



NYE COUNTY SCHOOL DISTRICT
Board of Trustees
Regular Agenda

A Regular of the Board of Trustees of Nye County School District will be held on Friday, August 26, 2005, beginning at 10:00 AM at the Southern District Office Boardroom, 484 S West Street, Pahrump, NV 89048.

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

1. CALL TO ORDER
 - A. PLEDGE OF ALLEGIANCE
 - B. ROLL CALL
2. ADOPTION OF AGENDA, ACTION ITEM
3. CONSENT CALENDAR, ACTION ITEM
 - A. APPROVAL OF AUGUST 12, 2005 REGULAR MEETING MINUTES
 - B. APPROVAL OF AUGUST 12, 2005 EXECUTIVE SESSION MINUTES
 - C. ACCEPTANCE OF HOME SCHOOL APPLICATIONS
 - D. APPROVAL TO ADMINISTER GED EXAMS TO 16-YEAR OLD STUDENTS
 - E. APPROVAL OF REQUESTS FOR IMMUNIZATION EXEMPTION
 - F. APPROVAL OF WARRANTS
 - G. APPROVAL FOR BOARD PRESIDENT TO ATTEND REGIONAL PROFESSIONAL DEVELOPMENT MEETING IN LAS VEGAS, AUGUST 15, 2005
 - H. APPROVAL FOR BOARD MEMBERS TO ATTEND TL2 CONFERENCE IN DENVER, COLORADO, OCT. 26-28, 2005
 - I. APPROVAL FOR BOARD PRESIDENT TO ATTEND CONSTRUCTION OVERVIEW & UPDATE CONFERENCE IN LAS VEGAS, OCT. 20, 2005
4. REPORTS, INFORMATIONAL ITEM
 - A. SUPERINTENDENT'S REPORT
 - B. ADMINISTRATOR REPORTS
 - C. BOARD REPORTS

D. BOARD COMMITTEE REPORTS

5. BOARD APPOINTMENTS, ACTION ITEM
6. CHANGE OF DATE/LOCATION OF FUTURE BOARD MEETINGS, ACTION ITEM
7. DECISION REGARDING SUBDIVISION MAPS, ACTION ITEM
8. APPROVAL OF GRANTS, ACTION ITEM
9. RECOGNITIONS, INFORMATIONAL ITEM
10. DISCUSSION REGARDING BUS ROUTES & BUS STOPS, INFORMATIONAL ITEM
11. DECISION REGARDING REQUEST FOR VARIANCE FOR A TONOPAH MIDDLE SCHOOL STUDENT TO ATTEND ESMERALDA COUNTY SCHOOL, ACTION ITEM
12. DISCUSSION/POSSIBLE DECISION REGARDING DEVELOPMENT AGREEMENTS, ACTION ITEM
13. DISCUSSION REGARDING TRAVEL STUDY REQUIREMENTS, INFORMATIONAL ITEM
14. APPROVAL OF NIAA DRUG POLICY, ACTION ITEM
15. DISCUSSION REGARDING SCHOOL CONSTRUCTION, INFORMATIONAL ITEM
16. DISCUSSION AND POSSIBLE DECISION REGARDING NAMING OF FACILITIES, ACTION ITEM
17. DISCUSSION & APPROVAL OF PLAN FOR TRACKING THE CLASS OF 2009, ACTION ITEM
18. DISCUSSION/DECISION REGARDING PLAN FOR IMPLEMENTING GOALS & REPORTING PROGRESS TO BOARD OF TRUSTEES, ACTION ITEM
19. APPROVAL OF TEST SECURITY GUIDE, ACTION ITEM
20. REVIEW & DECISION REGARDING POLICY 1130 PARENT INVOLVEMENT IN EDUCATION (TITLE I SCHOOLS) & POLICY 7480 EXTRA-CURRICULAR ACTIVITY ELIGIBILITY, ACTION ITEM
21. APPROVAL OF SECOND READING, POLICY 5376 - SCHOOL CAMPS, ACTION ITEM
22. APPROVAL OF SECOND READING, POLICY 7642 - IDENTIFICATION, INTERVENTION & POST-INTERVENTION PROCEDURES FOR STUDENT PROBLEMS, ACTION ITEM
23. APPROVAL OF SECOND READING, POLICY 8400 - TRANSPORTATION SERVICES, ACTION ITEM
24. APPROVAL OF SECOND READING, POLICY 8431 - BUS DRIVER REQUIREMENTS, TRAINING & RESPONSIBILITIES, ACTION ITEM
25. APPROVAL OF SECOND READING, POLICY 8433 - STUDENT CONDUCT ON BUSES, ACTION ITEM
26. APPROVAL OF SECOND READING, POLICY 8436 - PRACTICE EVACUATION OF SCHOOL BUSES, ACTION ITEM

27. APPROVAL OF FIRST READING: POLICY 1140 - CONTACT WITH SCHOOL DISTRICT STAFF, ACTION ITEM
28. APPROVAL OF FIRST READING, POLICY 5339 - LIMITED ENGLISH PROFICIENCY, ACTION ITEM
29. APPROVAL OF FIRST READING, POLICY 5370 - EXTENDED INSTRUCTIONAL PROGRAMS, ACTION ITEM
30. APPROVAL OF FIRST READING, POLICY 6227 - SICK LEAVE, ACTION ITEM
31. APPROVAL OF FIRST READING, POLICY 7100 - STUDENT ADMISSION TO SCHOOL, ACTION ITEM
32. APPROVAL OF FIRST READING, POLICY 7131 - STUDENT RE-ENTRY INTO SCHOOL, ACTION ITEM
33. APPROVAL OF FIRST READING, POLICY 7141 - ASSIGNMENT OF NEW STUDENTS TO CLASSES AND GRADE LEVELS, ACTION ITEM
34. APPROVAL OF FIRST READING, POLICY 7142 - ASSIGNMENT OF HOMESCHOOLED STUDENTS, ACTION ITEM
35. APPROVAL OF FIRST READING, POLICY 7230 - LESS THAN FULL-TIME SCHEDULES, ACTION ITEM
36. APPROVAL OF FIRST READING, POLICY 7300 - STUDENT RIGHTS AND RESPONSIBILITIES, ACTION ITEM
37. APPROVAL OF FIRST READING, POLICY 7411 - EQUAL ACCESS FOR LIMITED OPEN FORUM, ACTION ITEM
38. APPROVAL OF FIRST READING, POLICY 7412 - MEETINGS OF STUDENT ORGANIZATIONS AND CLUBS, ACTION ITEM
39. APPROVAL OF FIRST READING, POLICY 7600 - STUDENT SAFETY/WELFARE, ACTION ITEM
40. APPROVAL OF FIRST READING, POLICY 7621 - PHYSICAL EXAMINATION, ACTION ITEM
41. APPROVAL OF FIRST READING, POLICY 7625 - ADMINISTERING MEDICATIONS TO STUDENTS, ACTION ITEM
42. APPROVAL OF FIRST READING, POLICY 7627 - SCHOOL NURSES, ACTION ITEM
43. APPROVAL OF FIRST READING, POLICY 7701 - STUDENT ACADEMIC LETTERS, ACTION ITEM
44. DISCUSSION & POSSIBLE FIRST READING OF POLICY 7223 - ADVISORY BOARD TO REVIEW SCHOOL ATTENDANCE, ABSENCE & TRUANCY/ATTENDANCE COMMITTEE, ACTION ITEM
45. DISCUSSION & POSSIBLE FIRST READING OF POLICY 7310 - DUE PROCESS RIGHTS, ACTION ITEM
46. DISCUSSION & POSSIBLE FIRST READING OF POLICY 7340 - STUDENT PUBLICATIONS AND MEDIA, ACTION ITEM

47. DISCUSSION & POSSIBLE FIRST READING OF POLICY 7640 - AT-RISK STUDENT BEHAVIORS, ACTION ITEM
48. APPROVAL TO DELETE POLICY 7112 - ADMISSION OF NON-RESIDENT STUDENTS, ACTION ITEM
49. APPROVAL TO DELETE POLICY 7690 - STUDENT SAFETY, ACTION ITEM
50. APPROVAL TO DELETE POLICY 8431(A) - ALCOHOL & DRUG TESTING, ACTION ITEM
51. EXECUTIVE (CLOSED) SESSION
 - A. DISCUSSION REGARDING POSSIBLE STUDENT RIGHTS VIOLATIONS
 - B. DISCUSSION REGARDING RESULTS OF STUDENT DISCIPLINARY HEARINGS
 - C. DISCUSSION REGARDING LEGAL ITEMS
 - D. DISCUSSION REGARDING PERSONNEL ITEMS
 - E. DISCUSSION REGARDING NEGOTIATIONS
52. DECISION REGARDING POSSIBLE STUDENT RIGHTS VIOLATIONS, ACTION ITEM
53. EMERGENCY ITEM: APPROVAL OF COMMERCIAL WATER SERVICE AGREEMENT, ACTION ITEM
54. PUBLIC INPUT, INFORMATIONAL ITEM
55. ADJOURNMENT, ACTION ITEM

This Meeting will be streamed live online via the link <https://livestream.nyeschools.org/ViewStream.html> on the Nye County School District website. Click on the following link if you have difficulties with the live streaming: <https://bit.ly/ncsdbotmeetings>.

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

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

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

The NCSD BOT Goals are as follows:

Culture

Improve and sustain a culture of learning for all through:

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

Academic

Elevate achievement and support lifelong learning for all through:

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

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

NYE COUNTY SCHOOL DISTRICT NOTICE OF NONDISCRIMINATION

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

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

NYE COUNTY SCHOOL DISTRICT

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

August 12, 2005

Present: Deborah Wescoatt, President; Tracie Ward, Vice-President; Dennis Keating, Clerk; Edna Forsgren, Nicole Genet and Cindy Marcotte, Members; Dr. William Roberts, Superintendent; Kay Walker and Rod Pekarek, Assistant Superintendents; Ray Ritchie, Chief Financial and Administrative Officer; Bob Whimpey, Maintenance and Operations; Cameron McRae, Transportation; Karen Liberty and Jerry Hill, Curriculum Coordinators; Ginger Olson, Testing and Accountability Coordinator; Sam Simatos, Interim Special Ed Director and Manse Principal; Lisa Mays, Board and Administrative Services Coordinator; and Kerry Paniagua, Executive Secretary.

Absent: Dawn Murphy.

Guests: Patti Chipman and Laura Billman, Nevada-Elect; Jan Cameron, Amargosa Valley Senior Project Council; Ann Barron, Nye County Economic Development; Robert Lane, Technology; Chris Cailliet, Pahrump; and Gina B. Good, Pahrump Valley Times.

1. Call to Order

The meeting was called to order at 10:00 a.m. in the Pahrump boardroom with a videoconference link to the Tonopah boardroom. Board members, administrators and guests recited the Pledge of Allegiance. President Wescoatt conducted roll call of board members; Dawn Murphy was absent.

2. Adoption of Agenda

Tracie Ward moved adoption of the agenda. Cindy Marcotte seconded, and a unanimous vote was recorded.

3a. Approval of July 25, 2005 Regular Meeting Minutes

3b. Approval of July 29, 2005 Regular Meeting Minutes

- 3c. Approval of July 29, 2005 Executive Session Minutes
- 3d. Acceptance of Home School Applications
- 3e. Approval to Administer GED Exams to 16-Year Old Students
- 3f. Approval of Requests for Immunization Exemption
- 3g. Approval of Warrants

Tracie Ward made the motion to approve the consent calendar, items 3a through 3c (there were no submissions for items 3d through 3g). Cindy Marcotte seconded, and a unanimous vote was cast.

4a. Superintendent's Report

Dr. Roberts announced that he had appointed Dale Norton as the new Assistant Superintendent, and Jeff Wales will be the new principal of Rosemary Clarke Middle School. He attended a lengthy Nye County impact meeting where development agreements were approved and forwarded to the Commissioners. He visited Silver Rim where teachers for primary grades who have been relocated are setting up their classrooms. He also said Mr. Whimpey's department is doing a lot of work.

4b. Administrator Reports

Mr. Pekarek said the district has hired an additional speech therapist and said there are a lot of transfers.

4c. Board Reports

Mrs. Marcotte said she had attended a Commissioners' meeting with Mrs. Ward and Dr. Roberts. Mr. Keating reported on an NASB Directors' meeting. Mrs. Wescoatt attended several Commissioners' and Town Board meetings. She said development agreements will come before the Commissioners on August 18 for approval. She will be attending a steering committee meeting for the Boys and Girls Club.

4d. Board Committee Reports

Mrs. Wescoatt said the policy committee finished reviewing the policy book earlier that morning. New legislation will be reviewed to see if the policy committee needs to meet again. She turned the time over to Laura Billman and Patti Chipman to report for Nevada-Elect. They had previously sent their final report with bills attached. They said they would like to look into a fund that Clark County has for school construction for which they found documents that indicate funding came from the State.

5. Board Appointments

Mrs. Wescoatt appointed Mrs. Marcotte, Mr. Keating, Mrs. Ward and herself to a bond committee and said she would like to have a meeting fairly soon. She appointed Mrs. Marcotte as liaison with the Amargosa Senior Center.

6. Change of Date/Location of Future Board Meetings
7. Decision Regarding Subdivision Maps
8. Approval of Grants
9. Recognitions

Items withdrawn.

10. Discussion Regarding Amargosa Senior Center & Other Issues

Jan Cameron said the Senior Center is about as old as the Amargosa School. The population of active seniors has increased, and the Center is no longer meeting their needs adequately. She learned it is easier to find grants to build a school and proposed assisting the district in finding such grants if they could buy the old school as a Senior Center. She thought there would be a benefit in getting the school off Farm Road and said there is a lot of BLM land. Nye County is putting together draft legislation on federal land use, and they have sent a letter to the Amargosa Advisory Board requesting input.

Mrs. Ward said the district has a contract with the Amargosa Library and questioned its viability if the school was moved. Mrs. Cameron said a new school couldn't be built on the present site anyway and suggested students could be bused to the Library. She also reminded the board that the Community Center is used as the school gym, and a new school would have to have a gym. Mrs. Wescoatt said the board would like to work with Mrs. Cameron. She said it takes about ten years to acquire BLM land. She said the board will discuss building schools at the next meeting.

11. Discussion/Possible Decision Regarding Harvest Festival Booth

Tracie Ward made the motion to request a booth for the Harvest Festival. Dennis Keating seconded, and a unanimous vote was registered.

12. Approval of 2004-05 Accountability Report

Mrs. Olson said all districts use a common format and all reports are available on nevadareportcard.com. The district's accountability report will be on the website August 15. Dr. Roberts said this is the first year that reports are done for the year just ended. Mrs. Olson said that most of the information is for the 04/05 school year although some information is from 03/04 because of the timeline. There was some discussion regarding dropout data; and Mrs. Wescoatt said in reforming high schools, this is something the board needs to take an active role in. She hoped the new Boys and Girls Club near the high school would reduce the dropout rate. Mrs. Ward said if there could be an explanation somewhere that each school has to make AYP in 37 ways, it would be more helpful to parents. Mrs. Olson said that would be explained in the newspaper article and in the letters that go home to parents in needs improvement schools. The website contains more detailed information. Mr. Keating asked if it is possible to track incoming freshmen throughout their high school years to determine how many drop out. Mrs. Wescoatt said

she would like to track them to see how they are doing. Mrs. Olson said it is possible to go back in time for that information. Dr. Roberts said one of the issues they have to deal with is that students who don't show up for ten days have to be dropped, and they won't be on file anywhere. Mrs. Wescoatt asked Mrs. Olson to report back at the next meeting.

13. Discussion/Decision Regarding Plan for Student Achievement

Dr. Roberts said last year the district had a set of goals that were ambitious and arduous, and the schools worked hard to achieve them. Parents should feel good about the level of achievement. Three district schools were labeled "high achieving." Even though the bar was raised, a significant majority of schools met AYP. He commended staff for their efforts. The primary goal for 05/06 will be student achievement while continuing to work on other goals. He pointed out the groups that continue to have difficulty are special education and limited English proficient.

Karen Liberty reviewed the individual goals for the 04/05 school year and whether the district met or did not meet each goal. Mrs. Olson provided input in the areas where the district did not meet the goal. They then explained action steps that have been placed within the goals to provide professional development or other support. Once schools establish their professional learning communities, Mrs. Liberty felt by monitoring and asking important questions, there would be an increase in test scores. Mrs. Olson said district CRT benchmark testing would be implemented this year, and teachers would use the same tools as in Accelerated Math, which would provide remediation techniques. Teachers can disaggregate data to show trends, and use the GROW Network to look at individual students.

Mrs. Liberty said annual PLC training will be provided to new teachers. TOSAs will meet with new teachers four times a year. High quality staff development will be provided to teachers and administrators, and a mentor program will assist new teachers. Administrators are given information through a newsletter on what to look for in the area of balanced literacy when observing teachers. Teachers will be able to check out DVDs on guided lessons. Videos on literacy and math have been purchased for teachers to check out. Training on Thinking Maps will continue to be offered. They will continue to orient personnel on best practices of an inclusion model.

Mrs. Olson said if a sub-group is less than 20, only one less than that can be absent for a test in order to meet the participation rate. Because the school doesn't always have the information from the previous HSPE in a timely fashion, her department will provide a list of students who haven't passed the test. Mrs. Liberty said schools should implement their own strategies to encourage participation in testing and gave some examples used in other states.

Ms. Walker said both Mrs. Liberty and Mrs. Olson have been exceptional in their efforts to put together staff development and making it very usable for teachers to have specific strategies. She added that they will be looking at school improvement plans. She also recognized Mary Sue Morin and Jerry Hill for their assistance.

Mrs. Wescoatt said this wasn't what she asked for. She wanted a plan on how the board would meet its goals and how they would be kept apprised on how the district is doing. What was presented was the district's improvement plan. Dr. Roberts said the test dates are on the calendar, and the staff regularly reports results. Mrs. Olson said reading results would be available in November and writing results available by February. The bulk of testing is in the spring. Mrs. Wescoatt asked them to report on August 26 how principals are going to implement the plan and how the board will be kept apprised.

14. Approval of Request to Hire Additional School Staff

Mr. Ritchie explained the request for a .5 foreign language instructor. Dr. Roberts said that would bring Pahrump High up to three languages and help their accreditation. Mrs. Wescoatt asked how many allocations Pahrump High had received for this school year and was told seven. Tracie Ward made the motion to approve the request. Dennis Keating seconded, and a unanimous vote was recorded.

15. Decision Regarding Request for Supervisor of Technology

Mr. Ritchie explained a PowerSchool technician was in the budget. Through grievance mediation, an agreement was made to hire a supervisor for that department to run day-to-day operations. Dr. Roberts said there are approximately 2400 computers and only four employees to maintain them. He said a Bachelors degree would be required. Dennis Keating made the motion to approve the position. Cindy Marcotte seconded, and a unanimous vote was cast.

16. Approval for Revision to Maintenance and Operations Supervisor Salary Schedule

Mr. Ritchie said they felt this salary schedule would be appropriate for the Technology Supervisor position. Tracie Ward moved approval of the request. Dennis Keating seconded, and a unanimous vote was recorded.

17. Award of Bid: Roofing Project, CSS Building

Bids were opened August 9. The only bid received was from Innovative Painting and Waterproofing, Inc., in the amount of \$239,687.14. Mr. Whimpey said there are quite a few issues such as the air conditioners having to be lifted. The contractor is from California, and his Nevada license is inactive. He requested the bid be awarded to the lone bidder pending license activation. Tracie Ward made the motion to award the bid on condition the contractor is able to meet all requirements. Dennis Keating seconded, and a unanimous vote was registered.

18. Approval of Second Reading, Policy 2411 – Specifications for New Building Sites

Tracie Ward moved approval of the first reading of this policy. Dennis Keating seconded, and a unanimous vote was recorded. A copy of the policy is attached to these minutes.

19. Approval of Second Reading, Policy 3341 – Free Admissions

Tracie Ward made the motion to approve the first reading. Dennis Keating seconded, and a unanimous vote was cast. A copy of this policy is attached.

20. Approval of First Reading, Policy 5376 – School Camps

Tracie Ward made the motion to approve the second reading, and Cindy Marcotte seconded. Mr. Keating requested the last sentence be changed to read “no student will be denied the right to participate in sports or extra-curricular activities because he/she did not attend a camp.” The motion and second were amended to allow this change, making this a first reading. There was a unanimous vote in favor. A copy of the revised policy is attached to these minutes.

21. Approval of Second Reading, Policy 5556 – Internet & School Network Acceptable Use

Tracie Ward moved approval of the second reading, and Cindy Marcotte seconded. There was a unanimous vote in favor of the motion. A copy of the policy is attached. Mrs. Wescoatt asked who checks to make sure computer users do not violate the policy and how often. Mr. Ritchie said the technology department follows up if a supervisor expresses concerns.

22. Approval of Second Reading, Policy 6100 – General Personnel Policies

Tracie Ward made the motion to approve the first reading. Dennis Keating seconded, and a unanimous vote was registered. A copy of this policy is attached.

