available on the website
- School Board is bound by rules and have to answer to others
- Budget includes grants, which the District relies on and includes compliance
- Has seen nothing in the curriculum regarding the Critical Race Theory; need to show we are a diverse community
- Equity is a term related to all students, i.e., students that need resources to learn the English language, etc.

Mr. Tingle believes the word “equity” is poisonous to students and adults from all backgrounds. Mr. Tingle reiterated that if his research is correct, he does not believe anything associated with Critical Race Theory will be taught in the District.

Ava Cole has asthma and wearing facemasks has made it difficult for her to breath and hard to understand someone when they are speaking. Ava was glad when students were on the hybrid model. Ava had to make new friends, which is hard when you only see half of the persons face.

Alice Lloyd has lived in Carson City for 3 ½ years and has raised five children. Ms. Lloyd asked if the Board has an agenda or are they serving your constituents.

Adam Blann addressed the Board regarding the Critical Race Theory, which he believes emphasizes distinction and differences based on race and ethnicity, as well as racial prejudice. Mr. Blann believes the Board must work and vote to protect this practice in the District. Mr. Blann asked for additional information regarding accountability if something is taught that a parent does not approve of.

The following public comment was provided via email and read by Mrs. Cortez:

Dr. Jens Maassen is the father a 5 year old boy who will be starting kindergarten in August 2021. Dr. Maassen expressed his disappointment with the possibility that his son may have to wear a facemask to school, and referred to scientific studies that have proven that facemasks do not work to slow the spread of the Coronavirus and are proving to be a physical and emotional health burden on children. Dr. Maassen also noted that it has been shown that children have a low chance of ever getting infected, largely due to the fact that they have 2 to 3 times the amount of “natural killer cells”; the body’s primary viral defense mechanism. Studies have shown that teachers in a classroom are less likely to catch the virus than teachers that are not surrounded by children throughout the day; children act as a protective herd for adults. Dr. Maassen strongly suggested that the Board lift the facemask requirement for the 2021-2022 school year.

INFORMATIONAL UPDATE AND DISCUSSION ON THE REAL PROPERTY LOCATED AT 1600 SNYDER AVENUE, CARSON CITY, NEVADA

Mr. Stokes provided information and feasibility to consider the property located at 1600 Snyder Avenue, Carson City, Nevada as a possible purchase and asset to the District. Mr. Stokes referred to information first presented and discussed in May 2019 where interest was shown by administration and the Board to look at the property for a potential site for a school.

Summary details regarding the property and progress:

- 10 acres consisting of two large buildings and two smaller structures.
- Structures and site have been visited by various construction experts.
- Manhard Consulting, a local engineering firm identified the two large buildings as being in excellent condition, with the two smaller buildings being in good to excellent condition.
- Appraisal was completed on October 22, 2019; valued at approximately \$4.1 million.
- Phase I and Phase II environmental study completed did not identify any significant environmental issues.
- Originally owned by the Bureau of Land Management (BLM) that came from a land patent that has a stipulation that the property remain as a church or a school. If changed for another use, fair market value would be paid to the BLM by the purchaser.
- In May 2020, the Board voted to table further discussion and action on this item until a future meeting.
- Land and property values are rapidly increasing.

For comparison, Mr. Stokes explained that the property at 1600 Snyder Avenue consists of 43,000 square feet of buildings, and the addition of 20,000 square feet that will be added to Eagle Valley Middle School will cost approximately \$14 million.

Mr. Stokes spoke with Mr. John Uhart, Uhart Commercial Real Estate and confirmed that the property remains available, however it is unknown if a new appraisal will be required or if a review of the current appraisal will need to be completed.

Trustee Cacioppo reminded everyone that this item is for discussion only, no action can be taken and commented on the importance of this topic that included previous discussions regarding timing, expense, etc.

Trustee Varner expressed concerns for several reasons; not established what the property will be used for, costs for conversion to a school, some buildings are not useable for a long-term school, budgetary concerns with staffing etc. Trustee Varner asked for information regarding the costs associated with building a school and where funding will come from.

Trustee Crossman acknowledged Trustee Varner's concerns, however, believes one of the large buildings on the property is in excellent condition and could be used immediately for performing arts; concerts, events, possibly the Carson High School prom, etc. If the site was not used for a school, it would continue to be an asset to the District. Trustee Crossman does not believe a building comparable to the large building on the property could be built for the appraisal of \$4.1 million, which also includes 10 acres. Approximately two years ago, a committee of community members recommended using the property for an elementary school, which may change based on student enrollment. Trustee Crossman referred to the 10 acres included with the buildings, and noted that 10 acres is not readily available in Carson City, and sees this as a long-term investment that would be a benefit to the District.