23. Approval of Second Reading, Policy 6226 – Staff Fringe Benefits

Tracie Ward made the motion to approve this policy. Dennis Keating seconded, and a unanimous vote was cast. A copy of the policy is attached to these minutes.

24. Approval of Second Reading, Policy 7222 – Attendance Monitoring/Accounting

Tracie Ward moved approval of the second reading. Cindy Marcotte seconded, and a unanimous vote was recorded. A copy of this policy is attached.

25. Approval of Second Reading, Policy 7363 – Student Use of Electronic Communication Devices such as Cellular Telephones or Pagers

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

26. Approval of Second Reading, Policy 7371 – Pregnant Students

Tracie Ward moved approval of the second reading. Dennis Keating seconded, and a unanimous vote was cast. A copy of the policy is attached to these minutes.

27. Approval of Second Reading, Policy 7460 – Student Travel

Tracie Ward made the motion to approve the second reading, and Dennis Keating seconded. There was a unanimous vote in favor, and a copy of this policy is attached. Mrs. Wescoatt asked if out-of-state sports events that had already been scheduled would have to be approved. Mr. Pekarek said administration has been approving them for some time; it just wasn't in policy.

28. Approval of Second Reading, Policy 7500 – Student Discipline

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

29. Approval of Second Reading, Policy 7510 – Corporal Punishment

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

30. Approval of Second Reading, Policy 7622 – Immunization of Students

Tracie Ward moved approval of the second reading. Nicole Genet seconded, and a unanimous vote was registered. A copy of this policy is attached.

31. Approval of Second Reading, Policy 7623 – Communicable/Infectious Diseases

Tracie Ward made the motion to approve the second reading of this policy. Dennis Keating seconded, and a unanimous vote was recorded. A copy of the policy is attached.

32. Approval of Second Reading, Policy 7624 – Students & Staff with HIV/AIDS

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

33. Approval of Second Reading, Policy 7630 – Guidance & Counseling

Tracie Ward made the motion to approve the second reading. Dennis Keating seconded, and a unanimous vote was recorded. A copy of the policy is attached to these minutes.

34. Approval of Second Reading, Policy 7720 – Employment of Students

Tracie Ward moved approval of the second reading, and Dennis Keating seconded. There was a unanimous vote in favor. A copy of the policy is attached.

35. Approval of First Reading, Policy 7642 – Identification, Intervention & Post-Intervention Procedures for Student Problems

Tracie Ward made the motion to approve the first reading. Dennis Keating seconded, and a unanimous vote was cast. Mrs. Wescoatt asked if crisis management teams were already appointed. Ms. Walker said principals are aware of the procedures. Her office is contacted, and additional counselors and psychologists are dispatched to the school. A copy of this policy is attached.

36. Approval of First Reading, Policy 8400 – Transportation Services

Tracie Ward moved approval of the first reading, and Nicole Genet seconded. Mrs. Marcotte asked about the cash subsidy. Mr. McRae said that refers to individual transportation contracts in outlying areas. Mr. Keating said they should entertain a change. Mrs. Ward amended her motion to take out “cash subsidy,” and Mrs. Genet amended her second. Mr. McRae said they shouldn’t confuse contracted services with transportation contracts because they are two separate things. Mr. Pekarek suggested “in lieu of.” Mrs. Ward amended her amended motion to substitute “in lieu of transportation” for “cash subsidy.” Mrs. Genet amended her second. Mrs. Ward said she was thinking of subsistence allowances. Mr. McRae explained that subsistence is given to a student who lives away from home in order to attend school, and it is separate from contracted services. Mrs. Ward revoked her previous motion and amended motion and made the motion to approve the first reading with the following change under #3: “transportation may be afforded in the form of District-owned vehicles, a transportation contract, contracted services or a subsistence allowance for residing near a public school.” Mrs. Genet revoked her previous second and seconded Mrs. Ward’s motion. There was a unanimous vote in favor. A copy of the revised policy is attached.

37. Approval of First Reading, Policy 8431 – Bus Driver Requirements, Training & Responsibilities

Tracie Ward moved approval of the first reading. Dennis Keating seconded, and a unanimous vote was recorded. A copy of this policy is attached.

38. Approval of First Reading, Policy 8433 – Student Conduct on Buses

Tracie Ward made the motion to approve the first reading. Edna Forsgren seconded, and a unanimous vote was cast. A copy of this policy is attached to the minutes. Mr. Keating asked if a student who was denied bus transportation would be eligible for a transportation contract. Mr. McRae said the regulations clear up that question.

39. Approval of First Reading, Policy 8436 – Practice Evacuation of School Buses

Tracie Ward made the motion to approve the first reading. Dennis Keating seconded, and a unanimous vote was recorded. A copy of this policy is attached.

40. Approval to Delete Policy 5341 – Home Schooling

Tracie Ward moved approval to delete policy 5341. Dennis Keating seconded, and a unanimous vote was registered.

- 41a. Discussion Regarding Possible Student Rights Violations
- 41b. Discussion Regarding Results of Student Disciplinary Hearings
- 41c. Discussion Regarding Legal Items
- 41d. Discussion Regarding Personnel Items
- 41e. Discussion Regarding Negotiations

Discussion is reflected in Executive Session minutes.

42. Decision Regarding Possible Student Rights Violations

Item withdrawn.

43. Public Input

None offered.

44. Adjournment

Tracie Ward moved to adjourn at 1:06 p.m. Cindy Marcotte seconded, and a unanimous vote was recorded.

SCHEDULE OF MEETING

The meeting was called to order at 10:00 a.m. Dennis Keating made a motion to go into Executive Session at 12:58 p.m. Tracie Ward seconded, and a unanimous vote was recorded. The regular session resumed at 1:05 p.m. The meeting adjourned at 1:06 p.m.

By _____



Dr. William E. (Rob) Roberts
Superintendent

Nye County School District

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BOARD OF TRUSTEES

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

August 19, 2005

MEMORANDUM

TO: Board of Trustees
FROM: Dr. William E. Roberts, Superintendent
SUBJECT: Superintendent Report

The last two weeks have flown by rapidly for the best school district in Nevada.

The agreement for land donation between the Nye County School District and has been signed (see attached).

On Monday, August 15, Mrs. Wescoatt and I attended a training on how to increase student achievement in the area of math sponsored by RPDP.

We had a three day training experience for the Principals and Department heads on August 16, 17, and 18 (agenda attached).

I signed and distributed to principals approximately 800 "Welcome Back" cards for the staff of Nye County School District and have given out 100 license plate covers to promote the district.

I attended the County Commissioners' Meeting on the 18th, regarding the development agreement between the County and the Concordia and Beazer groups.

I traveled to Tonopah on Monday, August 22.

The morning of Wednesday, August 24, I attended the "New Teacher Training" that was held in the Manse multipurpose room. That afternoon I traveled to Las Vegas and received an award from the Southern Nevada Workforce Investment Board for my service.

I have been visiting each school site this week to provide help and guidance where needed as all schools are in the final crunch before school starts.

At around 12:00 today I will be leaving for Amargosa to meet with Congressman Jim Gibbons. He is

participating in an Amargosa Town Hall meeting and immediately after will join me for a tour of the Amargosa school.

WR:lm

**Standards Master Training
August 16, 2005
Community College of Southern Nevada
551 East Calvada Blvd.
Room 107**

- 8:00 - 9:00 Continental Breakfast**
- 8:45 Dr. Roberts**
- 9:00 - 12:00 Paul Brooks - Renaissance Learning
Standards Master Training**
- 12:00 - 1:00 LUNCH**
- 1:00 - 3:00 Paul Brooks - Renaissance Learning
Standards Master Training**

ADMINISTRATIVE HOO-AH MEETING
AUGUST 17, 2005
Community College of Southern Nevada
551 East Calvada Blvd.
Room 107

7:30

CONTINENTAL BREAKFAST

8:00

Dr. Roberts - 30 minutes

Opening Welcome
Overview of Agenda
2005-2006 Administrative meetings - Discuss timelines
Complete new work calendar and turn in ASAP
New Policies
Board Member Proc

8:30

Rod Pekarek - 30 minutes

Legal Concerns
Personnel Issues
Negotiations

9:00

Cameron McRae - 45 minutes

Sweetfinger Tracking System
School Safety Week
Field Trip Forms
Bus Registration
Hours of service/driving

9:45

Bobbie Brock - 30 minutes

Attendance Audit
Substitutes
Highly Qualified Teachers

10:15

Break

10:30

Bob Whimpey - 15 min

Maintenance issues

10:45

Pat Garland - 15 r

Food Safety Program
Free and Reduced Lunch Count Day
Brief introduction of the Wellness Program

- 11:00 Ray Ritchie - 45 minutes**
Budget
Technology
Insurance
Payroll
Miscellaneous
- 11:45 BREAK FOR LUNCH - (provided)**
- 1:00 Kay Walker - 45 Minutes**
Plan of Progressive Discipline
Alternative Education
Health Aides Contract
AB182 Requirements
Requests to take GED at age 16
Medication logs
Self-contained placement of EH students
Right to opt out of releasing student name to military recruiters
School Improvement Plans
- 1:45 Karen Liberty - 45 minutes**
PLC
Administrative Training Dates
Other School Improvement issues
- 2:30 Break**
- 2:45 Sam Simatos - 15 minutes**
IDEA Update
- 3:00 Ginger Olson**
School summary accountability report
Changes regarding accountability report based on new legislation
Testing calendar and other testing issues

Administrative Hoo-ah MEETING
August 18, 2005
Community College of Southern Nevada
551 East Calvada Blvd.
Room 107

- 7:30** **CONTINENTAL BREAKFAST**
- 8:00** **Jerry Hill/Karen Holley - 45 minutes**
Aspects of Carl Perkins
Wish list for grant funding research
CISCO
Non-Traditional grants
Recruitment
06-07 Project
- 8:45** **Mary Sue Morin - 15 minutes**
Directory and Military Option Letter
- 9:00** **Dale Norton - 30 minutes**
Overview of Responsibilities
Athletic Schedules
Personnel action forms for coaches
- 9:30** **Break**
- 10:00** **Roger Scott (Larry Beller & Associates) - 2 hours**
Documentation for Effective Discipline
- 12:00**
Lunch - (provided)
- 1:00** **Round Table Discussions**
Items of Concern:
Individual school websites
Budget updates pertaining to new teacher allocations
PLC Follow-up
Naming of football fields

AGREEMENT

This Agreement ("Agreement") is made and entered into this 21st day of July, 2005, by and between Adaven Management, Inc., a Nevada corporation; GVT Investments, LLC, a Nevada limited liability company; Sagewind SN Holdings Limited Partnership, a Nevada limited partnership; Pahrump 230, LLC, a Nevada limited liability company; Regency Place, A Limited-Liability Company, a Nevada limited liability company; Ideal Staple Co., a Nevada corporation; Insight Holdings, LLC, a Nevada limited liability company; Hafen Family Limited Partnership, a Nevada limited partnership; HHH Investments, LLC, a Nevada limited liability company (collectively, the "Owners"); and the Nye County School District (the "District").

RECITALS:

Whereas, on February 7, 2005 the Board of County Commissioners of Nye approved and entered into an Amended and Restated Development Agreement (the "Development Agreement") with the Owners regarding the development of certain real property (as described in the Development Agreement) located in the Town of Pahrump, County of Nye, State of Nevada (the "Property"); and

Whereas, District acknowledges that it has a copy of and has reviewed the Development Agreement, particularly in regard to the provisions of Section 5.3; and

Whereas, pursuant to Section 5.3 of the Development Agreement, the Owners are to negotiate an agreement with the District with regard to school impact mitigation related to the Property; and

Whereas, Owners and District are desirous of entering into this Agreement in satisfaction of the requirements of Section 5.3 of the Development Agreement; and

Whereas, the District is contemplating the issuance of bonds to fund the construction of an elementary school in the Pahrump area which elementary school would service residents of the Property.

Now, therefore, for good and valuable consideration, the sufficiency of which is hereby acknowledged, the parties agree as follows:

1. Dedication of School Site. Owners shall donate, or arrange for the donation of, to the District fee simple title to that certain parcel of real property more particularly described on Exhibit A (the "Parcel") at no cost to the District in accordance with the following procedures.

Page 1 of 6

A. Establishment of Legal Parcel. Owners and the District acknowledge that the Parcel is currently part of a larger legal parcel and that the larger legal parcel will need to be subdivided in accordance with Chapter 278 of the Nevada Revised Statutes ("NRS") to create the Parcel as a separate legal parcel. Owners shall be responsible for establishing the Parcel as a separate legal parcel in accordance with applicable Nevada and Nye County law as soon as practical after the execution of this Agreement. The parties shall work cooperatively in determining the exact boundaries of the Parcel when it is created as a separate legal Parcel to meet the needs of both Owners and District. Owners further agree to cooperate with District in obtaining and dedicating all easements for access and utilities to the Parcel necessary for the improvement and use of the Parcel as a school.

B. Due Diligence Review. Owners shall provide the District with all environmental reports, geotechnical reports, and title reports, if any, in Owners' possession regarding the Parcel and with all information in their possession regarding the location and availability of water and utilities to the Parcel. The District may, at its election, perform such inspections, surveys, soil analysis, environmental analysis and other tests on the Parcel as the District, in the District's discretion, shall require for the purpose of determining the suitability of the Parcel for the construction of the elementary school and related facilities. The District's investigation of the Parcel shall be done at its own cost and expense.

C. Title. Owners shall provide the District with a current preliminary title report for the Parcel within fifteen (15) days after the execution of this Agreement, from a mutually acceptable title company, and with an updated preliminary title report within fifteen (15) days after the Parcel is established as a separate legal parcel in accordance with applicable Nevada law. The preliminary title report shall be delivered to the District together with conformed copies of all exceptions and items of record referred to in the preliminary title report. The parties intend for the Parcel to be conveyed to the District free and clear of all liens and encumbrances against the Parcel. Prior to the conveyance of title Owners shall remove or otherwise discharge all monetary liens or encumbrances against the Parcel, if any. As to non-monetary liens or other exceptions to title, Owners and the District agree to work cooperatively to remove any exceptions which would unreasonably interfere with the intended use of the Parcel as a school site. Prior to conveyance of the Parcel, Owners and District shall mutually agree upon the permitted exceptions to title.

D. Conveyance of Title. Owners shall convey the Parcel to District by a grant, bargain and sale deed ("Deed"), free and clear of lien and encumbrances, subject only to the mutually agreed permitted exceptions reflected in the preliminary title report delivered pursuant to paragraph C. above. Owners and District shall establish an escrow with the mutually acceptable title

Page 2 of 6

company to assist in completing the transfer, recording the Deed, and issuing title insurance for the Parcel in an amount equal to the appraised fair market value. The transfer shall be completed within ten (10) days after the establishment of the Parcel as a separate legal parcel under Nevada law, no later than six (6) months following the date of this Agreement. The District shall pay the escrow fees and the cost of the premium for the title insurance.

2. Use of Property. The District will acquire the Parcel for the purpose of the construction and operation of an elementary school and related facilities (the "School"). The District intends for the School to service residents of the Property; provided, however, nothing in this Agreement shall be construed to require the District to make the School available only to residents of the Property or otherwise restrict the zoning authority of the District.

3. Construction of School. The District intends to construct an elementary school on the Parcel, subject to (i) its determination of the availability of funds and the successful issuance of bonds for the project, (ii) its determination of the availability of adequate roadways, utility services, and water to service the School, and (iii) its determination of the suitability of the Parcel as a school site. Owners have agreed to support the bond issue based on the understanding that the elementary school on the Parcel will be the next school constructed by the District in the Town of Pahrump. If the foregoing conditions are satisfied, then the District intends construct the School on the Parcel as the next school to be constructed by the District in the Town of Pahrump. Owners agree to extend, at their expense, the sewer and water lines and services to the border of the Parcel, with sufficient capacity, pressure, size and other requirements to meet the needs of the proposed School and related facilities. If these conditions are satisfied and the District does not construct the school before any other schools in the Town of Pahrump, then Owners may exercise their right of reverter pursuant to paragraph 5 below, as its sole remedy for the failure to construct the School.

4. IRS Form 8283. Upon request by Owners, the District shall execute and deliver IRS Form 8283 (and such other forms or documents as may be required by the Internal Revenue Service to make the donation qualify as a charitable deduction under the Internal Revenue Code for the donating owner), in conjunction with delivery of the Deed to the District. The Owners shall be responsible for obtaining all appraisals required for the donation. The District makes no representation as to the qualification, deductibility, or amount of the charitable donation.

5. Possibility of Reverter. Upon the election of the Owners exercised in writing, the Parcel shall revert to Owners upon the occurrence of the following events:

A. The District fails to construct a school on the Parcel within ten (10) years after the conveyance of the Parcel to the District as a separate legal parcel;

B. The conditions set forth in paragraph 3 above are satisfied and the District does not construct the School as the next School in the Town of Pahrump; or,

C. The Parcel ceases to be used for public education purposes.

The Owners must exercise their right of reverter by delivery of a written notice to the District within thirty (30) days following occurrence of the event. If the notice is not so delivered, the right of reverter shall expire and terminate forever. If Owners exercise their right of reverter, then District shall have an option to acquire the property for its appraised fair market value. The option shall be exercised within thirty (30) days after Owners exercise their right of reverter.

6. Satisfaction of Development Agreement. This Agreement shall be presented to the Nye County Commission in satisfaction of the requirements set forth under Section 5.3 of the Development Agreement

7. Payment of Tax on Residential Construction. Owners and District acknowledge that Nye County has adopted Resolution No. 2004-32 at the request of the District imposing a residential construction tax (the "Tax") as authorized by NRS 387.331. District and Owners agree that the Tax will be imposed and paid pursuant to Resolution 2004-32, and that the Tax proceeds will be used as provided in Resolution 2004-32. The amount of the Tax as adopted by Resolution 2004-32 is \$1,600 for each residential dwelling unit. Any action of the District, Nye County, the Nevada Tax Commission under NRS 387.332 or any other agency with jurisdiction that would eliminate or modify the amount of Tax payable by Owners for a residential unit to be built on the Property shall not be prohibited by this Section.

THE NEXT PAGE IS THE SIGNATURE PAGE

Page 4 of 6

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In consideration of the mutual covenants and conditions set forth herein, the parties have executed this Agreement on the date first mentioned above.

OWNERS:

Adaven Management, Inc., a Nevada corporation

By 
Lawrence D. Canarelli
Its: President

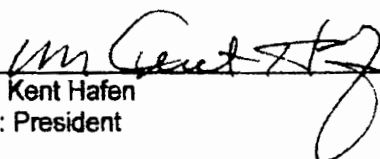
Pahrump 230, LLC
Regency Place LLC,
Ideal Staple Company
Insight Holdings, LLC
GVT Investments, LLC, and
Sagewind SN Holdings Limited Partnership

By 
Jim Zeiter
A Manager

By 
Vicki Hafen Scott
A Manager

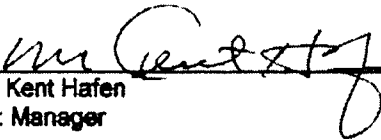
The Hafen Family Limited Partnership,
a Nevada limited partnership

By: South Ranch Corporation, Its General Partner

By 
M. Kent Hafen
Its: President

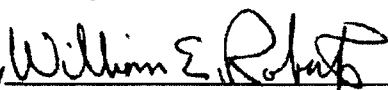
Page 5 of 6

HHH Investments, LLC, a Nevada limited liability company

By 
M. Kent Hafen
Its: Manager

DISTRICT:

Nye County School District

By 
Its: Authorized Representative

Page 6 of 6

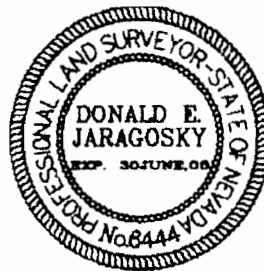
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LAND DESCRIPTION
A PORTION OF APN 45-171-01

Situated In Nye County, Nevada and lying within the Northeast Quarter (NE ¼) of Section 17, Township 21 South, Range 54 East, M.D.M. and being more particularly described as follows;

Beginning at the Southwest corner of the North half of said Northeast quarter (NE1/4), thence North 0°28'11" West along the West line of said Northeast quarter (NE1/4) 675.47 feet, thence North 89°31'49" East 774.28 feet, thence South 0°28'11" East 675.47 feet, thence South 89°31'49" West 774.28 feet to the point of beginning.

Containing 12.0 Acres, more or less, together with all tenements, hereditaments, appurtenments and privileges of said property.



TRIANGLE SURVEYING INC.
1201 South Highway 160 Suite 106
Pahrump, Nevada 89048

NYE COUNTY SCHOOL DISTRICT 05-06

8/11/2005

SUMMARY OF EXPENDITURES	BUDGETED	ACTUAL	%
100 - Regular	21,405,788	24,465	0.11%
300 - Vocational	968,113	0	0.00%
900 - Other Instructional	719,612	14,856	2.06%
TOTAL DISTRIBUTED EXPENDITURES	23,093,513	39,321	0.17%
000 - Undistributed			
2100 - Student Support	213,164	570	0.27%
2200 - Staff Support	265,958	13,574	5.10%
2300 - General Administration	970,861	40,705	4.19%
2400 - School Administration	3,313,121	161,724	4.88%
2500 - Business Support	2,036,606	53,346	2.62%
2600 - Plant Operation & Mtce.	6,146,490	461,633	7.51%
2700 - Student Transportation	2,841,954	153,976	5.42%
5300 - Transfer to Other Funds	6,680,987	0	0.00%
TOTAL UNDISTRIBUTED EXPENDITURES	22,469,141	885,527	3.94%
TOTAL EXPENDITURES	45,562,654	924,849	2.03%
Contingency			
Unappropriated Fund Balance	985,740	985,740	
Reserved Fund Balance			
<hr/>			
SUMMARY OF AVAILABLE FINANCING	BUDGETED		%
Beginning Balance	1,213,749	1,213,749	100.00%
Ad Valorem	7,090,718	0	0.00%
Net Proceeds of Mines	0		
Sales & Use Taxes	7,157,096	0	0.00%
General Govt. Services Tax	1,744,475	0	0.00%
Tuition - In-State	25,000	0	0.00%
Tuition - Out of State	40,000	0	0.00%
Earnings on Investments	40,000	0	0.00%
Miscellaneous	75,000	0	0.00%
State Distributive	28,027,925	0	0.00%

8/11/2005

BOARD OF TRUSTEES BUDGET for 05-06

	<u>Budgeted</u>	<u>YTD Exp.</u>	<u>Encumbered</u>	<u>Balance</u>
Social Security	850			850
Workers Comp	250			250
Medicare	200			200
Day of Service	13,680			13,680
Professional Service	75,000			75,000
Lobbying				
Communications				
Travel	7,000			7,000
Supplies	4,000		1,564	2,436
Tech Items of Value				
Dues & Fees	15,400	10,500		4,900
	<hr/>			
TOTAL	\$116,380	\$10,500	\$1,564	\$104,316

FINANCIAL INFORMATION
NYE COUNTY SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING August 26, 2005

Dear Board Member:

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



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

7/6/2005 12:24:02PM

Page: 1

Date	Beginning Balance	Total Debits	Total Credits	Ending Balance
NCSD - NYE COUNTY SCHOOL DISTRICT				
06/01/2005	14,475,194.09			14,516,061.78
06/02/2005	14,516,061.78			14,516,061.78
06/03/2005	14,516,061.78			14,516,061.78
06/04/2005	14,516,061.78			14,516,061.78
06/05/2005	14,516,061.78			14,516,061.78
06/06/2005	14,516,061.78			14,516,061.78
06/07/2005	14,516,061.78			14,516,061.78
06/08/2005	14,516,061.78			14,516,061.78
06/09/2005	17,272,187.78	2,756,126.00		17,272,187.78
06/10/2005	17,272,187.78			17,272,187.78
06/11/2005	17,272,187.78			17,272,187.78
06/12/2005	17,272,187.78			17,272,187.78
06/13/2005	17,272,187.78			17,272,187.78
06/14/2005	17,272,187.78			17,272,187.78
06/15/2005	17,272,187.78			17,272,187.78
06/16/2005	17,272,187.78			17,272,187.78
06/17/2005	15,302,187.78		1,970,000.00	15,302,187.78
06/18/2005	15,302,187.78			15,302,187.78
06/19/2005	15,302,187.78			15,302,187.78
06/20/2005	15,302,187.78			15,302,187.78
06/21/2005	15,302,187.78			15,302,187.78
06/22/2005	15,302,187.78			15,302,187.78
06/23/2005	15,302,187.78			15,302,187.78
06/24/2005	15,302,187.78			15,302,187.78
06/25/2005	15,302,187.78			15,302,187.78
06/26/2005	15,302,187.78			15,302,187.78
06/27/2005	15,302,187.78		1,640,000.00	13,662,187.78
06/28/2005	13,662,187.78			13,662,187.78
06/29/2005	13,662,187.78			13,662,187.78
06/30/2005	13,662,187.78			13,662,187.78
Totals	14,475,194.09	2,797,157.82	3,610,164.13	13,662,187.78

Account Summary

Ending Balance:	\$13,662,187.78
Gross Earnings:	\$39,989.20
Administrative Fee:	-\$159.96
Net Earnings:	\$39,829.24

Gross Interest Rate:	3.1109 %
Net Interest Rate:	3.0985 %



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

8/8/2005 10:23:57AM

Page: 1

Date	Beginning Balance	Total Debits	Total Credits	Ending Balance
NCSD - NYE COUNTY SCHOOL DISTRICT				
07/01/2005	13,662,187.78			13,702,017.02
07/02/2005	13,702,017.02			13,702,017.02
07/03/2005	13,702,017.02			13,702,017.02
07/04/2005	13,702,017.02			13,702,017.02
07/05/2005	13,702,017.02			13,702,017.02
07/06/2005	13,702,017.02			13,702,017.02
07/07/2005	13,702,017.02			13,702,017.02
07/08/2005	13,702,017.02			13,702,017.02
07/09/2005	13,702,017.02			13,702,017.02
07/10/2005	13,702,017.02			13,702,017.02
07/11/2005	13,702,017.02			13,702,017.02
07/12/2005	13,702,017.02		1,155,000.00	12,547,017.02
07/13/2005	12,547,017.02			12,547,017.02
07/14/2005	12,547,017.02			12,547,017.02
07/15/2005	12,547,017.02		2,000,000.00	10,547,017.02
07/16/2005	10,547,017.02			10,547,017.02
07/17/2005	10,547,017.02			10,547,017.02
07/18/2005	10,547,017.02			10,547,017.02
07/19/2005	10,547,017.02			10,547,017.02
07/20/2005	10,547,017.02			10,547,017.02
07/21/2005	10,547,017.02			10,547,017.02
07/22/2005	10,547,017.02			10,547,017.02
07/23/2005	10,547,017.02			10,547,017.02
07/24/2005	10,547,017.02			10,547,017.02
07/25/2005	10,547,017.02			10,547,017.02
07/26/2005	10,547,017.02			10,547,017.02
07/27/2005	10,547,017.02			10,547,017.02
07/28/2005	10,547,017.02			10,547,017.02
07/29/2005	10,547,017.02			10,547,017.02
07/30/2005	10,547,017.02			10,547,017.02
07/31/2005	10,547,017.02			10,547,017.02
Totals	13,662,187.78	39,989.20	3,155,159.96	10,547,017.02

Account Summary

Ending Balance:	\$10,547,017.02
Gross Earnings:	\$33,869.90
Administrative Fee:	-\$135.48
Net Earnings:	\$33,734.42

Gross Interest Rate:	3.3164 %
Net Interest Rate:	3.3031 %



VACANCY LIST
August 23, 2005

School	FTE	Position	Year
Amargosa	1/2	Reading	2005-06
Clarke Middle School	1	Technology	2005-06
Clarke Middle School	1	Counselor	2005-06
Hafen Elementary	1	4th Grade-1 year only	2005-06
Hafen Elementary	1	Special Education-1 year only	2005-06
Hafen Elementary	1	PE	2005-06
JG Johnson Elementary	1	1st Grade	2005-06
Mt. Charleston Elementary	1	Special Education	2005-06
Pathways	1	Special Education/Counselor	2005-06
District	2	Speech Therapists	2005-06
District	1	Physical Therapist	2005-06

The NCSD will not discriminate against any qualified handicapped person, on the basis of handicap, to be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination. NCSD is an Equal Opportunity Employer.

New Hires as of 8-23-05

Assistant Principal	Joc Peters	RCMS	
Assistant Principal	Kent Roberts	PVHS	
Principal	Nancy Hein	Beatty High	
Principal	Patsy Jensen	Tonopah High	
Teacher	Jacqueline Chardon	Round Mtn High	Ogden, Utah
Teacher	Christina Eason	Round Mtn High	Reno, NV
Teacher	Michelle Giltrap	Round Mtn High	Fallon, NV
Teacher	Stephanie Moore	Beatty High	Pahrump, NV
Teacher	Michelle Petaros	Early Childhood	Pahrump, NV
Teacher	Tammy Cochrell	JGJ	Pahrump, NV
Teacher	Christy Henshaw	JGJ	Pahrump, NV
Teacher	Eleanor Cawley	JGJ	Cerritos, CA
Teacher	James Hein	Amargosa	Las Vegas, NV
Teacher	Laura Spencer	Amargosa	Pahrump, NV
Teacher	Dino Nappi	Gabbs	Sacramento, CA
Teacher	Howard Hall	Gabbs	Chinook, MT
Teacher	Geoffrey Bryan	Gabbs	Moreno Vly, CA
Teacher	Emily Boston	Hafen	Greely, CO
Teacher	Kurt Thorne	Hafen	Ft. Collins, CO
Teacher	Rosalie Schenck	Hafen	Las Vegas, NV
Teacher	Robert Schoenhofen	Hafen	Thousand Oaks, CA
Teacher	Elizabeth Dymond	Hafen	Amargosa, NV
Teacher	Sewke Grenke	Hafen	Pahrump, NV
Teacher	Maria Descamps	Hafen	El Paso, TX
Teacher	Lauren York	Mt Charleston	Pahrump, NV
Teacher	Lori Odegard	Mt. Charleston	Fargo, ND
Teacher	Shauna Barnum	Mt. Charleston	Germany

JROTC	Michael Vild	PVHS	Las Vegas, NV
Teacher	Rudy Napoli	PVHS	Pahrump, NV
Teacher	Bonnie Chenevert	PVHS	Winnemucca, NV
Teacher	Christopher Ball	PVHS	Coming, NY
Teacher	Abbie Brown	PVHS	Aloha, OR
Teacher	Jennifer Hagstrom	PVHS	Cadillac, MI
Teacher	Ty Lanway	PVHS	Saginaw, MI
Teacher	Bonnie Lynn	PVHS	Pahrump, NV
Teacher	James Strauss	PVHS	Las Vegas, NV
Teacher	Matthew Kolodziejczk	PVHS	Vicksburg, MI
Teacher	Barbara Sazzi	PVHS	Pahrump, NV
Teacher	Linda Cable	TES/Silver Rim	Independence, MO
Teacher	Steven Dotson	Pathways	Cleveland, OH 2/0
Teacher	Amy Braach	RCMS	Twin Bridges, MT
Counselor	Bill Fuessel	RCMS	Sandia Park, NM
Teacher	Betsy Kelley	RCMS	Pahrump, NV
Teacher	Diana Verbic	RCMS	Pahrump, NV
Teacher	Mark Kessler	RCMS	Lake Elsinor, CA
Teacher	Robin Gourley	RCMS	Pahrump, NV
Teacher	Erin Pitterle	RCMS	Roscoe, IL
Teacher	Susan Utley	RCMS	Las Vegas, NV
Teacher	Toric Pardee	RCMS	Essexville, MI
Teacher	Jamic Ball	RCMS	Scottsdale, AZ
Teacher	Alan Chenevert	RCMS	Winnemucca, NV
Teacher	Armando Veloz	RCMS	Fernely, NV
Teacher	Becky Thompson	RCMS	W. Wendover, NV
Teacher	Harvey Shealey	RCMS	Las Vegas, NV
Teacher	Dona Finamore	RCMS	Las Vegas, NV
Teacher	Robert Nielson	RCMS	Las Vegas, NV
Teacher	Kay Mobley	RCMS	Las Vegas, NV
Teacher	Carric Zabrusky	RCMS	Greeley, CO
Speech Therapist	Renee Russo	South	Las Vegas, NV
TOSA	Sherrilyn Rakestraw		Duckwater, NV
Classified			

2 Hall monitors RCMS
3 Hall monitors PVHS

Grant Writer

Secretary for Kay Walker
Secretary for Grant Writer (not filled yet)

New Teachers

States	
Arizona	1
California	5
Colorado	3
Germany	1
Illinois	1
Michigan	4
Missouri	1
Montana	2
New Mexico	1
Nevada	31
New York	1
North Dakota	1
Ohio	1
Oregon	1
Texas	1
Utah	1

Amargosa School
 777 E. Amargosa Farm Road
 Amargosa, NV

Project	Bid/Cost	Contractor	Percent Complete	Remarks
Paint exterior of school	\$33,000.00	Jim Hibbard Painting	100%	
Install drain trough in patio	\$17,225.00	Harris Concrete	100%	
Install hot water to all sinks	5,000.00	AM/PM Plumbing	75%	Need electrical
Replace hall lights	1,248.00	In house	90%	
Build new BB court		Out to bid		
Install new phone system	\$17,393.13	SBC	50%	
Install drain trough in patio	\$17,225.00	Harris Concrete/Fence	100%	
Pump grease trap	\$750.00	Pahrump Sanitation	100%	
New air pump on water system	\$1,100.00	In house	100%	

Beatty Schools

High School-- 1 Hornet Ave
 Elementary School-- 110 4th St
 Beatty, NV

Project	Bid/Cost	Contractor	Percent Complete	Remarks
Drain trough at elementary school				Receiving bids
Inspect and repair bleachers at high school		Michael Smuddie		
Concrete pad for Mercedes Benz High School		In house	100%	
Repair cracks and seal parking lot High School	4,100.00	Steel Asphalt out of Fernley	100%	
Install Volleyball poles at MS	\$600.00	Croft-Beck	100%	

CSS Building

2100 S. Mt. Charleston Blvd.
Pahrump, NV

Project	Bid/Cost	Contractor	Percent Complete	Remarks
Replace Main Power Transformer		Valley Electric	100%	Scheduled August 2 nd and 3 rd
Re-roof and repair AC units	\$239,687.14	Innovative Painting/Waterproofing		Bid awarded Inovative painting & waterproofing
Replace damaged ceiling tiles	\$1,038.00	In-house		Will start after roof repair
Install power outlets in two rooms	\$300.00	Lahaye Electric	\$100%	
Install communications conduit to 9 th GA				Investigating wireless
Install Fiber Optics	6,393.00	Engle Tech	100%	
Install bell system to 9 th GA		ABS		
New phone system	9,062.90	SBC	50%	
Asphalt parking lot	59,937.00	Wulfenstein Construction		

Duckwater School

Duckwater, NV

Project	Bid/Cost	Contractor	Percent Complete	Remarks
Repair cracks and seal asphalt parking lot	\$6,250	Steel Asphalt of Fernley	100%	
Install Toys from Mt. Charleston	N/A	inhouse	50%	

Gabbs Schools

511 E. Ave
Gabbs, NV

Project	Bid/Cost	Contractor	Percent Complete	Remarks
Repair carpet seams in computer lab and under water fountain				
Hot water to elementary restroom				
Repair cracks and seal asphalt parking lot	10,000.00	Steel Ashpalt of Fernley	100%	

Hafen Elementary

7120 S. Hafen Ranch Road
Pahrump, NV

Project	Bid/Cost	Contractor	Percent Complete	Remarks
Reset shade umbrella		Sun Port		Warranty Work
Sound Wall		In house		
Seal exterior of building				Locating Contractor
Install power outlets in office	520.00	Lahay Electric	100%	
Inspect and replace all lights bulbs on exterior lights	220.00	inhouse	95%	

JG Johnson Elementary

900 E. Jackrabbit Rd.
Pahrump, NV

Project	Bid/Cost	Contractor	Percent Complete	Remarks
Safety block wall	3,520.00	A&A Masonry	100%	
Repair Locks		In house	100%	
Connect hot water to all sinks		Am/ Pm Plumbing	10%	
Carpet library, 4, 17, 18, 20	10,601.00	Carpet Center	100%	
Asphalt west parking lot	51,720.00	Wulfenstein Construction	100%	To start after 11 th .
Connect old modulars to sewer	14,256.00	Mills Construction	100%	
Replace irrigation time clocks		inhouse	100%	
Install conduit for alarms	910.00	LaHaye Electric	100%	

Manse Elementary

1020 E. Wilson Street
Pahrump, NV

Project	Bid/Cost	Contractor	Percent Complete	Remarks
Replace Intercom	\$14,290	ABS	25%	
Replace door (break-in)	6,538	Pahrump Valley Door	100%	
Install 4' and 3' doors	777.50	Steve Does It		
Carpet 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 16, 17, 18, office, computer lab, reading room and stage			40%	
Move testing to custodial mod Install bars on windows and doors	2,153	Pahrump Valley Machine	100%	
Roof protection for weather station	300	State Environmental Office	25%	Roofing material ordered
Replace swing set				Locating contractor
Replace phone system	8,108.00	SBC		

Mt. Charleston

1521 E. Idaho Street
Pahrump, NV

Project	Bid/Cost	Contractor	Percent Complete	Remarks
Asphalt East Parking Lot	\$23,940	Wulfenstein Construction	100%	
Carpet 1A, 1B, 3A, 3B, 5A, 12	20,190.20	Carpet Center	100%	
Install parking lot light	1,300	LaHay Electric	30%	
Replace swing set				Locating contractor
Install door in building 12	600.00	In house		

PVHS
501 E. Calvada Blvd
Pahrump, NV

Project	Bid/Cost	Contractor	Percent Complete	Remarks
Connect power to weight room		LeHay Electric	100%	
Connect water to weight room		In house	100%	
Install fire alarms in weight room		ABS	100%	
Install evap coolers in weight room		Empire Air Conditioning	100%	
Install heaters in weight room				Have not hired a contractor yet
Refinish GYM floor	3000.00	inhouse	100%	
2 Bulletin Boards	1753.48	Aarco Products	100%	

9th Grade Academy
2000 S. Mt. Charleston

Refinish GYM floor	2532.50	Marks Service Ctr.	100%	
Recarpet Room 5	1220.00	Carpet Center	100%	

Rosemary Clark MS

4201 N. Blagg
Pahrump, NV

Project	Bid/Cost	Contractor	Percent Complete	Remarks
North road remediation	\$235,173.00	Mills Construction	85%	
Power strips in computer room		In house	40%	
Connect Ice Machine		In house	100%	
Put new furniture together		In house	100%	
Program Phone System	340.00	SBC	100%	

Round Mountain Schools

59 Hadley Circle
Round Mountain, NV

Project	Bid/Cost	Contractor	Percent Complete	Remarks
Three new ramps and steps for elementary school	10,240.00	AmeriFab, Phoenix, AZ	100%	
ADA concrete walks at elementary school	63,000.00	Harris Fence Tonopah	100%	
Level 6 th Grade Trailer	450.00	GDS Enterprises	100%	
Level 5 elementary mod's	1350.00	GDS Enterprises	100%	
Refinish GYM floor	2149.50	Marks service	100%	
Repair fence at principles house	4,900.00	Harris Fence	100%	
Carpet Building 4	3,663.25	Carpet Center	100%	
Carpet Building 6	2,754.00	Carpet Center	80%	

South District Office

484 S. West St
Pahrump, NV

Project	Bid/Cost	Contractor	Percent Complete	Remarks
Develop new parking lot	9,585.00	Wulfenstein Const.	50%	
New phone system	22,550.00	SBC	20%	
Add new electric circuits		Lahay Electric		

Tonopah District Office

122 Military Circle
Tonopah, NV

Project	Bid/Cost	Contractor	Percent Complete	Remarks
Seal cracks and seal parking lot	4,870.00	Steel Asphalt of Fernley	100%	

Tonopah Schools

High School—1250 S. Main Street
 Elementary School—1220 Idaho Circle
 Silver Rim Elementary—881 Smoky Valley Rd
 Tonopah, NV

Project	Bid/Cost	Contractor	Percent Complete	Remarks
Replace lights in middle school gym	*\$11,666	Quality Control Systems	50%	*Gift from Sierra Pacific Electric
Replace middle school parking lot	83,000			
Inspect, repair bleachers		Michael Smuddie		
Repair cracks and seal small parking area at elementary school	4,860	Steel Asphalt out of Fernley	100%	
Repair cracks and seal asphalt at Middle school lower court	5,805.00	Steel Asphalt of Fernley	100%	
Repair cracks and seal high school outdoor basketball court	3,456	Steel Asphalt of Fernley	100%	
Carpet 3 rooms at MS	7,015		100%	
Resurface GYM Floor		Inhouse		
Move class rooms Silver Rim/Tonopah ES		Inhouse	100%	
Repair football field			50%	
Repair cracks and seal packing lot at Silver Rim Elem.	6,105.00	Steel Asphalt of Fernley	100%	
Repair high school parking lot	2,168.00	Steel Asphalt of Fernley	100%	
Install A/C in MS computer room	11,488.00	Dean's Plumbing and Heating of Bishop, CA	10%	

Modular Installation

Early Childhood/Even Start
2100 S. Mt. Charleston Blvd
Pahrump, NV

Project	Bid/Cost	Contractor	Percent Complete	Remarks
6 modular units	668047.08	US Modular	100%	
Modular Pads	27,000.00	Murphy Construction	100%	
Water/fire hydrant and back flow preventer	18,600.00	Mike Floyd Construction	100%	
Sewer			100%	
Electric	6,365	LeHay Electric	100%	
Concrete Walks	17,217	PCC, Inc.	100%	
Sprinkler/sod installation	12,260.00	Snowden Landscape	50%	
Fencing		Tiberti Fence	95%	
Fire Alarms		ABS	100%	
Communication	35,404.00	Engle Tech	100%	
Phone		ABS	100%	
Parking Lot	59,937	Wulfenstein Construction		
Fire Extinguishers				On order