Trustee Carine concurred with Trustee Crossman and is open to looking at purchasing the property for the District. Trustee Carine reiterated that property is not available in Carson City, and that the Board has an obligation to look toward the future. Trustee Carine expressed concerns with upkeep and costs pertaining to the general fund.

Trustee Ramirez referred to the COVID-19 pandemic and the changes associated with education; online, homeschool, etc., asked if there is really a need for the building.

Trustee Wilke-McCulloch referred to the budget for Capital Projects, and asked if the District would have to sell a bond for the project at Eagle Valley Middle School, if 1600 Snyder Avenue were not included in the Capital Projects. Mr. Feuling explained that regardless of the decision associated with Snyder Avenue the District will need to sell a bond to cover the balance of costs for the Eagle Valley Middle School (EVMS) project. Mr. Marty Johnson, Bond Consultant, JNA Consulting, will present information at the June 22, 2021 Board meeting. Mr. Feuling explained that an additional \$6 million will be needed to complete the project at EVMS, and at this time, the District has the bonding capacity of \$11.9 million. Trustee Wilke-McCulloch confirmed that the District could bond for \$16 million, which could be used for both Snyder Avenue and the EVMS project. Mr. Feuling explained that the District could bond for the EVMS project, the total expected amount for both; funds could be reassigned to other projects if the Board decided not to purchase the Snyder Avenue property. When an entity bonds, they want the average life of the projects for which you are bonding to exceed the number of years the bond is being paid for. Trustee Wilke-McCulloch reiterated that the theater at 1600 Snyder Avenue is ready for occupancy and close to the Douglas County line, which could possibly be used with Douglas County. Due to the lack of available land in Carson City, Trustee Wilke-McCulloch would like to proceed, and if not, the funds could be used for other capital projects in the District.

Trustee Walker shared similar concerns as Trustee Varner, and has not been in favor of the project and provided several reasons; District will be in a "Hold Harmless" status for the next several years, not sure if it is wise to take on another project, and is committed to completing the project at EVMS. Due to financial uncertainty, Trustee Walker believes the District should be conservative, as \$4.1 million is a lot of money; an expensive project for performing arts.

Trustee Crossman referred to the smaller buildings on the property and confirmed that the District has the option to rent some of the buildings, which could help pay for expenses. Mr. Stokes explained that at one time Carson Montessori Charter School expressed an interest in renting the property. In addition, they set aside money each year with plans to purchase property sometime in the future.

Trustee Varner commented on the amount of work that would need to be done prior to leasing out the building. Mr. Stokes confirmed that some work may need to be done in the multi-purpose room, i.e., elevator for access to the 2nd floor, as well as possible renovations to the classroom type buildings. Mr. Stokes explained that the kitchen would likely need some work, as it is not up to commercial standards. Trustee Varner referred to the auditorium and confirmed that changes would need to be made to the floor or stage. Mr. Stokes believes the building is turn-key for some things, depending on the use and who you speak with; music teachers believe incline seating would be best for theater performances. Overtime, Mr. Stokes believes the building could be a revenue source for the District, and that a standalone performing arts center cannot be built for \$4.1 million.

Trustee Crossman explained that a lot of performing arts take place in Senator Square or the gymnasium, as the community center is often booked, and not available.

Trustee Carine explained that the final Carson High School band concert took place on the front lawn due to the number of activities scheduled at the community center.

Trustee Crossman referred to the versatility associated with flooring and seating and does not believe the District could build something similar to what is available for the current purchase price.

Trustee Wilke-McCulloch commented on the loss of revenue regarding the Bob Boldrick Theater, which the District uses.

Trustee Walker reiterated that some work will need to be done, the buildings are not turnkey and commented on making a purchase for \$4.1 million, which may just sit and not be used due to lack of funding from the State. The money used to purchase 1600 Snyder Avenue could go into current buildings and provide support to students.

Trustee Crossman reiterated that capital funds could go into other facilities, but cannot be used to pay staffing costs. Trustee Walker explained that new employees would need to be hired if a new school is built, which requires the revenue necessary to pay them.

Trustee Cacioppo believes the property provides several opportunities, however, there remains unknowns on what the District's expenses will be, as well as being in a "Hold Harmless" status for several years, with the possibility of increased costs for insurance, utilities, salaries, etc. Trustee Cacioppo believes discussions should continue, which may include additional studies on the property, special use permit from the City, etc. Personally, Trustee Cacioppo is not sure if the District is ready, financially to take on another property. Trustee Cacioppo commented on the funding sources; in some cases there are conditions associated with funding received.

Trustee Crossman shared information from the last Bond Oversight Committee regarding an interest in pursuing the property.

Trustee Cacioppo confirmed that the District owns other land in Carson City and would personally like staff to present different scenarios; if purchased for \$4.1 million, what would be the minimum costs for maintenance on the building, requirements of the City to purchase the building, etc.

Trustee Wilke-McCulloch would like information on what the costs might be for minimal upkeep if the buildings were left vacant for five years.

Trustee Varner confirmed that the water damage has been fixed. Mr. Stokes explained that the owner repaired the damage and fixed the leak.

On behalf of the Board, Trustee Cacioppo thanked Mr. Uhart for his work.

DISCUSSION AND POSSIBLE ACTION TO ADOPT TWO (2) RESOLUTIONS, DISSOLVING SPECIAL REVENUE FUND; 279, FULL DAY YEAR ROUND KINDERGARTEN FUND AND CREATING A SPECIAL REVENUE FUND; 279, STUDENT ACTIVITY FUND, IN ACCORDANCE WITH GOVERNMENTAL ACCOUNTING STANDARDS BOARD (GASB) 84 AND THE NEVADA DEPARTMENT OF EDUCATION

Mr. Andrew Feuling, Director, Fiscal Services explained that in 2017, Governmental Accounting Standards Board (GASB) issued Statement 84 pertaining to student activity funds where fees are collected for curricular and co-curricular classes, which were considered an agency fund; accounts are audited internally. Mr. Feuling noted that the accounts did not appear in the budget approved by the Board.

Mr. Feuling will present an augmented budget for fiscal year 2021, which includes the new fund at the June 22, 2021 Board meeting.

Trustee Walker asked if the student activity accounts for each site are being eliminated or accounted for differently through the District's budget. Mr. Feuling explained that the funds will be represented in the budget that will include annual revenue and expenditures.

Mr. Feuling referred to the Nevada Department of Education Chart of Accounts that designates Fund 279, Student Activity Fund. Due to this change, action is necessary for the Board to dissolve Fund 279, Full Day Year Round Kindergarten Fund that was created by the District several years ago, and not used since 2015.

Trustee Crossman clarified that the District has Full Day Kindergarten, and is not bringing back Full Day Year Round Kindergarten.

It was moved by Trustee Walker, seconded by Trustee Carine, **that the Carson City School District Board of Trustees adopt two (2) Resolutions, dissolving Special Revenue Fund; 279, Full Day Year Round Kindergarten Fund and creating a Special Revenue Fund; 279, Student Activity Fund, in accordance with Governmental Accounting Standards Board (GASB) 84 and the Nevada Department of Education.** Motion passed 7-0.

2021 NEVADA LEGISLATIVE UPDATE: REPORT ON ITEMS OF INTEREST RELATING TO EDUCATION

Mr. Stokes reported that the current legislative session has ended and provided an update on items of interest related to education:

- Assembly Bill 194 (AB194) – modifies accountability process; expectation for Districts to develop a plan for use for Restorative Justice processes and progressive discipline to be included in the annual Accountability Report. Requires the Board to adopt a policy to appeal a student suspension or expulsion.
- Assembly Bill 235 (AB235) – requires districts to provide assistance to parents and guardians on completing the Free Application for Federal Student Aid (FAFSA) and Nevada Kick Start College Program. Includes additional responsibility to report to the State Treasurer the number of students, guardians or parents who attend or did not attend the FAFSA event, as well as the number of students who completed the FAFSA application, and the number of students that accepted or turned down.

Trustee Walker confirmed that counselors have knowledge of the students who have applied that are accepted and/or turned down.

- Senate Bill 102 (SB102) – changes the language pertaining to when students should be admitted in kindergarten; existing law states that the child must be 5 years old on or before September 30th to the first day of school. The revision changes the law from September 30th to the first day of school for the 2021-2022 school year.
- Assembly Bill (AB231) – requires the State Board of Education to appoint a subcommittee to review and provide recommendations regarding the holocaust and other genocides in the standards and curriculum for schools.
- Senate Bill 172 (SB172) – provides a uniform grading schedule for particular courses; students enrolled in dual credit courses would have the same increase in their Grade Point, which is effective for the 2021-2022 school year.
- Senate Bill 439 (SB439) – Pupil Centered Funding Bill (PCFB) revises Senate Bill 543 (SB543) from the previous legislative session that included protection of bargaining the ending fund balance of 16.6% from the original SB439 to 12%.
- Senate Bill (SB458) – K-12 funding bill includes language associated with Hold Harmless that was issued on a per pupil basis; District is being held harmless to a per pupil amount received in fiscal year 2020. Hold Harmless was extended to charter schools. Districts and charter school have flexibility on how funds are used. \$50 million will be deposited in the Education Stabilization Account.
- Assembly Bill (AB495) – new Mining Tax; as of 2023, funding is expected to be \$85 million annually which will go into the State Education Fund. \$200 million from the federal stimulus funding was set aside for K-12 learning loss.
- Assembly Bill (AB205) – authorizes health care professionals to issue an order to use Narcan on someone for an opioid related drug overdose.