Modular Installation

Hafen Elementary
Hafen Ranch Rd.
Pahrump, NV

Project	Bid/Cost	Contractor	Percent Complete	Remarks
3 Modular Units	33,4023.54	US Modular		
Modular Pads			100%	Placing on Asphalt
Water/Sewer	21,800.00	Mills Construction	100%	
Electric	2,084.00	LeHay Electric	95%	
Fire Alarms		ABS	20%	Electrician installed fire alarm conduit
Communication	13,538.00	Engle Tech		
Phone				
Fire Extinguishers				On order
Fence				

Modular Installation

JG Johnson Elementary
Jackrabbit Street
Pahrump, NV

Project	Bid/Cost	Contractor	Percent Complete	Remarks
2 Modular Units	22,682.36	US Modular	95%	
Modular Pads	6,400.00	Custom Backhoe	100%	
Water/Sewer	\$14,256.00	Mills Construction	80%	
Electric		LeHay Electric	90%	
Concrete Walks		Pahrump Concrete Construction	100%	
Fire Alarms		ABS	20%	
Communication	8,134.00	Engle Tech	10%	
Phone		ABS		
Fire Extinguishers				On order
Fence		Tiberti Fence		

Modular Installation

Manse Elementary School
Pahrump, NV

Project	Bid/Cost	Contractor	Percent Complete	Remarks
2 modular units	222,682.36	US Modular		
Modular Pads	6,400.00	Custom Backhoe	100%	
Water	8,649.00	Mills Construction	90%	
Sewer	“	Mills Construction	90%	
Electric		LeHay Electric	80%	Valley Electric set new pole and meter base
Concrete Walks				
Fencing		Tiberti Fence		Last task to be accomplished
Fire Alarms		ABS		
Communication	7,949	Engle Tech		
Phone				
Raise Drain		Mills Construction		
Fire Extinguishers				On order

Modular Installation

Mt. Charleston Elementary School
Idaho Street
Pahrump, NV

Project	Bid/Cost	Contractor	Percent Complete	Remarks
2 Classroom Mods	222,682.36	US Modular	90%	
Modular Pads	10,900.00	Custom Backhoe	100%	
Water		Mills Construction		
Sewer		Mills Construction		
Electric		LeHay Electric	75%	
Concrete Walks				
Fire Alarms		ABS		
Communication	11,608.00	Engle Tech		Price includes office
Phone		Engle Tech and SBC		
Fire Extinguishers				On order
Fence				

Modular Office

Project	Bid/Cost	Contractor	Percent Complete	Remarks
1 Modular Unit	125,085	Resun		
Modular Pads	5,450.00	Custom Backhoe	100%	
Water		Mills Construction		
Sewer		Mills Construction		
Electric		LeHay Electric		
Concrete Walks				
Fire Alarms		ABS		
Communication		Engle Tech		
Phone		ABS		
Fire Extinguishers				On order

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Modular Installation

Office Triple-Wide
West Street
Pahrump, NV

Project	Bid/Cost	Contractor	Percent Complete	Remarks
1 Triple Wide Modular Unit	150,927.00	US Modular		
Modular Pads	11,900.00	Murphy Construction	100%	
Water	8,807.00	Mills Construction	90%	
Sewer	“	Mills Construction	90%	
Electric		LeHay Electric	80%	Valley Electric to set electric transformer on pole
Concrete Walks				
Fire Alarms		ABS		
Communication	19,135.00	Engle Tech	30%	Price includes Pathways
Phone		ABS		
Fire Extinguishers				On order
Asphalt Parking Lot	9,585.00	Wulfenstein Construction	50%	
Tape and Paint Interior Walls				

Modular Installation

Pathways
SDO, 484 S. West Street
Pahrump, NV

Project	Bid/Cost	Contractor	Percent Complete	Remarks
2 modular units	222,682.36	US Modular	100%	
Modular Pads	9000.00	Murphy Construction	100%	
Water	8,801.00	Mills Construction	100%	
Sewer	“	Mills Construction	100%	
Install Fire Hydrant	13,800.00	Mike Floyd Construction	50%	
Electric		LeHay Electric	90%	Valley Electric to set electric transformer on pole
Concrete Walks				
Fire Alarms		ABS	50%	
Communication	19,135.00	Engle Tech		Price includes office mod.
Phone		Engle Tech		
Fire Extinguishers				On order
Fire Hydrant	13,800	Floyd Construction		
Re-key the mods	300.00	H&M	100%	

Modular Installation
 Rose Mary Clark Middle School
 4201 N. Blagg Street
 Pahrump, NV

Project	Bid/Cost	Contractor	Percent Complete	Remarks
4 Modular Units	405,588.00	Resun		
Modular Pads	13,700.00	Custom Backhoe	100%	
Electric	22,604.00	LeHay Electric	20%	
Concrete Walks				
Fire Alarms		ABS		
Communication	25,530.00	Engle Tech		
Phone				
Fire Extinguishers				On order

August 16, 2005

Ms. Deborah Wescoatt
Nye County School District
Board of Trustees
484 S. West Street
Pahrump, NV 89048

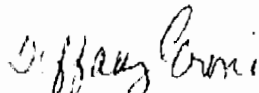
Dear Ms. Wescoatt,

We are requesting to have a "timed item" placed on the agenda of the next School Board meeting to discuss school bus routes and stops.

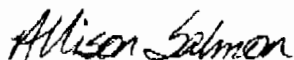
We have spoken to Mr. McRae, Mr. Pekarek, and Dr. Roberts regarding this matter and have submitted letters regarding our concerns to their offices. To date, our concerns have not been addressed in a manner that we see fit.

You can reach any one of us at our home phone numbers, listed below. Thank you for your consideration.

Sincerely,



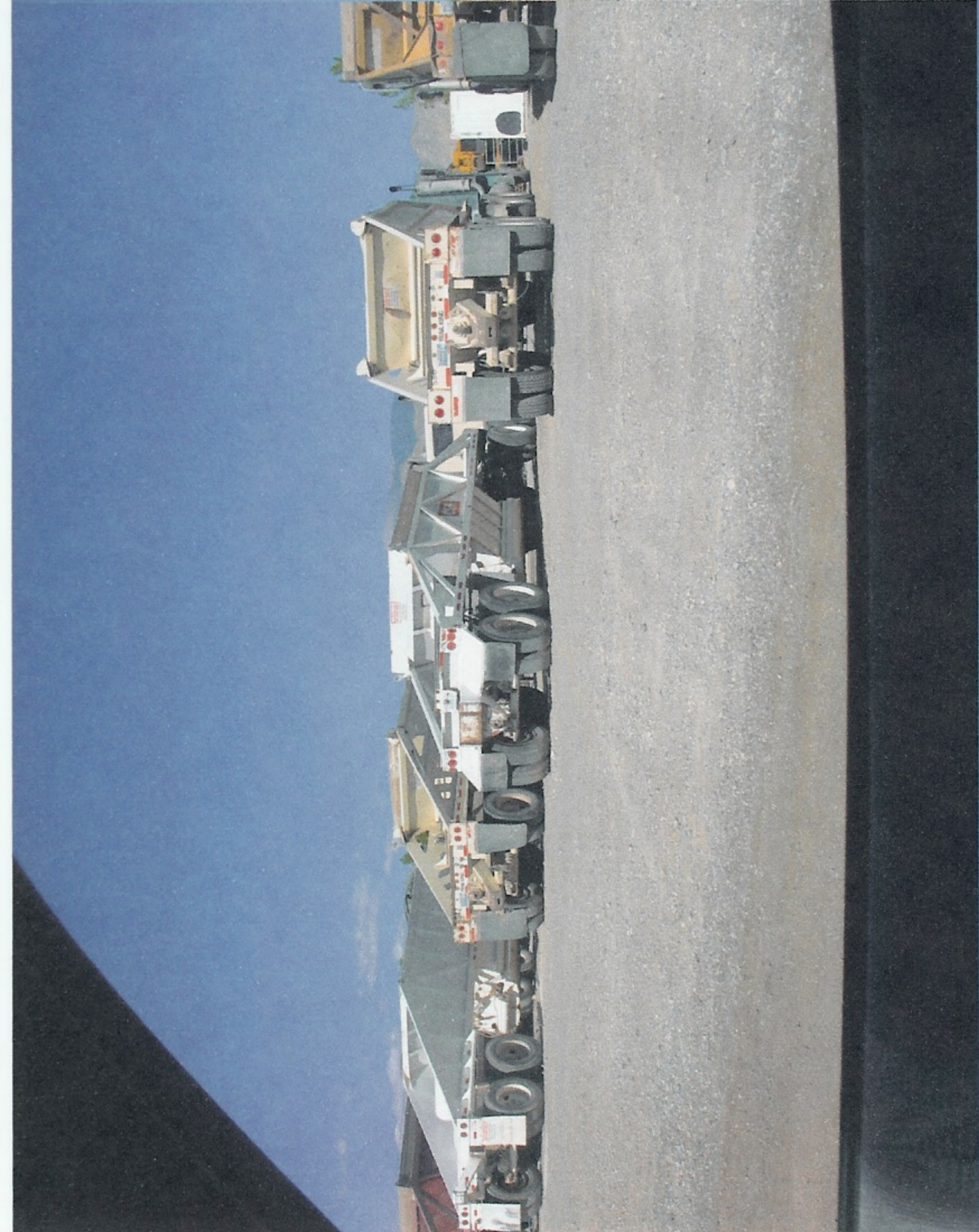
Mrs. Tiffany Ermi
537-0377



Mrs. Allison Salmon
751-9209



Mrs. Tammy Paarberg
727-0474



Eddie E. Stidham
P. O. Box 3206
Tonopah, NV 89049
775-482-8900
August 16, 2005

Dr. Roberts
Nye County School District
P.O. Box 113
Tonopah, NV 89049
775-482-6258

Dear Dr. Roberts,

This letter is to let you know, Kay Stidham and I are requesting the privilege of sending our Grandson, Dylan Sanford, to Goldfield School in Esmeralda County School District. Do to the fact we both work in the district it will be more convenient and less of a worry for all concerned. We will have the same days off during the week and also on the holidays. There is such a drastic difference in the schedules of the two counties that we feel it necessary for this change.

Sincerely Eddie E. & Elizabeth K. Stidham

cc Esmeralda County School District

Ed Stidham 482-8900 (H)
482-7738 (cell)

LAS VEGAS OFFICE

ROBERT J. GRONAUER
rg_@grauer@kkr.com

August 18, 2005

VIA FACSIMILE

877-727-7723 and
800-771-6273

Ms. Deborah Wescott
Nye County School District
Board of Directors
P.O. Box 115
Tonopah, NV 89049

*Re: Beazer Homes and Concordia Homes
Development Agreements*

Dear Ms. Wescott:

As you know, our office represents Beazer Homes and Concordia Homes. We respectfully request to be placed on your school board agenda which is currently scheduled for August 26, 2005. At this meeting, we would like to discuss your concerns with respect to the proposed Development Agreements.

Please call me if you have any questions.

Sincerely,

KUMMER KAEMPFER BONNER & RENSCHAW



Robert J. Gronauer

RJG/mlt



LIONEL SAWYER & COLLINS

ATTORNEYS AT LAW

1100 BANK OF AMERICA PLAZA
50 WEST LIBERTY STREET
RENO, NEVADA 89501

(775) 788-8866

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August 22, 2005

JEFFREY D. MENICUCCI
JANET SUE BESSEMER
WILLIAM J. MCKEAN
GREGORY R. GEMIGNANI
DOREEN SPEARS HARTWELL
SEAN T. WATERS
LINDA M. BULLEN
LAURA K. GRANIER
MAXIMILIAN D. COUVILLIER III
ELIZABETH BRICKFIELD
LEAH A. AYALA
SARAH E. HARMON
CRISTINA L. JOHNSON
MICHAEL D. KNOX

ROSA SOLIS-RAINEY
ERIC C. BOUGHMAN
ERIN FLYNN
JENNIFER ROBERTS
SUZANNE L. MARTIN
BRENT HEBERLEE
MATTHEW B. CRANE
JASMINE K. MEHTA
JON A. BAUMUNK
CHRISTOPHER CHILDS
MEREDITH L. STOW
JOICE NIJOY

*ADMITTED IN CA ONLY

OF COUNSEL
BRIAN MCKAY
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BRIAN HARRIS
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LAURA J. THALACKER

WRITER'S DIRECT DIAL NUMBER
(775) 788-8846
SELIC@LIONELSAWYER.COM

FACSIMILE

Dr. William Roberts
Nye County School District
484 South West Street
Pahrump, Nevada 89048
Fax Number: (775) 727-7768

Re: Draft of the Commercial Water Service Agreement

Dear Dr. Roberts:

I have enclosed with this letter a draft of the commercial water service agreement under which Utilities, Inc. of Central Nevada ("UICN") proposes to provide a form of interim water service to the modular classroom units that the Nye County School District ("NSD") has installed at several schools within UICN's service territory. As we previously discussed, the request for additional service necessitates the payment of capacity fees and the conveyance by NSD of water rights to support the service. These requirements, which are set forth in UICN's tariffs, cannot be waived by UICN.

Please review and comment on the agreement at your earliest convenience. In addition, please contact me so that we can arrange for the payment of the specified capacity fees and the transfer of water rights to support the requested service. Finally, you will note that the agreement provides that UICN will not, for a period of one year, seek to compel NSD to transfer additional water rights for current over-usage. It is imperative that NSD either bring its consumption within its allotted usage or convey additional water rights to support the over-usage.

LAS VEGAS OFFICE: 1100 BANK OF AMERICA PLAZA 500 SOUTH FOURTH STREET • LAS VEGAS, NEVADA 89101 • (702) 383-8888 • FAX (702) 383-8848
CARSON CITY OFFICE: 410 SOUTH CARSON STREET • CARSON CITY, NEVADA 89701 • (775) 641-2115 • FAX (775) 641-2116
WASHINGTON, DC OFFICE: 101 CONSTITUTION AVENUE NW, SUITE 900 • WASHINGTON, DC 20001 • (202) 742-4264 • FAX (202) 742-4285

AUG-22-2005 01:47PM FAX: +7027888641

ID:

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Dr. Roberts
August 22, 2005
Page 2 of 2

We look forward to your prompt response to this correspondence. Should you have any question, or require additional information, please advise.

Regards,



Shawn M. Elicegui, Esq.

Enclosure: Draft of the commercial water service agreement
cc: D. Noble

Utilities, Inc. of Central Nevada

An Affiliate of: Utilities, Inc.

Western Regional Office
1240 E. State St., Suite #115
Pahrump, NV 89048
Telephone: 775-727-5575
Fax: 775-727-7752

Commercial Water Service Agreement

Re: Modular Classrooms/Offices
Manse Elementary School (APN 38-213-47)
J.G. Johnson Elementary (APN 38-641-25)
Mt. Charleston Elementary (APN 42-332-22)
Early Childhood (APN 40-011-01)
Southern District Office (APN 35-364-08)

Type: Water Service

(Not within 400' of a sewer main in a UT right of way, however could connect to a sewer main on Manse Elementary property that is within 400')

This Agreement is entered into this _____ day of August, 2005 and set out below by and between the Nye County School District (hereinafter referred to as "Customer"), and Utilities Inc. of Central Nevada, a Nevada corporation, (hereinafter referred to as "UICN" or "Utility").

Each of parcels referenced above is within UICN's service area certificated by the Public Utilities Commission of Nevada (the "PUCN") and, with the exception of APN 35-364-08, is not eligible for service under Schedule IWO because each parcel is within 400 feet of an existing sewer main and sewage will flow to such main by reason of gravity. Despite the fact that Customer has not made an application for service to 16 modular buildings housing 28 classrooms and 2 offices (the "Modulars"), Customer filed a complaint with the PUCN requesting service. In investigating the complaint, UICN discovered that Customer's current water consumption far exceeds the amount of water that was dedicated to UICN for service to Customer.

Customer and Utility desire to resolve Customer's complaint under the terms of this Commercial Water Service Agreement.

UICN agrees to provide the aforementioned parcels water service on the terms and under the same conditions as those specified by the Interim Water Only service schedule contained in UICN's tariff dated April 10, 2002 and subsequent amendments (the "Service"). Customer shall not connect the Modulars to UICN's wastewater collection system until Customer receives notice from UICN that the Utility has completed its expansion of Wastewater Treatment Plant No. 3.

This commitment to serve is conditioned upon UICN's receipt of necessary approvals from all required government agencies and the payment of all appropriate fees to UICN.

Upon signing this Agreement, Customer will pay to UICN \$35,380.00 receipt of which is hereby acknowledged by UICN and dedicate to UICN 7.78 AFA of water rights of acceptable quality (the "Water Rights") for service to the Customer. Additionally, if UICN determines that Customer demand Modulars exceeds the volume of

Cmrc\ Interim Water DMV.doc

Utilities, Inc. of Central Nevada

An Affiliate of: Utilities, Inc.

Western Regional Office

1240 E. State St., Suite #115

Pahrump, NV 89048

Telephone: 775-727-5575

Fax: 775-727-7752

dedicated Water Rights, Customer shall provide additional Water Rights necessary to meet the demand. Attachment A provides the details and associated fee schedule for this project.

Service under this Agreement is interim in nature; that is, water service will be provided under this Agreement only until the Utility completes its expansion of Waste Water Treatment Plant No. 3. Service provided by UICN under this Agreement is conditioned on the Customer's promise to make an application for water service and sewer service and abandon any ISDS operated by the customer after receipt of notice from UICN stating that the expansion of Waste Water Treatment Plant No. 3 has been completed. Customer shall apply for water and sewer service within thirty days receipt of such notice. The rate charged for this Service shall consist of two components: a monthly service charge and a unit commodity charge based upon metered consumption as specified in the otherwise applicable service schedules of UICN's Water and Sewer Tariffs.

Before Customer receives Service under this Agreement, Customer shall execute an acknowledgement stating that the Customer understands the terms and conditions of the Service and that Customer must make provisions for the treatment of any wastewater produced by the Customer until receipt of notice from UICN stating that the expansion of Waste Water Treatment Plant No. 3 has been completed.

Customer shall, as a condition of receiving service under this Agreement, enter an agreement with the Commission's Regulatory Operations Staff ("Staff") and Utility consenting to the entry of an order by the Commission (the "Consent Order"). The agreement shall authorize the Commission to enter the Consent Order immediately after the filing of a complaint by Utility alleging that Customer has not applied for water and sewer service *and* the filing of an investigative report by Staff confirming that (a) sewer service is immediately available to Customer and (b) Customer has not applied for water and sewer service. The Consent Order shall, among other things, direct the Utility to discontinue water service to the Customer and direct the Customer to discontinue the use of Customer's ISDS.

If necessary, UICN will arrange to construct an extension to its existing water/sewer facilities as described on Attachment A. It will inform the Customer of the actual cost of construction within thirty (30) days after the completion of construction or UICN's receipt of all invoices and charges related to the construction. The Customer and UICN agree that, if UICN's actual cost of construction is less than the total amount paid by the Customer, UICN shall refund the difference to the Customer. Conversely, if UICN's actual cost of construction is more than the total amount paid by the Customer, the Customer shall pay the difference to UICN within thirty (30) days of receipt of an invoice from UICN.

The Customer will be responsible for the construction and installation of all necessary on-site water distribution facilities and all on-site sewage collection facilities such as water mains, sewer mains, meters, lift stations, hydrants, manholes, service lines, and other facilities reasonably required to provide adequate utility service to the project. All facilities will be interconnected by the customer to our service stubs located in the County Right-of-Way(s) (ROW). The standard water service will connect to our meter box in the street (ROW) at the

Cmrc1 Interim Water DMV.doc

Utilities, Inc. of Central Nevada

An Affiliate of: Utilities, Inc.

Western Regional Office

1240 E. State St., Suite #115

Pahrump, NV 89048

Telephone: 775-727-5575

Fax: 775-727-7752

subject address property line and a standard four inch sewer service with cleanout will connect to the four inch sewer stub terminating at the property line in the County ROW.

All facilities installed by the Customer will be in accordance with all governmental specifications and in conformance with the construction standards utilized in our existing facilities. The customer will indemnify UICN from any liability incurred during the installation of these facilities. All of the on-site facilities up to the property line shall remain under the ownership and responsibility of the customer. All of the off-site facilities, as well as all necessary easements, shall be transferred to UICN at no cost. Plans and specifications will be submitted to UICN for review, and shall have received the written approval of UICN before construction is begun, which approval shall not be unreasonably withheld or delayed.

Modifications to your development will render this Agreement null and void. A new agreement will require execution between the two parties after your submittal of new plans for the proposed changes or additions to the development.

If this Agreement is not executed and all fees paid by the Customer prior to September 16, 2005 then the terms and conditions contained herein are waived with no further obligations or responsibilities to either party.

Customer acknowledges that it (a) has, based on historical usage, its water usage exceeds of water rights that were dedicated to the Utility for service to the parcels and (b) is obligated, pursuant to Rule 21 of UICN's water tariff, either to limit its consumption or secure additional water rights and convey such water rights to the Utility. Utility agrees that it will refrain from initiating any action to compel Customer either to limit its consumption or secure additional water rights and convey such water rights to the Utility for a period of one year following the effective date of this Agreement. The effective date of this Agreement shall be the day on which customer pays the fees and conveys the 7.78 acre feet of water rights to the Utility as set forth in Attachment A.