Mr. Stokes explained that reports are provided by Dr. Debb Oliver, Executive Director, Nevada Association of School Boards (NASB) and Dr. Mary Pierczynski, lobbyist for the Nevada Association of School Superintendents (NASS).

DISCUSSION ON THE NEVADA ASSOCIATION OF SCHOOL BOARDS (NASB) NOMINATIONS TO BE CONSIDERED FOR RECOGNITION DURING THE 2021 ANNUAL CONFERENCE

Trustee Cacioppo explained that the Board provides various nominations to the Nevada Association of School Boards to be considered for their annual conference. The deadline to submit nominees is August 13, 2021. Trustee Cacioppo would like the Trustees to provide a list of nominees to Mrs. Cortez by July 13, 2021 so they can be considered at the July 27, 2021 Board meeting. The process this year includes the nomination form, along with a grading rubric.

Trustee Walker concurred with the timeline provided by Trustee Cacioppo.

Trustee Wilke-McCulloch encouraged staff to contact the Trustees with potential nominees.

Mr. Stokes welcomed the Trustees to contact him to discuss and review possible nominees.

Mrs. Cortez confirmed the timeline for submitting information to be included in Board packets for the June 22, 2021 Board meeting.

APPROVAL OF CONSENT AGENDA

It was moved by Trustee Carine, seconded by Trustee Wilke-McCulloch **that the Carson City School District Board of Trustees approve the consent agenda as submitted.** Motion passed 7-0.

INFORMATIONAL ITEMS

No additional informational items were presented or discussed.

REQUEST FOR FUTURE AGENDA TOPICS

Present agenda items to Mr. Richard Stokes or President Cacioppo.

ANNOUNCEMENT OF MEETINGS

The next regular meeting of the Carson City School District Board of Trustees will be on Tuesday, June 22, 2021.

ADJOURNMENT

There will be no further business to come before the members of the Board in public meeting; President Cacioppo declared the meeting adjourned at 9:55 p.m.

Laurel Crossman, Clerk

Date

SCHOOL BOARD MEETING

July 13, 2021

Informational Items – A

**Notification of Changes in the Classified and Nursing
Staff, including New Hires and Terminations**

Informational Items – B

Notification of budget transfers for the prior month

CARSON CITY SCHOOL DISTRICT - STAFF INFORMATION

July 13, 2021

CLASSIFIED STAFF

NEW HIRES				
Name	Position/Subject	Location	Hire Date	New/Replace
Blanca Carvalho	Administrative Assistant I	Carson Middle School	TBD	Replace - FY 22
Robin Cupp	Cook/Baker	Empire Elementary School	TBD	Replace - FY 22
Katie McMaster	Cafeteria Manager	Seeliger Elementary School	TBD	Replace - FY 22

RESIGNATIONS/RETIREMENTS					
Name	Position/Subject	Location	Hire Date	Term Date	Resign/Retire
Gary Jones	Maintenance	Operations Services	3/17/1992	7/16/2021	Retirement

NURSING STAFF

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

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

EXECUTIVE STAFF

NEW HIRES				
Name	Position/Subject	Location	Hire Date	New/Replace
Christine Perkins	Special Projects Coordinator	PDC/ Grants Department	TBD	Replace - FY 22

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

CCSD BUDGET TRANSFER REPORT

FOR THE MONTH OF JUNE 2021

THIS BUDGET TRANSFER REPORT ACCURATELY REFLECTS ALL BUDGET
TRANSFERS MADE IN THE ABOVE REFERENCED MONTH
OUT OF THE 2020-2021 FISCAL YEAR.

I CERTIFY THAT ALL BUDGET TRANSFERS WERE MADE IN ACCORDANCE WITH THE
CARSON CITY SCHOOL DISTRICT'S REGULATIONS AND POLICIES, ARE PROPERLY
CODED AND ARE NOT IN EXCESS OF THE BUDGET.

Prepared By:



Date:

7-8-21

Reviewed and Approved by the following Carson City School Board Members:

Joe Cacioppo	President
Richard Varner	Vice-President
Laurel Crossman	Clerk
Michael Walker	Member
Lupe Ramirez	Member
Donald Carine	Member
Stacie Wilke-McCulloch	Member

Fund		Amount
100	General Fund	\$1,552,279.00
210	Class Size Reduction	\$44,000.00
230	Adult Education	\$1,000.00
235	Prison Education	\$1,362.50
241	State Grants - 2021	\$69,825.61
250	Special Education	\$68,925.00
270	Local Grants	\$10,620.01
271	Summer School	\$16,300.00
281	Federal Grants - 2021	\$367,377.82
285	Medicaid Fund	\$1,500.00
290	Food Service Fund	\$68,000.00
300	Capital Projects Fund	\$4,000.00
702	Health Insurance	\$244,266.00
		<u>\$2,449,455.94</u>