During the one-year stand still period, Customer shall use best efforts either to (a) obtain additional water rights and convey the same to UICN or (b) bring consumption within its allocation. In addition, Customer shall use best efforts to reduce wastewater treatment flows and to bring the same within its capacity allocation. Customer and Utility also shall determine if an excess usage charge is an acceptable means for Utility to collect funds for the acquisition of water rights if Customer is unable to either acquire water rights or bring its consumption within its service allocation.

If this Agreement is acceptable, please sign and forward two originals of this Agreement along with the required payment to this office.

Nye County School District

Cmrcf Interim Water DMV.doc

Utilities, Inc. of Central Nevada

An Affiliate of: Utilities, Inc.

Western Regional Office

1240 E. State St., Suite #115
Pahrump, NV 89048
Telephone: 775-727-5575
Fax: 775-727-7752

By: _____ Date: _____

ATTEST

Utilities, Inc. of Central Nevada

By: _____ Date: _____

ATTEST

Utilities, Inc. of Central Nevada

A 1 Affiliate of: Utilities, Inc.

Western Regional Office

1240 E. State St., Suite #115
 Pahrump, NV 89048
 Telephone: 775-727-5575
 Fax: 775-727-7752

Attachment A

Re: Modular Classrooms/Offices Type: Service Under Settlement Agreement
Manse Elementary School (APN 38-213-47)
J.G. Johnson Elementary (APN 38-641-25)
Mt. Charleston Elementary (APN 42-332-22)
Early Childhood (APN 40-011-01)
Southern District Office (APN 35-364-08)

The breakdown of fees is as follows:

Nye County School District Modular Building Fee Summary

Description	# of Modul ars	# of Classroo ms	# of Offic es	Maxim um Studen ts	# of Empl oyees	GPD	Water Storag e Fees	Sewer Capa city Fees	Sewer Connect ion Fees	Total Fees Due
Early Childhood	6	12	0	360	0	2,880	864.0 0	10,656 .00	3,000.00	14,520 .00
J.G. Johnson Manse Elementary	2	4	0	120	0	960	288.0 0	3,552. 00	1,000.00	4,840. 00
Mt. Charleston Elrantry	2	4	0	120	0	960	288.0 0	3,552. 00	1,000.00	4,840. 00
Southern District Office	3	4	1	120	5	1,035	310.5 0	3,829. 50	1,300.00	5,440. 00
	3	4	1	120	10	1,110	333.0 0	4,107. 00	1,300.00	5,740. 00
Totals	16	28	2	840	15	6,945	2,083. 50	25,696 .50	7,600.00	35,380 .00

Water Rights required: 7.78 acre feet of water rights to be dedicated

Cmrc\ Interim Water DMV.doc

Utilities, Inc. of Central Nevada

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Western Regional Office

1240 E. State St., Suite #115

Pahrump, NV 89048

Telephone: 775-727-5575

Fax: 775-727-7752

*UICN will inform the Customer of the actual cost of construction within thirty (30) days after the completion of construction or UICN's receipt of all invoices and charges related to the construction. If UICN's actual cost of construction is less than the total amount paid by the Customer, UICN shall refund the difference to the Customer. Conversely, if UICN's actual cost of construction is more than the total amount paid by the Customer, the Customer shall pay the difference to UICN within thirty (30) days of receipt of an invoice from UICN.

Modifications to your facility will render this Agreement null and void. A new agreement will require execution between the two parties after your submittal of new plans for the proposed changes or additions to the building.

Cmrc1 Interim Water DMV.doc

AUG-22-2005 01:49PM FAX:+7027888641

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PAGE:009 R=100%

Title: 5372 – Travel Study

Purpose and Background: To establish criteria for funding educational trips with money given by the County Commissioners.

Applicability: To all students seeking funding from the Board of Trustees

Monitoring Responsibility: Chief Financial & Administrative Officer

Outline of Procedure: When funds from the County Commissioners are available for educational trips, the following criteria will be followed:

- The student will procure letters of recommendation from a teacher and the principal
- The student will seek the principal's assistance in getting on a school board agenda
- The student will make a brief verbal presentation before the board and provide, in writing, the total amount required for tuition, housing, meals and travel
- If approved by the board, the District will match 50% of the cost of the trip, up to a ceiling of \$1000
- Upon returning from the educational trip, the student will provide a written report to both the Board of Trustees and the County Commissioners

References:

Revisions:

Effective Date: November 5, 2004

NEPN/NSBA
Classification: IHCB

EDUCATIONAL TRIP EXPENSE SUMMARY

Name of Student _____ School _____

Name of Parent(s) _____

Mailing Address _____
Street or P.O. Box _____ City _____ State _____ Zip Code _____

Name of Educational Trip _____

Destination _____

Checklist:

- Trip approved by Board of Trustees on _____
- Verification of room cost divided by number of occupants attached
- Verification of airline or other transportation cost attached

Expenses:

Amount of Tuition \$ _____
Housing cost \$ _____ x _____ days _____
Meal allocation per day \$ _____ x _____ days _____
Transportation cost _____

TOTAL EXPENSES \$ _____

* * * * *

For District Office Use Only

Check one:

- Expenses total \$2,000 or more. Check will be in the amount of \$1,000.
- Expenses total less than \$2,000. Divide by two. Check will be in the amount of \$ _____.

Approved for Payment:

Chief Financial & Administrative Officer

Date

NIAA ALCOHOL, TOBACCO AND OTHER DRUG POSSESSION, USE, ABUSE and PENALTIES
POLICY

Participation in NIAA sanctioned sports is a privilege and responsibility which requires all participants to adhere to athletic training rules imposed by the school district and member or affiliate school the student attends and represents. Adherence to training rules ensures that all student-athletes are in top physical condition, minimizes potential for injury, and further ensures that all member and affiliate school athletic teams are appropriately represented by their student-athletes. Therefore, the possession or use of any controlled substance, alcohol or tobacco products by a student athlete, whether it occurs on or off of school property, is prohibited and shall result in the penalties set forth herein.

This regulation shall begin once our son/daughter begins participation as a student athlete in high school athletics. This policy remains in effect for every calendar school year during the course of his/her high school career and when he/she is directly involved in a school activity occurring at any time (summer leagues / camps, etc.). This policy remains in effect regardless of whether our son/daughter is currently participating on a high school athletic team.

- a. Definitions The following terms or phrases shall have the meaning ascribed to them for purposes of interpreting this Policy.
1. Competitive Week – means a seven (7) day period of time beginning with the **first scheduled competition** after a violation occurs in which a student athlete is participating as a member of an athletic team for a member or affiliate school, and in which that team is officially competing in NIAA sanctioned competition.
 2. Controlled Substance – includes any mind altering substance or beverage set forth in Schedule I-V of the list of Controlled Substances as identified by the office of the Drug Enforcement Administration or as set forth in 21 U.S.C. §812.
 3. Period of Suspension – means a student athlete is prohibited from appearing in any NIAA sanctioned sport or event as a member of an athletic team or in individual competition. A suspension from athletic competition begins with the first scheduled competition after a violation occurs. A student athlete who is suspended under this regulation who does not serve the entire period of suspension during the sport season in which suspension occurs shall serve any remaining period of suspension during the next sport season in which the student athlete appears on a NIAA roster. A violation of this regulation that occurs during a time when a student athlete does not appear on a NIAA roster shall be implemented at the commencement of the next sport season in which the student athlete participates. Attendance in a summer school class shall not apply toward satisfying any period of suspension.
- b. Possession or Use of Tobacco/Alcohol/Controlled Substance/Narcotics. Any student athlete determined to be in possession of, or to have used tobacco, including smoking tobacco, chewing tobacco or snuff, an alcoholic beverage (as defined by NRS 202.020 **and any relevant local ordinances**), controlled substance and/or narcotic (unless prescribed by the student athlete's physician for medical purposes), is in violation of this policy. If after an investigation by the school it is determined that the student athlete is in violation of this regulation the student athlete shall immediately be declared ineligible to compete in any NIAA competition beginning with the first scheduled competition after a violation occurs. Additionally, the student athlete shall be subject to the following discipline:
1. First Violation: a six (6) competitive week suspension from participation in interscholastic competition beginning with the first scheduled competition after the suspension occurs. Four (4) competitive weeks of the suspension of eligibility may be waived if the student successfully completes all components of the appropriate substance abuse intervention program set forth in

subparagraphs (d) (1) (A) and (d) (1) (B) below. The student may practice with the team during the period of suspension if approved by the coach and principal.

2. Second Violation: The student shall be suspended from interscholastic competition for a minimum of ninety (90) school days which shall include a minimum of six (6) competitive weeks of competition. The student shall not be allowed to practice with the team, or participate in any out of season activities and must complete the requirements set forth in subparagraphs A and B below, in order to be considered for reinstatement of future athletic eligibility, which shall be determined following the ninety (90) day suspension of athletic eligibility by a group composed of one of the student's parents/legal guardians, the school principal, athletic director, coach and a substance abuse program coordinator.
 - A. A substance abuse evaluation assessment conducted by a licensed alcohol and drug counselor at the expense of the parent/legal guardian of the student must be completed within ten (10) school days following the suspension and all assessment recommendations must be satisfactorily met before athletic eligibility may be reinstated.
 - B. The student must successfully participate in all sessions of the appropriate substance abuse intervention program set forth in subparagraphs (d) (1) (a) and (d) (1) (B) below, and successfully complete a minimum of ten (10) tobacco or alcohol/drug related support sessions.
 3. Third Violation: The student shall be ineligible to participate in interscholastic athletics for the remainder of the student's high school career.
- c. Cumulative Effect of Suspensions: Multiple suspensions of a student athlete's athletic eligibility based on violations of this Regulation shall be considered as cumulative over the length of each student athlete's high school career, 9th through 12th grade.
- d. Substance Abuse Intervention Program: Any student who has been suspended from athletic eligibility for violation of the provisions of this Regulation and whose future athletic eligibility is contingent on successful completion of a Substance Abuse Intervention Program, or whose suspension of athletic eligibility may be reduced through successful participation in a Substance Abuse Intervention Program, shall complete the Substance Abuse Intervention Program developed by the NIAA in conjunction with the State of Nevada, Department of Human Resources Division of Child and Family Services Program available through the Juvenile Justice Programs Office: (775) 684-7294.
1. Successful completion of the Substance Abuse Intervention Program shall require, at a minimum:
 - A. The completion of a video program specific to the nature of the student athlete's offense, by the student athlete, and his/her parent(s) or legal guardian(s), as demonstrated by the successful completion of an assignment on the content of the video by the student athlete and his/her parent(s) or legal guardian(s).
 - B. The completion of a minimum of an eight (8) hour assignment selected from a list of ten (10) possible assignments by school personnel. Successful completion shall be determined through a meeting between the student athlete, his/her parent(s) or legal guardian(s), the head coach of the sport in which the student athlete was participating at the time of offense, and the school counselor or dean of students.

All investigations and penalty enforcements will be conducted by the school and / or district with support through the NIAA office.

PARENT / LEGAL GUARDIAN AND STUDENT ACKNOWLEDGEMENT

The Nevada Interscholastic Activities Association (NIAA) recognizes and understands that parents / guardians take the primary role in instilling values for their students. It is the goal of the NIAA to work cooperatively with parents to provide guidelines and programs that assist student athletes in making positive choices.

IMPORTANT – Please read the following information and acknowledge with your signature below.

We understand that participation in high school athletics is a privilege, not a right, and that underage drinking and drug use is against the law. It is against the law to sell tobacco to people under the age of 18 and usage is against school policy. Substance abuse negatively impacts athletics and academic performance, and research indicates that early onset of alcohol use increases the occurrence of addiction in adulthood by four times. Alcohol and drug use interferes in learning processes, brain development and increases the chance of physical injury while participating in athletic competition. Because of these risks, and in addition to the laws of the State of Nevada, the NIAA requires participants and parents to agree to the following:

- 1. We have read the NIAA Drug, Alcohol and Tobacco Possession, Use and Abuse Penalties Policy and agree to abide by the Policy as written.***
- 2. We realize that a Power Point presentation regarding the Policy is available and we have either seen this presentation or agree to waive the requirement of viewing the presentation.***
- 3. We understand that we are encouraged to notify our school's athletic administrator / director if our son / daughter violates this Policy and / or the laws of the state of Nevada. It would also be acceptable for our child to self-report any violation of this policy to our school's athletic administrator / director.***
- 4. We understand that knowingly providing erroneous information during the course of an investigation of an alleged violation of the policy will result in a one calendar year suspension from all high school athletic activities.***
- 5. We further acknowledge that once our son / daughter begins participation as a student athlete in high school athletics that this policy remains in effect for every calendar school year during the course of their high school career and when he / she is directly involved in a school activity occurring at any time (summer leagues / camps, etc.). This policy remains in effect regardless of whether our son / daughter is currently participating on a high school athletic team.***
- 6. We have also reviewed the following NRS 202.020, Purchase, Consumption or Possession of Alcoholic Beverage by Minor, and understand the laws of Nevada and how they pertain to our family.***
- 7. We understand that although it is not technically against the law to use tobacco in the state of Nevada (NRS 202.2493 and 202.24935 prohibits anyone from supplying a person under the age of 18 with any kind of tobacco product), we realize it is against this policy and general school policy, and that scientific evidence demonstrates it is unhealthy and a detriment to athletic performance.***
- 8. We understand that the use of steroids and other performance enhancing drugs are dangerous, illegal, provide only temporary gains and are a form of cheating other competitors.***

**PARENT / LEGAL GUARDIAN AND STUDENT ACKNOWLEDGEMENT
(Continued)**

NEVADA LAW

NRS 202.020 Purchase, consumption or possession of alcoholic beverage by minor.

1. Any person under 21 years of age who purchases any alcoholic beverage or any such person who consumes any alcoholic beverage in any saloon, resort or premises where spirituous, malt or fermented liquors or wines are sold is guilty of a misdemeanor.
2. Any person under 21 years of age who, for any reason, possesses any alcoholic beverage in public is guilty of a misdemeanor.
3. This section does not preclude a local government entity from enacting by ordinance an additional or broader restriction.
4. For the purpose of this section, possession "in public" includes possession:
 - a. On any street or highway;
 - b. In any place open to the public; and
 - c. In any private business establishment which is in effect open to the public.
5. **This term does not include:**
 - a. Possession for an established religious purpose;
 - b. Possession in the presence of the person's parent, spouse or legal guardian who is 21 years of age or older;
 - c. Possession in accordance with prescription issued by a person statutorily authorized to issue prescriptions;
 - d. Possession in private clubs or private establishments; or
 - e. The selling, handling, serving or transporting of alcoholic beverages by a person in the course of his lawful employment by a licensed manufacturer, wholesaler or retailer of alcoholic beverages.

[1:272:1947; 1943 NCL § 10594.02] – (NRS A 1967, 482; 1987. 482)

We acknowledge that this form must be signed by **both** parent / legal guardian and our child before our son / daughter will be cleared for athletic competition at his / her high school.

Print Name

Print Name

Student Signature

Parent / Legal Guardian Signature

Date

Date

Sport

GUIDELINES FOR POLICY VIOLATION RESPONSE

If a violation occurs, a school will use the following steps:

1. Conduct an investigation exactly how you would for any violation of school and/or NIAA regulations.
2. If it is determined that the athlete violated the Policy, the Athletic Administrator should immediately call the NIAA (775-688-6464).
3. Policy and Penalty will be explained and reviewed with the Athletic Administrator.
4. Impose the sanctions outlined in the Policy, and complete the clearance form when the athlete has fulfilled the requirements.
5. An athlete who has violated this Policy must be cleared by the NIAA before competing in any sanctioned activity.
6. Students must also meet and be approved by the NIAA and district level athletic administrators when appropriate.

If at any time you have questions regarding the procedures established with this Policy, please contact the NIAA at your convenience.

Note: Each school district will be provided with a resource library of educational materials on alcohol, tobacco and other drugs.

**NEVADA INTERSCHOLASTIC ACTIVITIES ASSOCIATION
DRUG, ALCOHOL AND TOBACCO VIOLATION
CLEARANCE FORM**

FIRST OFFENSE

Student's Name

School

Description of violation:

Video/Film (Describe):

Materials Returned

Assignment (Describe *and provide a written report*):

Substance Abuse Education Program (Describe):

Other (optional):

NOTE: Both student and parent have been notified that a second drug, alcohol or tobacco offense will result in a **90-school day suspension from all Nevada Interscholastic Athletics.**

Print Student's Name

Student's Signature

Date

Print Parent's Name

Parent's Signature

Date

Eddie Bonine, Director Student
Services, WCSD

Bill Garis, Director of Athletics
Clark County School District

Date

Jerry Hughes, Ed.D., Executive Director
Nevada Interscholastic Activities Association

Date

**NEVADA INTERSCHOLASTIC ACTIVITIES ASSOCIATION
DRUG, ALCOHOL, TOBACCO VIOLATION**

SECOND OFFENSE

The student shall be suspended from interscholastic competition for a minimum of ninety (90) school days. The student shall not be allowed to practice with the team, or participate in any out of season activities and must complete the requirements below. In order to be considered for reinstatement of future athletic eligibility, which shall be determined following the ninety (90) day school suspension of athletic eligibility by the Executive Director, Nevada Interscholastic Activities Association.

- A substance abuse evaluation assessment conducted by a licensed alcohol and drug counselor at the expense of the parent/legal guardian.
- The student must successfully participate in all sessions of the appropriate substance abuse intervention program as follows:
- Video Program (Describe *and provide a written report*):

- 8-hour Assignment (Describe and provide a written report):

NOTE: Both student and parent have been notified that a third drug, alcohol or tobacco offense will result in the student being **ineligible to participate in Nevada interscholastic athletics for the remainder of the student's high school career.**

Print Student's Name	Student's Signature	Date
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Print Parent's Name	Parent's Signature	Date
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Eddie Bonine, Director Student Services, WCSD	Bill Garis, Director of Athletics Clark County School District	Date
---	---	------

Jerry Hughes, Ed.D., Executive Director Nevada Interscholastic Activities Association	Date
--	------

*NEVADA INTERSCHOLASTIC ACTIVITIES ASSOCIATION
DRUG, ALCOHOL, TOBACCO VIOLATIONS*

THIRD OFFENSE

**Student athlete is ineligible to participate in all interscholastic activities
for the remainder of their high school career in all Nevada Schools.**

<hr style="border: none; border-top: 1px solid black; margin-bottom: 5px;"/> <p>Print Student's Name</p>	<hr style="border: none; border-top: 1px solid black; margin-bottom: 5px;"/> <p>Student's Signature</p>	<hr style="border: none; border-top: 1px solid black; margin-bottom: 5px;"/> <p>Date</p>
--	---	--

<hr style="border: none; border-top: 1px solid black; margin-bottom: 5px;"/> <p>Print Parent's Name</p>	<hr style="border: none; border-top: 1px solid black; margin-bottom: 5px;"/> <p>Parent's Signature</p>	<hr style="border: none; border-top: 1px solid black; margin-bottom: 5px;"/> <p>Date</p>
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<hr style="border: none; border-top: 1px solid black; margin-bottom: 5px;"/> <p>Eddie Bonine, Director Student Services, WCSD</p>	<hr style="border: none; border-top: 1px solid black; margin-bottom: 5px;"/> <p>Bill Garis, Director of Athletics Clark County School District</p>	<hr style="border: none; border-top: 1px solid black; margin-bottom: 5px;"/> <p>Date</p>
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<hr style="border: none; border-top: 1px solid black; margin-bottom: 5px;"/> <p>Jerry Hughes, Ed.D., Executive Director Nevada Interscholastic Activities Association</p>	<hr style="border: none; border-top: 1px solid black; margin-bottom: 5px;"/> <p>Date</p>
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SUGGESTED ASSIGNMENTS

1. Attend a substance abuse education program approved by the respective school district. (Not recommended for students with tobacco violations, unless the program specifically addresses tobacco cessation.)
2. Contact the local health department and gather information on liver diseases and other health issues relating to drinking.
3. Research a famous person whose career was affected because of alcohol or drug usage; i.e. Daryl Strawberry or Robert Downey, Jr.
4. Complete a report on why the student athlete chooses to drink or use other drugs in the first place. What influenced their decision? How will they make better decisions in the future?
5. Complete ten hours of community service work at the school; i.e. work with janitors.
6. Work with law enforcement officials to identify upcoming community parties, or assist with alcohol sales checks.
7. Visit jail or juvenile hall and talk to staff about the extent of alcohol and drug use among the offenders.
8. Visit with an older person about drinking and drugs in their day and write a report on the differences of now and then.
9. Interview a member of a local AA or NA chapter.
10. Internet research regarding substance used by the student.

A WRITTEN AND ORAL REPORT SHOULD BE PROVIDED TO THE ADMINISTRATOR CONDUCTING THE ENFORCEMENT OF THIS POLICY

Mrs. Wescoatt has suggested the following names for the next three schools built in Pahrump:

Ron & Charlotte Floyd

Ray & Irene Wulfenstein

Dale & Mary Christopherson

There was only one written suggestion submitted for the Tonopah High School football field, and it will not be brought forward.

SUGGESTION FOR TOMORROW NIGHT - 10:00 PM

"Rick BAXTER Memorial."

THE 1986 TEAM RICK COACHED WAS THE FIRST TEAM TO MAKE IT TO THE STATE FINALS SINCE 1956. HIS 1983 TEAM ALSO WON 50% ~~OF~~ OF THE GAME WE PLAYED. THE BEST RECORD IN ALL OF THE YEARS I PLAYED MBU - 1983

Given By Nick BRADSHAW

Plan to Track 9th Grade Drop-Outs

Office of Accountability and Testing

1. Create a database of 9th grade students

Monthly

2. Utilize PowerSchool to track enrollments and withdrawals
3. Verify PowerSchool data with high school counselors
4. Prepare a report monthly on enrollment changes for BOT



NYE COUNTY SCHOOL DISTRICT EVERY CHILD A SUCCESS!

Plan for Improving Student Achievement

GOAL: 1. Improve Student Achievement In All The District Schools

OBJECTIVES:	ACTION STEPS:	TIMELINE: for implementing action steps	RESOURCES: e.g., money, people, facilities	ENTITY RESPONSIBLE: e.g., district, school, state, person(s)
<p>A. Analysis of disaggregated data by school</p> <ul style="list-style-type: none"> i. What is current status ii. What is expected status iii. How to address the gap in what is versus what ought to be 	<p>Accountability report disseminated to stakeholders.</p> <p>To develop/implement individually designed interventions directed toward a 10% reduction in the percent of non-proficient students.</p> <p>Identify students who are not proficient and implement interventions.</p>	<p>August 15 (each year)</p> <p>September 2005 – May 2006</p> <p>October 2005 – May 2006</p>	<p>www.nevadareportcard.com</p> <p>Benchmark assessments</p> <p>Standards Master, PLAN, STAR reading & math, classroom assessments.</p>	<p>Coordinator of Accountability and Testing</p> <p>PLC teams, Office of Student Achievement</p> <p>Classroom teachers Principals</p>
<p>B. Analyzing and addressing the changes in the District demographics</p> <p><i>District - Dec 1, 2004</i></p> <ul style="list-style-type: none"> ◆ <i>Hispanics: 1,027 students = 17.6% 25% increase from last year</i> ◆ <i>LEP: 306 students = 5.2% 17% increase from last year.</i> • To reduce the number of non-proficient LEP students by 10% on all state tests 	<p>Increased number of ELL teachers to provide appropriate services (Completed August 2005)</p>	<p><u>Data Collection Procedures:</u> Testing will take place in March, 2006</p>	<p>The LAS Links (the new English language proficiency exam required by State DOE)</p>	<p>ELL Director</p>

<ul style="list-style-type: none"> • Provide appropriate instruction for ELL students in English language proficiency. • To provide in-service for teachers to use the Sheltered Instruction Observation Protocol for middle school and high school teachers 	<p>Implement the Language First LeapFrog Curriculum across the district</p> <p>Implement a new Language Proficiency Exam as required by the State DOE .</p> <p>Hold staff development for SIOP model during PLCs</p>	<p>Language First staff development September 1, 2005</p> <p>All schools have been observed using the T4S evaluation tool for the past two years and observations will be made by district level staff again during the 2005-2006 school year.</p> <p>As principals collect the data on teachers' implementation of new strategies through the evaluation process, teachers will be advised of their rating and encouraged to improve.</p>	<p>Daily instruction in language development</p> <p>T4S (Teach for Success) is a researched assessment tool developed by WestED to evaluate the effectiveness of teaching strategies in a classroom setting that supports the SIOP objectives.</p> <p>Classroom observations using a new teacher evaluation tool that directly relates to classroom instruction will be completed by building principals to ensure the implementation of the program</p>	<p>ESL Teachers, Aides</p> <p>District Administrators</p>
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<p>E. Providing alternates for students at-risk</p>	<p>Provide early remediation in math. Streamline identification process. Utilize PLC interventions for failing students (prevention). Utilize PLATO and/or Class.com systems for remediation and failed classes. Utilize PATHWAYS for non-traditional and at-risk</p>	<p>Ongoing November 2005 November 2005 October 2005 September 2005</p>	<p>Grants PLC / Masonic Model Student Assistance Program PLC's Toolkit Curriculum and Instruction Office of Student Achievement Pathways</p>	<p>Principals Principals</p>
<p>F. Auditing the curricular offerings at schools to address the written and taught curriculum i. Expand vocational/ technical training.</p>	<p>Utilize Perkins funding to increase and/or enhance vocational offerings. Expand vocational training classes.</p>	<p>Ongoing 2005-2006 Ongoing</p>	<p>Office of Curriculum and Instruction Office of Student Achievement</p>	<p>Principals Principals / CCSN</p>
<p>ii. Align and unify curricular offerings in all schools.</p>	<p>Utilize distance learning to broadcast selected classes to rural areas. Utilize PLATO to deliver advanced courses or courses for which there are minimal number of students registered. Seek highly qualified staff capable of teaching high level or advanced subjects. Examine the possibility of part-time staff to teach these classes. Expand CCSN dual-credit classes.</p>	<p>Ongoing June 2006 Ongoing Ongoing</p>	<p>Office of Student Achievement Office of Student Achievement Personnel Department Office of Student Achievement CCSN</p>	<p>Principals Principals Principals Principals</p>

G. Equity of opportunity for ALL students including rural schools	Utilize distance learning to broadcast selected classes to rural areas.	Ongoing	Office of Student Achievement	Principals
	Utilize PLATO to deliver advanced courses or courses for which there are minimal number of students registered.	June 2006	Office of Student Achievement	Principals
	Seek highly qualified staff capable of teaching high level or advanced subjects. Examine the possibility of part-time staff to teach these classes.	Ongoing	Personnel Department	Principals
	Expand CCSN dual-credit classes.	Ongoing	Office of Student Achievement CCSN	Principals
	Continue to provide opportunities for rural students to attend state and national educational experiences.		Board of Trustees	Principals
H. High School structure	Create "smaller learning communities" in larger high schools.	2005-2006	TOSA 9 th Grade Academy	Principal
	Examine the possibility of "Career Academies" as a way of creating schools within schools.	2005-2006	TOSA	Coordinator of Secondary Curr. Principal

I. Provide safe and secure (emotional and physical) schools	Utilize progressive discipline policy and handbook procedures.	August 2005		Principals
	Utilize Masonic Model Student Assistance Program.	November 2005	Principals / Counselors / TOSA's	Principals
	Utilize PLC models of accommodation and intervention.	November 2005	PLC Toolkit	Principals
	Continue programs such as TND for students at risk due to drug and alcohol problems.	August 2005	Office of Student Achievement	Coordinator of Secondary Curr.
	Research and possibly implement a program for violence offenders similar to TND for drug offenders.	2005-2006	Office of Student Achievement	Coordinator of Secondary Curr.
	Provide a motivational speaker early in the school year for PVHS and RCMS to address school violence and weapons.	October 2005	Office of Student Achievement	Coordinator of Secondary Curr. Principals
Continue implementation of the Academic Workforce Preparation (AWFP) course at the 9 th Grade Academy that deal with interpersonal skills, negotiation, and avoidance of violence.	By January 2006	Office of Student Achievement	Principal	
J. Step up the accountability of Board/ Administration/ Teachers/ Staff in assuring equity for all students and the attainment of high student performance	Provide quarterly student achievement report to BOT	Baseline Pre-Test Data: November 2005 Mid-Year Progress Report: February 2006 Third Qtr. Progress Report: April 2006 End of Year Progress Report: June 2006	Standards Master, HSPE, CRT's, ITBS/ITED, Writing Proficiency	Office of Accountability and Testing
K. Fully implement and expect all to use Power School	New employees trained in Power School	August – September 2005	Technology Specialists	Principal Technology Supervisor
	Site administrator monitors implementation	August 2005 – June 2006		

MISSION, VISION, VALUES AND GOALS

School: _____
Date: _____

MISSION STATEMENT:

Every Child A Success!

VISION STATEMENT:

VALUES (COLLECTIVE COMMITMENTS):

GOALS:

MISSION, VISION, VALUES AND GOALS

School: _____
Date: _____

MISSION STATEMENT:

Every Child A Success!

VISION STATEMENT:

We believe that the most promising strategy for achieving the mission of Kelsey Elementary School is to develop our capacity to function as a Professional Learning Community. We envision a school in which staff:

- ✓ Unite to achieve a common purpose and clear goals;
- ✓ Work together in collaborative teams;
- ✓ Seek to implement promising strategies for improving student achievement on a continuing basis;
- ✓ Monitor each student's progress;
- ✓ Demonstrate a personal commitment to the academic success and general well-being of all students.

COLLECTIVE COMMITMENTS (VALUE):

In order to achieve the vision of a school that functions as a Professional Learning Community, Kelsey Elementary School Staff make the following collective commitments:

1. Align and utilize state Resource Guides, SOL Blueprints, and FCPS Curriculum Guides for Instruction;
2. Develop, implement and evaluate team Professional Enhancement Plans to target specific instructional areas identified by student data analysis;
3. Engage in meaningful, job-embedded staff development to enhance professional skills;
4. Initiate individual and small group instructional programs to help children succeed academically;
5. Provide parents with resources, strategies and information to help children succeed academically;
6. Utilize a variety of instructional strategies to promote success for all students;
7. Develop and implement local common assessments.

GOALS:

- ◆ To improve student performance in Language Arts in each grade level as measured by performance on local, state and national assessments;
- ◆ To improve student performance in Math in each grade level as measured by performance on local, state and national assessments.

Developing Norms (Guidelines)

COMMENTS TO THE FACILITATOR: This activity will enable a group to develop a set of operating norms or ground rules. In existing groups, anonymity will help ensure that everyone is able to express their ideas freely. That is the reason for suggesting that the facilitator provide pens or pencils and asks that everyone use the same type of writing implement.

SUPPLIES: Index cards, pens/pencils, poster paper, display board, tape, tacks.

TIME: Two hours.

Directions

*Writing norms helps
create groups that are
able to have honest
discussions that enable
everyone to participate
and be heard.*

-
1. Indicate to the group that effective groups generally have a set of norms that governs individual behavior, facilitates the work of the group, and enables the group to accomplish its tasks.
 2. Recommend to the group that it establish a set of norms:
 - ◆ To ensure that all individuals have the opportunity to contribute in the meeting;
 - ◆ To increase productivity and effectiveness; and
 - ◆ To facilitate the achievement of its goals.
 3. Give five index cards and the same kind of writing tool to each person in the group.
 4. Ask each person to reflect on and record behaviors they consider ideal behaviors for a group. Ask them to write one idea on each of their cards. Time: 10 minutes.
 5. The facilitator should shuffle all the cards together. Every effort should be made to provide anonymity for individuals, especially if the group has worked together before.
 6. Turn cards face up and read each card aloud. Allow time for the group members to discuss each idea. Tape or tack each card to a display board so that all group members can see it. As each subsequent card is read aloud, ask the group to determine if it is similar to another idea that already has been expressed. Cards with similar ideas should be grouped together.
 7. When all of the cards have been sorted into groups, ask the group to write the norm suggested by that group of cards. Have one group member record these new norms onto a large sheet of paper.
 8. Review the proposed norms with the group. Determine whether the group can support the norms before the group adopts them.

Developing Norms

WHEN ESTABLISHING NORMS, CONSIDER:	PROPOSED NORM
<p>TIME</p> <ul style="list-style-type: none"> ◆ When do we meet? ◆ Will we set a beginning and ending time? ◆ Will we start and end on time? 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>LISTENING</p> <ul style="list-style-type: none"> ◆ How will we encourage listening? ◆ How will we discourage interrupting? 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>CONFIDENTIALITY</p> <ul style="list-style-type: none"> ◆ Will the meetings be open? ◆ Will what we say in the meeting be held in confidence? ◆ What can be said after the meeting? 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>DECISION MAKING</p> <ul style="list-style-type: none"> ◆ How will we make decisions? ◆ Are we an advisory or a decision-making body? ◆ Will we reach decisions by consensus? ◆ How will we deal with conflicts? 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>PARTICIPATION</p> <ul style="list-style-type: none"> ◆ How will we encourage everyone's participation? ◆ Will we have an attendance policy? 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>EXPECTATIONS</p> <ul style="list-style-type: none"> ◆ What do we expect from members? ◆ Are there requirements for participation? 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

A DATA PICTURE OF OUR SCHOOL: STUDENT ACHIEVEMENT RESULTS

INDICATOR	Year:	Year:	Year:	FACTS ABOUT OUR DATA
BASED ON OUR SCHOOL ASSESSMENT DATA				
BASED ON OUR DISTRICT ASSESSMENT DATA				
BASED ON OUR STATE ASSESSMENT DATA				
BASED ON OUR NATIONAL ASSESSMENT DATA				

A DATA PICTURE OF OUR SCHOOL: STUDENT ENGAGEMENT DATA

INDICATOR	Year:	Year:	Year:	FACTS ABOUT OUR DATA
AVERAGE DAILY ATTENDANCE				
% OF STUDENTS INVOLVED IN EXTRA-CURRICULAR ACTIVITIES				
% OF STUDENTS UTILIZING TUTORING SERVICES OFFERED BY SCHOOL				
% OF STUDENTS ENROLLED IN MOST RIGOROUS COURSES OFFERED				
% OF STUDENTS GRADUATING WITHOUT RETENTION				
OTHER AREAS IN WHICH WE HOPE TO ENGAGE STUDENTS (I.E., COMMUNITY SERVICE)				



A DATA PICTURE OF OUR SCHOOL: DISCIPLINE DATA

INDICATOR	Year:	Year:	Year:	FACTS ABOUT OUR DATA
NUMBER OF REFERRALS / TOP THREE REASONS FOR REFERRALS				
NUMBER OF PARENT CONFERENCES REGARDING DISCIPLINE				
NUMBER OF IN-SCHOOL SUSPENSIONS				
NUMBER OF DETENTIONS / SATURDAY SCHOOL				
NUMBER OF OUT-OF-SCHOOL SUSPENSIONS				
NUMBER OF EXPULSIONS				
OTHER				



A DATA PICTURE OF OUR SCHOOL: SURVEY DATA

INDICATOR	Year:	Year:	Year:	FACTS ABOUT OUR DATA
STUDENT: SATISFACTION / PERCEPTION / SELF- ASSESSMENT				
ALUMNI: SATISFACTION / PERCEPTION / SELF- ASSESSMENT				
PARENT: SATISFACTION AND PERCEPTION				
TEACHER: SATISFACTION / PERCEPTION / PRACTICE				
ADMINISTRATION: SATISFACTION / PERCEPTION / PRACTICE				
COMMUNITY: SATISFACTION AND PERCEPTION				

A DATA PICTURE OF OUR SCHOOL: DEMOGRAPHIC DATA

INDICATOR	Year:	Year:	Year:	FACTS ABOUT OUR DATA
FREE & REDUCED LUNCH				
% MOBILITY				
% SPECIAL EDUCATION				
% ENGLISH AS A SECOND LANGUAGE				
ETHNICITY				
OTHER				

Common Essential Outcomes

The challenge confronting a school that has engaged in the collective consideration of a topic is answering the questions, "So what? What, if anything, are we prepared to do differently?" Reflect on our discussion of a Professional Learning Community then answer the questions presented below.

Describe one or more aspects of a Professional Learning Community that you would like to see in place in your school	What steps/activities must be initiated to create this condition in your school?	Who will be responsible for initiating and/or sustaining these steps or activities?	What is a realistic timeline for each phase of the activity?	What will you use to assess the effectiveness of your initiative?
<p>Teachers in the school have worked together to clarify and focus upon the essential outcomes for each course, each grade level, and each unit of instruction.</p> <p>These common essential outcomes reflect the teachers' efforts to build shared knowledge regarding best practice.</p>				

Common Assessments to Monitor Students' Learning

The challenge confronting a school that has engaged in the collective consideration of a topic is answering the questions, "So what? What, if anything, are we prepared to do differently?" Reflect on our discussion of a Professional Learning Community then answer the questions presented below.

Describe one or more aspects of a Professional Learning Community that you would like to see in place in your school	What steps/activities must be initiated to create this condition in your school?	Who will be responsible for initiating and/or sustaining these steps or activities?	What is a realistic timeline for each phase of the activity?	What will you use to assess the effectiveness of your initiative?
<p>Teachers in the school have worked together to clarify the criteria they use in judging the quality of student work and apply the criteria consistently.</p> <p>Teachers in the school have worked together to monitor student learning through frequent, team developed common formative assessments that are aligned to state and local standards.</p>				

Systematic Intervention

The challenge confronting a school that has engaged in the collective consideration of a topic is answering the questions, "So what? What, if anything, are we prepared to do differently?" Reflect on our discussion of a Professional Learning Community then answer the questions presented below.

Describe one or more aspects of a Professional Learning Community that you would like to see in place in your school	What steps/activities must be initiated to create this condition in your school?	Who will be responsible for initiating and/or sustaining these steps or activities?	What is a realistic timeline for each phase of the activity?	What will you use to assess the effectiveness of your initiative?
<p>The school has developed a system of interventions that guarantees each student will receive additional time and support for learning if he/she experiences initial difficulty. The interventions are timely and require, rather than invite, students to devote the extra time and receive the additional support for learning.</p>				

Practices that Support Learning

The challenge confronting a school that has engaged in the collective consideration of a topic is answering the questions, "So what? What, if anything, are we prepared to do differently?" Reflect on our discussion of a Professional Learning Community then answer the questions presented below.

Describe one or more aspects of a Professional Learning Community that you would like to see in place in your school	What steps/activities must be initiated to create this condition in your school?	Who will be responsible for initiating and/or sustaining these steps or activities?	What is a realistic timeline for each phase of the activity?	What will you use to assess the effectiveness of your initiative?
<p>The staff has worked together to identify and implement policies and procedures that encourage learning in such areas as homework, grading, discipline, etc.</p>				

Team Feedback Sheet

Team: _____ Date: _____

Team SMART Goal(s):

Team Members Present: _____ Team Members Absent: _____
(Include reason for absence)

Meeting Topics/Products/Outcomes:

Questions/Concerns from Team:

Administrator: _____ Date: _____

Responding to Students Who Don't Learn

The challenge confronting a school that has engaged in the collective consideration of a topic is answering the questions, "So what? What, if anything, are we prepared to do differently?" Reflect on our discussion of a Professional Learning Community then answer the questions presented below.

Describe one or more aspects of a Professional Learning Community that you would like to see in place in your school	What steps/activities must be initiated to create this condition in your school?	Who will be responsible for initiating and/or sustaining these steps or activities?	What is a realistic timeline for each phase of the activity?	What will you use to assess the effectiveness of your initiative?
<p>Each student's learning is monitored with formative assessments on a timely basis.</p> <p>The school has a plan for providing a student with additional time and support, during the school day, if he or she experiences initial difficulty.</p> <p>This support is timely, systematic, and directive.</p>				

Mid-Year Reflections Summary

Grade-Level / Team: _____ School: _____
 Date: _____

Please reflect on your experiences as a member of an instructional team this school year and respond to the following questions:

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
1. I know the Norms/Protocols Established by my team.	5	4	3	2	1

Comments:

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
2. Members of my team are living up to the established Norms/Protocols.	5	4	3	2	1

Comments:

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
3. Our team maintains focus on established team goals.	5	4	3	2	1

Comments:

Mid-Year Reflections Summary
Page 2

Mid-Year Reflections Summary
Page 3

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
4. Our team is making progress in achieving SIP goals through implementation of the PLC framework.	5	4	3	2	1

Comments:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5. The principal promotes a collaborative culture in our school.	5	4	3	2	1

Comments:

Critical Issues for Team Consideration

	Mid-Year Year End	
	School: _____	
Grade-Level / Team: _____	Date: _____	

Rating Scale for Each Statement

1	2	3	4	5	6	7	8	9	10
Not true of our team			Our team is addressing				True of our team		
1.	_____	We have identified team norms and protocols to guide us in working together.							
2.	_____	We have analyzed student achievement data and have established SMART goals that we are working interdependently to achieve.							
3.	_____	Each member of our team is clear on the essential learnings of our course in general as well as the essential learnings of each unit.							
4.	_____	We have aligned the essential learnings with state and district standards and the high stakes exams required of our students.							
5.	_____	We have identified course content and/or topics that can be eliminated so we can devote more time to essential curriculum.							
6.	_____	We have agreed on how to best sequence the content of the course and established procedures to help students achieve the intended essential learnings.							
7.	_____	We have identified the prerequisite knowledge and skills students need in order to master the essential learnings of our courses and each of its units.							
8.	_____	We have identified strategies and created instruments to assess whether students have the prerequisite knowledge and skills.							
9.	_____	We have developed strategies and systems to assist students in acquiring prerequisite knowledge and skills when they are lacking in those areas.							
10.	_____	We have developed frequent common formative assessments that help us to determine each student's mastery of essential learnings.							

Critical Issues for Team Consideration
Page 2

11. _____ We have established the proficiency standard we want each student to achieve on each skill and concept examined with our common assessments.
12. _____ We have developed common summative assessments that help us assess the strengths and weaknesses of our program.
13. _____ We have established the proficiency standard we want each student to achieve on each skill and concept examined with our summative assessments.
14. _____ We have agreed on the criteria we use in judging the quality of student work related to the essential learnings of our course and we practice applying those criteria to ensure consistency.
15. _____ We have taught students the criteria we will use in judging the quality of their work and have provided them with examples.
16. _____ We use the results of our common assessments to assist each other in building on strengths and addressing weaknesses as part of a process of continuous improvement designed to help students achieve at higher levels.
17. _____ We use the results of our common assessments to identify students who need additional time and support to master essential learning and we work within the system and processes of the school to ensure they receive that support.

Audit of Commitment to PLC Concepts

Mid-Year

Year End

DIRECTIONS FOR COMPLETING THIS AUDIT: Individually, silently and *honestly* assess the current status of our school for each indicator according to the following scale:

- 4 – This practice is deeply embedded in our culture.
- 3 – We have made some changes to move in this direction, but the changes are fragile.
- 2 – We are talking about this, but have taken no significant action to make it a reality.
- 1 – We have not yet begun to address this issue.

Learning as our Fundamental Purpose: *We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore we are willing to examine all of our practices in light of their impact on learning.*

Indicators of a Focus on Learning

- _____ We work with colleagues on our team to build shared knowledge regarding state standards, district curriculum guides, trends in student achievement, and expectations for the next course or grade level. This collective inquiry has enabled each member of our team to clarify what all students must know and be able to do as a result of every unit of instruction.
_
- _____ We work with colleagues on our team to:
_ a. Clarify the criteria by which we will judge the quality of student work; and
_ b. We practice applying those criteria until we can do so consistently.
- _____ We monitor the learning of each student on all essential outcomes on a *timely* basis through a series of frequent, team-developed formative assessments that are aligned with district and state assessments.
_
- _____ We identify the specific standard or target each student must achieve on each of the essential skills being addressed by the formative assessments.
_
- _____ We provide a system of interventions that guarantees each student will receive additional time and support for learning if he/she experiences initial difficulty.
_
- _____ Students are required rather than invited to devote the extra time and receive the additional support until they are successful.
_
- _____ We have developed strategies to extend and enrich the learning of students who have mastered essential skills.
_
- _____ We continually work together to identify policies and procedures that encourage learning in areas such as homework, grading, discipline, recognition, etc.
_

Year End Reflections Summary

Grade-Level / Team: _____ School: _____
 Date: _____

Please reflect on your experiences as a member of an instructional team this school year and respond to the following questions:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. I know the Norms/Protocols Established by my team.	5	4	3	2	1

Comments:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
2. Members of my team are living up to the established Norms/Protocols.	5	4	3	2	1

Comments:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
3. Our team maintains focus on established team goals.	5	4	3	2	1

Comments:

Year End Reflections Summary
Page 2

Year End Reflections Summary
Page 3

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
4. Our team is making progress in achieving SIP goals through implementation of the PLC framework.	5	4	3	2	1

Comments:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5. The principal promotes a collaborative culture in our school.	5	4	3	2	1

Comments:

Test Security Guide

Policies and Professional Expectations

2005-2006



Nye County School District
Dr. William Roberts, Superintendent

Prepared by
Ginger Olson
Office of Accountability and Testing
(775) 727-7743

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Assistant Superintendent for Student Achievement	Kay Walker
Assistant Superintendent for Character Education	Dale Norton
Coordinator of Accountability and Testing	Ginger Olson

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NYE COUNTY SCHOOL DISTRICT TEST SECURITY GUIDE

INTRODUCTION

The NCSD Test Security Guide is intended to articulate clear and consistent guidelines for the administration of tests and/or examinations in the Nye County School District for all professional and classified employees who administer or assist with the testing program. This Guide is intended for joint use by administrators with ***Test Security Procedures for Nevada Proficiency Examinations 2005-2006***, as well as the ***Document of Appendices 2005-2006*** which are provided by the Nevada Department of Education.

The intent of these pages is to focus upon the standardization and professionalism of the testing policies and procedures in the Nye County School District. This guide simplifies crucial testing security and confidentiality concerns important to the consistency of the district wide testing program.

The united effort and professional integrity of every certified and classified employee in the district is necessary to assure the accuracy and validity of our examination results. Without security, confidentiality and standardized administration of our assessments, scores lack validity and cannot appropriately contribute to informed future decision-making.

STATEMENT OF RESPONSIBILITY

Members of the Board of Trustees, the Superintendent, Coordinator of Accountability and Testing, teachers, counselors, building administrators, and other appropriate school personnel are together responsible for effectively implementing the Nevada Proficiency Examination Program (NPEP). In promoting the Nevada Proficiency Examination Program requirements:

1. Each school principal will annually certify in writing that the expectations and requirements of the State of Nevada and NCSD will be met at the school level;
2. Each school will produce a school test security plan that will be kept on file at the school site and a copy of which shall be submitted to the office of Coordinator of Accountability and Testing.
3. Each teacher and other administrative or classified personnel involved with the testing program will also annually acknowledge in writing that he/she has been given and has read a copy of the *NCSD Test Security Guide Policies and Professional Expectations*; and

4. Each teacher and other administrative or classified personnel involved with the testing program will attend the school site meeting where this specific information will be discussed.

In accordance with Nevada Administrative Code (NAC 389.054), the principal of each site where NPEP tests are given is required to accept responsibility for both the proper administration of the tests at that site and the physical security of the test materials including test booklets, prompts, and completed answer documents. The principal must be familiar with the prescribed procedures for administering the tests and certify, on an annual basis, that these procedures will be followed at the school.

The principal is also responsible for **providing complete training annually in test security and test administration** for **all** school personnel. Schools must have a signature sheet indicating that school personnel and any others who assist in any way with test administration of state-mandated tests have been trained in proper administration procedures and security issues. This training must involve more than just giving personnel the test administration manuals to read. Schools must retain a copy of the signature sheets and copies of training materials for a period of two years. District test directors are responsible for making certain that principals have all relevant information and manuals to carry out that responsibility.

In addition to the annual training, training sessions prior to each test administration should focus on security and administration issues relating to the specific test being given. An overview of the important security and administration issues should also be included in these trainings.

A copy of the "Authorization to Administer the Nevada Proficiency Examinations and Other State Assessments" form required for all principals is attached. This form must be filled out as each teacher is trained and returned to the NCSD Office of Accountability and Testing where it will remain on file. Ultimately, it is the school principal who bears the responsibility for test administration.

PURPOSE OF THE ASSESSMENT PROGRAM

The comprehensive series of assessments in various test formats with varying purposes provides opportunities for districts, schools, teachers, students, and parents to assess student achievement in the areas specified by Nevada Revised Statutes (NRS). The High School Proficiency Examination (HSPE) tests student achievement and proficiency relative to the 1998 Nevada Content and Performance Standards in English Language Arts and Mathematics. The HSPE, required for high school graduation, also functions as a measure to help ensure that students leave high school with the skills and knowledge necessary for college, careers, and life.

State assessments prior to the HSPE provide objective data that can be used by teachers and students to determine individual progress in essential areas and by schools to identify areas where changes are necessary to improve student learning.

If used properly, Nevada's assessment system can help students be better prepared for the HSPE when they reach high school.

Another purpose of the NPEP is to provide accountability to the public and to the Legislature. Test scores from the Criterion Reference Tests (CRTs), the writing assessments, and the HSPE will be used to determine Adequate Yearly Progress (AYP) for every public school and charter school as well as for the eight student populations required by the federal No Child Left Behind Act (NCLB).

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

If a student is enrolled on or before count day, September 23, 2005, that student's proficiency will be included in the school's AYP computation. If the student is not enrolled on count day OR is not continuously enrolled from count day until test day, the student's proficiency will not be included in the school's AYP computation.

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

For the National Assessment of Educational Progress (NAEP), a national assessment that is legislatively required for administration by selected schools, accurate and reliable data are also crucial to reflect Nevada's student performance on the content areas included in this instrument.

PARENT/GUARDIAN NOTIFICATION

All school administrators and teachers are required to communicate with the parents/guardians of students who will be tested one month before the actual testing. *AB 214 of the 2001 Legislature mandates that written notice be provided to all parents and/or legal guardians about tests and examinations mandated by the state or school district.*

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

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

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

TESTING CALENDAR
2005-2006

GRADE	TEST	DATE(S)
3	CRT – READING	MARCH 14, 2006
	CRT – MATH	MARCH 15, 2006
4	CRT – READING	MARCH 7, 2006
	CRT – MATH	MARCH 8, 2006
	ITBS	JANUARY 30 – FEBRUARY 3, 2006
5	WRITING	FEBRUARY 14-16, 2006
	CRT – READING	FEBRUARY 28, 2006
	CRT – MATH	MARCH 1, 2006
	CRT – SCIENCE	MARCH 2, 2006
6	CRT – READING	MARCH 14, 2006
	CRT – MATH	MARCH 15, 2006
7	CRT – READING	MARCH 7, 2006
	CRT – MATH	MARCH 8, 2006
	ITBS	JANUARY 30 – FEBRUARY 3, 2006
8	WRITING	JANUARY 17-19, 2006
	CRT – READING	FEBRUARY 28, 2006
	CRT – MATH	MARCH 1, 2006
	CRT – SCIENCE	MARCH 2, 2006
10	PLAN	OCTOBER 12, 2005
	ITED	JANUARY 30 – FEBRUARY 3, 2006
	HSPE – READING	MARCH 28, 2006
	HSPE – MATH	MARCH 30, 2006
11	HSPE – READING	MARCH 28, 2006 & JULY 11, 2006
	HSPE – MATH	MARCH 30, 2006 & JULY 13, 2006
	HSPE – WRITING	NOVEMBER 2, 2005 & MARCH 29, 2006
12/ADULT	HSPE – READING	NOVEMBER 1, 2005 & FEBRUARY 7, 2006 & MARCH 28, 2006 & MAY 16, 2006 & JULY 11, 2006
	HSPE – MATH	NOVEMBER 3, 2005 & FEBRUARY 9, 2006 & MARCH 30, 2006 & MAY 18, 2006 & JULY 13, 2006
	HSPE – WRITING	NOVEMBER 2, 2005 & FEBRUARY 8, 2006 & MARCH 29, 2006 & MAY 17, 2006 & JULY 12, 2006

Nevada Administrative Code (NAC) 389.051 prescribes when the NPEP examinations are to be given. The Nevada Department of Education prescribes the specific date or range of dates on or during which an examination or examinations will be given. Strict adherence to these dates is mandatory. Students who are enrolled during the State's testing window must participate in the examination(s).

PROCEDURES FOR THE ADMINISTRATION OF TESTS AND EXAMINATIONS

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

Sufficient teachers must be provided to adequately supervise and monitor the test and/or examination. At least one test administrator and a sufficient number of monitors must be provided at the testing site to adequately supervise the testing. A ratio of one test administrator to not more than 30 students is strongly recommended.

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

The teacher/monitor may assist students with mechanical tasks, such as helping a student to locate a specific section on the answer sheet. Teachers/Monitors should be careful not to inadvertently give hints or clues that indicate an answer or help eliminate answer choices.

The teacher/monitor must NOT provide assistance that will inadvertently reveal an answer, i.e., pointing out the reasoning underlying an item or referring to previous instruction about a specific skill or objective. Indicating a correct or incorrect response in any manner is a violation of ethical testing practices and professional expectations.

The teacher/monitor should continually walk through the classroom during the time allocated for the test and/or examination. Sitting down during the assessment period is inappropriate. It is essential for teachers to carefully follow all instructions, which are provided for test and/or examination administration, and to monitor student progress continuously during the assessment period. It is important to observe unusual behavior carefully.

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

Students should mark only one response for an item and should erase completely any responses they do not want.

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

At no time during testing should students be left unattended with test and/or examination materials or be allowed to remove/carry their test and/or examination materials from the classroom to any other location.

When students mark in *ITBS/ITED* test booklets, it is the responsibility of the teacher to let the school administrator know that this has happened. Students are expected to pay for the cost of damaged test booklets. In such situations, the school administrator should immediately contact the office of the Coordinator of Accountability and Testing.

Students should bring only required materials to the test and/or examination session: soft #2 pencils and calculators, if authorized by the state, district, or publisher. All other materials—including test and/or examination booklets, writing test prompts, answer sheets, rulers and scratch paper—should be provided at the testing location. These materials must be collected from each student before he/she leaves the testing room. All used scratch paper will then be destroyed in an appropriate manner as determined by the administrator of that school.

Students may be allowed the option of using calculators provided by the school for Part 1 of the Math Concepts and Estimation test and the entire Math Problem Solving and Data Interpretation test in the *ITBS* and the Mathematics: Concepts and Problem Solving test in the *ITED* provided that using calculators in a testing situation is consistent with typical practice in their classrooms.

Calculators MUST NOT be used for the Part 2 of the Math Concepts and Estimation test in the *ITBS* , or the Computation test in both the *ITBS* and *ITED* or the *HSPE*.

Examinations must be administered by district employees who are trained in proper test administration procedures. Each examination must be administered in a public facility approved by the board of trustees.

Students who are not participating in a specific test must not be allowed in the testing room while tests are being administered.

During writing assessments, test administrators or monitors must not assist students or review the students' rough drafts between writing sessions.

All test materials, including test booklets, writing prompts, answer sheets, and scratch paper, must be returned to the test administrator before a student is allowed to leave the testing area for any reason. Extra care must be taken to monitor the students' use of scratch paper to avoid cheating.

All electronic devices are prohibited during testing. This includes but is not limited to: cell phones, Palm Pilots, or other PDA's, any device capable of sending and/or receiving text messages, MP3 players, radios, CD players.

Every student taking a HSPE will need photo identification. Students must sign a roster. The original roster must be sent to the Coordinator of Accountability and Testing. Schools should retain a copy for their records. Schools should arrange for reading, writing, mathematics, and science tests to be administered by individuals who do not teach the subject tested.

TEACHER TRAINING

By September 30th of each year, each school will provide written information regarding the testing program, schedule and purpose to all teachers and educational personnel employed by the school district or governing body, all employed personnel who are involved in test administration, pupils who are required by law to take the exams, and the legal guardians of these pupils. The written notice must be prepared in a format that is easily understood and must include a description of the district test security plan, and action that may be taken against personnel and pupils for violations of the plan or for other testing irregularities.

Prior to the first scheduled test administration, each school will conduct a required meeting on the testing program, schedule, district test security plan and actions that may be taken against personnel and pupils for violations of the plan or for other testing irregularities. Each teacher will sign a verification form indicating that they have received the required information.

Instructions in proper test administration will be given with two formal training programs. The District Test Coordinator will give one program, with all counselors and principals whose attendance is required. All procedures will be outlined per the district test security guide, NDE regulations, procedures, security issues, etc. The building principal will give the second program each year to all staff whether or not the individual is directly involved in test administration. Written verification of the meeting will be submitted to the district test director that includes:

Verification that the NCSD Test Security Guide has been provided to all certified and classified personnel.

A roster of all personnel in attendance during mandatory building/staff meeting on test administration. This training must be designed to cover the following:

- Procedures regarding allowable activities in the preparation of students taking the ITBS and ITED.
- Instructions in proper handling of test materials.
- Instructions in proper test administration.
- Security procedures as outlined in this document.
- Information regarding protection of school district personnel with regard to the disclosure of testing irregularities.
- Conditions related to testing, as stated in NRS 391.312, under which a teacher may be suspended, dismissed, or not re-employed.
- Conditions related to testing, as stated in NRS 291.312, under which an administrator may be demoted, suspended, dismissed or not re-employed.
- Conditions related to testing, as stated in NRS 391.330, under which the state board may suspend or revoke the license of any teacher, administrator or other licensed employee.

All educational personnel whether or not he/she is directly involved with state or district test administration will acknowledge in writing that he/she:

- Has read and understands all information provided by the school district related to proper test security and test administration.
- Understands the potential consequences for failure to observe and carry out the requirements of the district test security plan.
- Understands the potential consequences for failure to comply with the state and district test security plans.
- Information regarding protection of school district personnel with regard to the disclosure of testing irregularities are outlined in AB214. Definitions and responsibilities are outlined in the NCSD Testing guide. Security procedures follow NRS 389.015 and are outlined in the NCSD test guide.

- Conditions related to testing as stated in NRS 391.312 outline the conditions under which an administrator or teacher may be suspended, dismissed or not re-employed are outlined in the NCSD Testing guide. Failure to observe and carry out the requirements of this plan is a violation of NRS 389.015 and may result in a teacher or administrator being demoted, suspended or dismissed or not re-employed.
- The state board may suspend or revoke the license of any teacher; administrator or other licensed employee as outlined in the NCSD Testing guide.

Principals must complete and submit to the district's test director the form entitled "Authorization to Administer Tests in the Nevada Proficiency Examination Program in Accordance with Nevada Revised Statutes (NRS) and the Nevada Administrative Code (NAC): School Year 2005-2006." These three-part forms (also referred to as *Principal Assurance Forms*) will be sent to the principals the first week of September. Once the principal completes and signs the form, she/he keeps the third (pink) copy and returns the original (white) and second (yellow) copy to the school district test director. The school district keeps the second copy and must return the original to the Office of Assessment, Program Accountability and Curriculum, Room 108, by **September 9, 2005**.

District test directors are responsible for collecting the *Principal Assurance Forms* from the schools and submitting them to the Nevada Department of Education. When sending the forms, the test director is to include a checklist indicating which schools have completed the forms and which schools have not submitted their forms yet. **Regulations prohibit districts from distributing testing materials to schools from which a completed form has not been received.**

Although the principal may choose to assign test scheduling and training responsibilities to a school test coordinator, delegating these duties does not absolve the principal of ultimate responsibility for test security and proper test administration.

STORAGE AND DISTRIBUTION OF MATERIALS

Test booklets, answer keys, and completed answer sheets must be stored in locked storage cabinets while located at the district or school site. At no time may examination materials be left unattended in any area where students and others have unsupervised access. This includes loading docks and mailrooms, counselor's offices, and classrooms.

Only the principal or school test coordinator should have access to the storage cabinet used for the storing of test materials. The key to the storage area must not be kept in a desk drawer or other readily accessible location.

School district test directors must follow the directions from the Nevada Department of Education and/or the test publisher regarding the receipt of materials and the reporting of discrepancies.

The district test director must maintain a log identifying the serial numbers of the test booklets assigned to each school.

The district test director must account for all test booklets and other testing materials immediately upon their return from each school's test coordinator.

The school test coordinator must maintain a log identifying the serial numbers of the test booklets assigned to each test administrator.

The school test coordinator must account for all test booklets and other testing materials immediately upon their return from each test administrator.

The test administrator must maintain a log identifying the serial number of the test booklet assigned to each student in the classroom.

Test administrators must collect all test booklets and other testing materials before students are allowed to leave the testing room.

On completion of testing, test administrators must return testing materials to the test coordinator in a timely manner and not later than the end of the school day on which the test(s) is/are administered. If testing will take place over a period of more than one day, all testing materials must be returned to the school test coordinator each day and picked up again the morning of the next testing day. All test and/or examination booklets or copies of tests and/or examinations must be accounted for when they are returned to the school administrator for storage.

Test booklets must be placed in serial number order before being returned to the test coordinator.

All writing test prompts, test and/or examination booklets, and teacher directions or manuals should be counted by the school site test coordinator numbered, and batched well in advance of the test and/or examination date to ensure ample materials for the date of test and/or examination administration. Numbering test and/or examination booklets or photocopies also facilitates more efficient return of materials.

TIMING THE TEST OR EXAMINATION

Accurate timing of all tests and/or examinations is important to ensure the reliability of the results. Although most tests and/or examinations are not based solely upon speed, the time limits on some parts of an instrument may mean that some students will not complete all of the items. Established time limits should afford students ample opportunity to demonstrate the range of their abilities; most students will finish within the specified times.

The administrative test and/or examination instructions, accompanying teacher directions or manuals, and other materials specify the time limits for each test, examination, or subtest. Administrators and teachers, in cooperation with Public Policy, Accountability & Assessment, are responsible for implementing and monitoring the specified time limits. Students should not be allowed to work beyond the number of minutes specified for testing. Any deviation from the specified time limits is a violation of ethical testing practices and professional expectations. When specified, such deviations must also be reported on special forms provided for some tests and/or examinations.

Although the specific administration schedule for *ITBS/ITED* testing at each school is a site-based decision, all schools are strongly encouraged to schedule *ITBS* long content area subtests (i.e., Reading and Mathematics) so that students can complete Part I and Part II for the same content area on the same day. Students who complete Part I but not Part II or vice versa, for whatever reason, should have the entire content area subtest invalidated according to instructions included in the "Nevada Proficiency Examination Program, Test Coordinator's Manual, 2005".

If permitted by test and/or examination instructions, at appropriate intervals, the teacher/monitor may announce the number of minutes remaining. The starting and stopping times for each subtest or section may be written on the chalkboard.

TEST AND/OR EXAMINATION ITEM SECURITY AND CONFIDENTIALITY

In accordance with NRS 389.015, the questions contained in state-mandated examinations and the approved answers are confidential, and disclosure is unlawful except:

- To the extent necessary for administering and evaluating the examinations. (This refers primarily to the process of test development or selection. **Knowledge or review of actual test content is not necessary for valid test administration and is strictly prohibited.**)
- When it is *necessary for the performance of the duties of*
 1. State officer who is a member of the executive or legislative branch.
 2. Superintendent of schools of a school district.
 3. Director of curriculum of a school district.
 4. Director of testing of a school district.
 5. (Department staff and/or the Attorney General's Office are charged with determining whether gaining access to state-mandated examinations is necessary and permitted by law.)

- That specific questions and answers may be disclosed if the superintendent of public instruction determines that the content of the questions and answers is not being used in a current examination and making the content available to the public poses no threat to the security of the current examination process. (Nevada High School Proficiency Examinations in reading and mathematics developed before 1990 have been released by the Superintendent of Public Instruction.)
- A test administrator who is requested to read aloud the contents of a state-mandated test in compliance with student IEP requirements must sign a form indicating that he/she will not disclose the test contents to any other person.

Specific test and/or examination items must not be copied or taught!

The test and/or examination items, problems, or questions contained in all NPEP tests and/or examinations and the approved answers for scoring them are confidential. Under no circumstances shall copies of writing test prompts or test and/or examination booklets, marked answer sheets, or answer keys be circulated among faculty, administrators, or other persons, except for test and/or examination administration. Copies of tests and/or examinations currently in use are not to be stored in places to which faculty or other persons have unsupervised access.

Teachers/monitors must not make written notes regarding specific writing test prompts, test and/or examination items or problems, or illustrations.

Copying writing test prompts, test and/or examination items, problems, or questions and the approved answers for grading them by any means or disclosure of those items, problems, or questions and the approved answers for scoring them is a breach of NCSD testing procedures and ethical expectations for the professional behavior of all district employees. Such breaches of testing procedures *will* be cause for disciplinary action. **There are no exceptions.**

Under no circumstances shall copies of writing tests or test booklets, marketed answer sheets, or answer keys be circulated among faculty, administrators, or other persons.

Teachers in the 5th and 8th grades are encouraged to copy their students' writing to be used for diagnostic purposes after scoring results have been received. Teachers may copy their students' writing on the High School Proficiency Examination for the purpose of back-up security only. Teachers may not give these papers back to the students.

Administration of a NPEP examination to a person who is not eligible to take that examination is an unauthorized disclosure of test content and must be reported as a test irregularity.

Any questions about the use of test materials or the breach of test security should be directed to the school principal or to the Coordinator of Accountability and Testing.

Any concern about the contents of a writing test prompt, test and/or examination item, problem, or question should be communicated directly to the school principal within the first two school days after that test and/or examination has been administered. He/She will forward that concern to the Coordinator of Accountability and Testing.

In addition to adherence to all test security procedures, the following test preparation practices are **approved**:

- Informing teachers about the norm-referenced tests, their purposes and the use of results.
- Informing students in advance that they will be taking the *ITBS* or *ITED*.
- Explaining the purpose and general form of the *ITBS* or *ITED* to students.
- Familiarizing students with the test format.
- Training students in generic test-taking tips.
- Evaluating a school's previous test performance in broad content areas.
- Practicing on tests of similar format, but not content.

In order to enhance the accuracy and validity of norm-referenced testing information, the following test preparation practices are to be specifically avoided:

- Becoming familiar with *ITBS* or *ITED* test questions¹.
- Narrowing practice to specific objectives found on the test.
- Spending in-depth, extended periods of time in test preparation activities.
- Using the *ITBS* or *ITED* as a model for constructing exercises that are parallel in content and/or format.

¹In accordance with NRS 389.015, the questions contained in state-mandated examinations and the approved answers are confidential, and disclosure is unlawful.

Doing practice exercises with response options in identical order as the *ITBS* or *ITED*.

- Using a parallel form of the *ITBS* or *ITED*.
- Using practice exercises that contain items from the *ITBS* or *ITED*.

NRS 389.015 indicates that all items contained in Nevada Proficiency Examination Program examinations and the approved answers are confidential. Disclosure of test items/booklets and testing materials and approved answers used for ALL state-mandated assessment is unlawful and constitutes grounds for revocation of licensure or other penalty, unless a person has written authorization in advance from the Nevada Superintendent of Public Instruction. *Per NRS 391.312 and 391.330, the failure to observe and carryout the regulations of the state and district security plans, may result in the following action:*

1. *a school district may suspend, dismiss or not re-employ a teacher;*
2. *the school district may demote, suspend, dismiss or not re-employ an administrator; and/or*
3. *the Nevada State Board may suspend or revoke the license of a teacher, administrator or other licensed employee.*

TEST AND/OR EXAMINATION COLLECTION AND SCORING

The school administrator or his/her designee is responsible for collecting, organizing and checking the accuracy of the demographic information on the answer sheets or test booklets at the school level.

The teacher is responsible for collecting and organizing the answer sheets or test booklets for his/her individual classroom. The teacher should carefully check and correct each answer sheet, if needed, for demographic accuracy, e.g., the student's name, I.D. number, grade level, school name, etc. It is imperative that the subtest answer portion of the answer sheet not be altered in any way, with the exception of erasing stray marks and darkening responses as may be required for scoring. For answer documents that are not pre-coded, it is crucial that the bubble on the test form be accurately darkened.

It is important for everyone associated with test administration to understand that the figures for state accountability reporting are based upon CRT and ITBS demographic coding. The following subgroups must be coded accurately: ethnicity, gender, F/RL, IEP status, LEP status, date of entry into the United States, migrant, 504 status, years in school (YIS), years in district (YID).

Tests for Amargosa and Beatty will be delivered directly to the school site via Fleet. It is the responsibility of the principals north of Beatty to pick-up and return testing materials from the northern district office in Tonopah. Principals south of Amargosa will pick-up and return materials to the southern district office in Pahrump.

When the school administrator returns materials to the Coordinator of Accountability and Testing, it is expected that all materials will already be organized and sorted as has been requested. After testing, it is imperative that all required materials are returned within the specific timelines to the district office **NO EXCEPTIONS.** Any delay in receipt of all materials also impedes the processing of materials.

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

IMPORTANT DEFINITIONS

Assembly Bill 214 includes specific definitions for various terms used in this context.

Section 1.4

"Irregularity in testing administration" means the failure to administer an examination to pupils pursuant to NRS 389.015 or 389.550 in the manner intended by the person or entity that created the examination.

Section 1.6

"Irregularity in testing security" means an act or omission that tends to corrupt or impair the security of an examination administered to pupils pursuant to NRS 389.015 or 389.550, including, without limitation:

- 1. The failure to comply with the department or district security procedures;*
- 2. The disclosure of questions or answers to questions on an examination in a manner not otherwise approved by law; and*
- 3. Other breaches in the security or confidentiality of the questions or answers to questions on an examination.*

Section 1.8

"School official" means:

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

Section 11

"Examination" means:

- 1. Achievement and proficiency examinations that are administered to pupils pursuant to NRS 389.015 or 389.550; and*

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

Section 14

“Reprisal or retaliatory” action includes, with limitation:

1. *Frequent or undesirable changes in the location of an office;*
2. *Frequent or undesirable transfers or reassignments;*
3. *The issuance of letters of reprimand, letters of admonition or evaluations of poor performance;*
4. *A demotion;*
5. *A reduction in pay;*
6. *The denial of a promotion;*
7. *A suspension;*
8. *A dismissal;*
9. *A transfer; or*
10. *Frequent changes in working hours or workdays, if such action is taken, in whole or in part, because the school official disclosed information concerning irregularities in testing administration or testing security.*

Section 22

Language is provided that the provisions of AB 214 “do not abrogate or decrease the effect of any of the provisions of NRS that define crimes or prescribe punishments with respect to the conduct of school officials.” This means that there shall be no retaliation for the disclosure of information but that there may be consequences for the breach of test security or irregularity in test administration.

“District Test Coordinator” refers to the individual who represents an individual school district on all matters of testing, including, but not limited to:

- Responsibility for ensuring that test security procedures are adhered to.
- Dissemination and collection of testing materials.
- Interpretation of test results.

“On-site Test Coordinator” refers to the individual who represents an individual school on all matters of testing, including, but not limited to:

- Assisting the school principal in the administration and training.
- Assisting the school principal in the delivery and return of testing materials within the school.
- It is important to note that the on-site test coordinator's responsibilities do not, in any way, minimize the fact that the school principal assumes final responsibility for the proper training and administration of all state-mandated testing.

“Test Administrator or Teacher” refers to the individual who is responsible for administering tests to students.

"Monitor" refers to the individual who assists the Test Administrator in giving the tests/examinations to students. A monitor may pass out and collect materials, monitor the students, escort a student from the room in case of emergency. A monitor may not administer the test. Monitors may be aides, other teachers, counselors, principals or volunteers (as long as they do not have a child in the school in which they are acting as a test monitor). Monitors must receive the same test security training as teachers.

CODING OF ANSWER DOCUMENTS

The principal of each school required to participate in a state-mandated examination is also responsible for making certain that coding of answer documents is done accurately. Because participation rates of students are used to determine AYP, schools must submit an answer sheet for every student enrolled at the grade level being tested whether that student actually tests or not. The information on the demographic page for each answer document must be filled in completely and accurately. If a student is absent or does not test for any other reason, then the answer document must be coded appropriately using the DNP (Did Not Participate) code. No Child Left Behind requires a 95% participation rate on each state-mandated test for the grade level as a whole and for each specified subpopulation. Audits may be conducted to verify the number of students eligible to participate in any specific testing program.

NRS 389.017 mandates that the superintendent of schools of each school district and the governing body of each charter school shall certify that the number of pupils who took the examinations is equal to the number of pupils who are required to take the examinations and who are enrolled in each school in the district or in the charter school.

Significant errors in coding will be treated as irregularities in test administration and must be reported to the Assessment Support for Test Security at the Nevada Department of Education.

INVALIDATION OF TEST SCORES

Several circumstances may necessitate invalidating a student's answers and/or scores. Instances of cheating on state-mandated assessments will require that a student's scores be invalidated. Answer documents may also need to be invalidated if a test administration irregularity or a test security irregularity occurs that affects the validity of the students' scores. All instances of invalidation require that a Report of Test Irregularity be filed with the Nevada Department of Education.

Regardless of the reason for the invalidation, however, the **answer document must be submitted to the appropriate testing company or to the Nevada Department of Education** for inclusion in district and school reports.

Students with invalidated scores resulting from a test administration irregularity caused by a test administration or test security irregularity will be counted as not participating in the assessment, and they will be counted as non-proficient for AYP purposes. **Answer documents for absent students must never be invalidated. Incomplete answer documents should be submitted to the appropriate testing company or the Department of Education for scoring with the completed answer documents. Writing answer documents that have at least one word on them should also be submitted with completed answer documents for scoring. Writing answer documents (for 5th and 8th grade) that do not have any writing on them but students did complete either the brainstorming and/or the rough draft are to be submitted under a special header sheet.**

To indicate that answer documents have been invalidated, the following procedure must be used:

- For the CRTs and the *HSPE in Mathematics* and the *HSPE in Reading*: Mark the invalidation code on the demographic page of the answer document. Submit with the other answer documents to the state's testing company.
- For the *ITBS* and *ITED*: Mark the invalidation code on the demographic page of the answer document. Submit with the other answer documents to Riverside Publishing.
- For any of the writing tests: Separate the tests from the other answer documents and return to the Nevada Department of Education under a separate header sheet.

ELIGIBILITY REQUIREMENTS FOR HSPE

Grade Level	Eligibility Requirement	Required Tests	When Administered
10	At least 5 completed units of credit	Reading Mathematics	March 27-March 31, 2006
11	At least 11 completed units of credit	Reading Mathematics	March 27-March 31, 2006
		Writing	November 2, 2005 March 29, 2006
12 ¹	At least 17 completed units of credit	Reading Mathematics	October 31-November 4, 2005 February 6-10, 2006 March 27-31, 2006 May 15-19, 2006 July 10-14, 2006
		Writing	November 2, 2005 February 8, 2006 March 29, 2006 May 17, 2006 July 12, 2006
Adult	Students who have enrolled in an adult high school diploma program	Reading Mathematics	October 31-November 4, 2005 February 6-10, 2006 March 27-31, 2006 May 15-19, 2006 July 10-14, 2006
		Writing	November 2, 2005 February 8, 2006 March 29, 2006 May 17, 2006 July 12, 2006

¹A student who has not yet earned the required number of credits during the junior year to qualify as a senior, and who begins the senior year credit-deficient but who has an academic plan which projects that he/she will graduate from high school within 2 semesters and by his/her regularly scheduled graduation date may submit a written request to the district superintendent to take the exams under the 12th grade schedule.

CONSIDERATIONS FOR STUDENTS WITH SPECIALIZED NEEDS

In accordance with state and federal requirements all students must participate in the NPEP. Students with specialized needs may include students identified in need of services in accordance with NRS 388.440 and the Individuals with Disabilities Education Act (IDEA) or students protected from discrimination under Section 504 of the Rehabilitation Act of 1973. It must be recognized that these are two separate and distinct groups of students with specific rights afforded in accordance with two different federal statutes.

Students who are identified for services under NRS 388.440 and IDEA must meet specific state criteria and must have a current Individualized Educational Program. Students who are afforded accommodations under Section 504 of the Rehabilitation Act of 1973 must have a current Section 504 Accommodation Plan. Students identified as Gifted and Talented only are not students with Specialized Needs relative to statewide testing.

The following information has been developed to assist school officials in making appropriate decisions related to the participation of all students with specialized needs in NPEP assessments.

Students Eligible for Services Under the Individuals with Disabilities Education Act

Under the Individuals with Disabilities Education Act (IDEA), the Individualized Educational Program (IEP) committee has the authority to determine how a student will participate in the statewide assessment program. The IEP committee may decide that a student with a disability will participate in the state assessment program in one of the following ways:

1. under standard conditions using no accommodations or using accommodations that do not affect the validity of the assessment¹;
2. under non-standard conditions, using testing modifications which change or alter the content or administration of the assessment and invalidate the test result; or
3. participate in the state's alternate assessment program, the *Nevada Alternate Scales of Academic Achievement (NASAA)*.

Accommodations are designed to improve access to the assessment and its content while maintaining test validity and comparability of scores. Accommodations are variations in the assessment environment or process; including scheduling, setting, administration, and response format.

IEP committees must be familiar with the state's list of accommodations for each state assessment before making decisions regarding how a student will participate in a particular assessment. IEP committees should carefully weigh the consequences associated with the use of accommodations and modifications. Any accommodation selected for a state assessment should be one used during the regular instructional day in the classroom to address a student's identified need. For example, the IEP committee may determine that a student needs a calculator as an accommodation for the math portion of the HSPE. In this example, the student would already be using a calculator in his/her current math class during problem solving exercises. Such an accommodation would be written in the student's IEP under Supplemental Services. There should be no attempt to implement or try accommodations unfamiliar to the student at test time.

¹ Any accommodation selected for a student must be written in the student's IEP and should be one that is used during the regular instructional day in the classroom to address an identified need.

(See Appendix F in the *NDE Document of Appendices* for a list of accommodations.)

The IEP committee may consider using an accommodation for an individual student during testing that is not listed on the IEP Accommodation Form. Again, the accommodation should be used during the student's instructional day rather than an attempt to implement a new testing accommodation unfamiliar to the student.

A written request for an accommodation not included on the IEP Accommodation form (see Appendix F in the *NDE Document of Appendices*) must be submitted to the Nevada Department of Education (NDE), Office of Assessment, Program Accountability, and Curriculum no later than one month prior to the scheduled test date by the school administrator or counselor serving on the IEP committee. Approval may be granted on a case-by-case and test-by-test basis and only if, in the judgment of the NDE, the requested accommodations do not affect the validity of the test. Approval will be given for a specified period of time only. The approval letter, if the accommodation is granted, must be included with the student's IEP. Schools will receive the Department of Education's decision no later than one week prior to the date of the test.

A student may require a test modification to make the testing experience meaningful, even though there are consequences associated with using a test modification. **Testing modifications are changes in the administration and/or content of the assessment that affect the validity of the assessment and the reliability of the results.** Testing modifications alter the scope or content of what is being assessed. When determining AYP or when reporting test performance for IEP students, the scores for IEP students that test using modifications will be invalidated and will not count for participation. Clearly, IEP committees must make decisions regarding the use of testing modifications for an individual student with a full understanding of the consequence for the student.

Special education students must take the state-required tests during the same window of administration as all other students. All special education students must take the state tests appropriate for the grade level in which they are enrolled. Additionally, special education students, must be administered all sub-tests of each examination of the *CRTs*, *ITBS/ITED*, and the *HSPE*. Currently, the only deviation from this format is for those students who are participating in the state's alternate assessment, *Nevada Alternate Scales of Academic Achievement (NASAA)*. Information regarding the NASAA appears on page 26 of this document and in a separate document entitled, *Administration and Reporting Guidelines for NASAA*.

HSPE

State laws governing participation in the *High School Proficiency Examination (HSPE)* are quite specific. All students seeking a standard high school diploma must take and pass the reading, math and writing tests that comprise the *HSPE*.

For special education students, the IEP committee determines how an individual special education student will participate in the HSPE program.

To be counted as passing the test and meeting the graduation requirements associated with the HSPE, a student must be administered the tests using standard conditions or accommodations that do not affect the validity of the assessment. IEP committees must understand the consequences for students and for schools when a decision is made to test using modified conditions or to test using the state's alternate assessment.

Requests for accommodations not listed on the state IEP Accommodation form must be made in writing to the Nevada Department of Education (NDE), Office of Assessment, Program Accountability, and Curriculum, no later than one month prior to the scheduled date of the assessment. A copy of the student's IEP must be included with each request. Approval for such accommodations will be made on a case-by-case and a test-by-test basis and only if, in the judgment of the NDE, the requested accommodation does not affect the validity of the assessment. Approval will be given for a specified period of time only. The written approval, if granted, will be mailed or faxed to the requesting school, no later than one week prior to the HSPE test date.

Decisions regarding a student's participation in the *HSPE* program using the *NASAA* must be made in accordance with the *Guidelines for Participation in the Nevada Alternate Scales of Academic Achievement*. All students, including students with disabilities, are required to participate in the HSPE assessment program beginning in the 10th grade. All 11th grade students with disabilities entering a district must provide evidence that they have participated in the HSPE program in the 10th grade, or they will be required to participate in the assessment program during their 11th grade year relative to state and federal participation requirements. All assessments, including the *NASAA*, must be completed within the identified fall and spring testing windows (see page 7).

All students, including special education students, have more than one opportunity to pass the *HSPE* and need to be exposed to the general education curriculum in all subject areas upon which the *HSPE* is based, e.g., reading, writing, and math. The general curriculum for students with disabilities is defined as the same curriculum as the one for non-disabled peers and sets an expectation that students with disabilities will be taught and assessed on grade level content and achievement standards.

Alternate Assessment

The IEP committee determines if a student with a disability will participate in a particular state assessment by taking the state's alternate assessment. The IEP committee must explain in the student's IEP why the general assessment is not appropriate and describe how the student will be assessed. *The Nevada Alternate Scales of Academic Achievement (NASAA)* is the state's alternate assessment for

the state CRT, NRT, HSPE, and the state writing assessments. *NASAA*, a comprehensive measurement of academic and broad functional domains based upon alternate achievement standards, has been developed as a summative measure of language arts and math for students with the most significant cognitive disabilities.

The criteria that an IEP committee uses to determine if *NASAA* is appropriate for a particular special education student are found in the *Guidelines for Participation in the Nevada Alternate Scales of Academic Achievement*. As the IEP committee makes this decision, the consequences of access to standard curriculum, grade promotion, and high school graduation must be considered. If the IEP committee determines that the alternate assessment is the most appropriate way to include a special education student in the statewide assessment program, the *NASAA* test will be administered at a minimum of two times per year in conjunction with the state CRT, NRT and HSPE, and scores will be reported twice.

All students with disabilities, whether they take the HSPE tests or participate in the HSPE program by taking the *NASAA*, must be tested beginning in their 10th grade year. All 11th grade students with disabilities new to a district must provide evidence that they have participated in the HSPE program in the 10th grade, or they must participate in the assessment program during their 11th grade year relative to state and federal participation requirements.

Students With a Section 504 Accommodation Plan

Section 504 of the Rehabilitation Act of 1973 protects qualified individuals from discrimination based on their disability. A school team, primarily composed of general education staff, determines if a student requires a Section 504 Accommodation Plan. The Accommodation Plan outlines adjustments and/or accommodations to be implemented in the student's school program and during assessments, if necessary.

Students receiving accommodations through a Section 504 Accommodation Plan may participate in the statewide assessment program:

1. Under standard conditions using no accommodations,
2. Or using accommodations that do not affect the validity of the assessment.²

The Section 504 Plan must indicate the accommodation the student needs from the list of accommodations that appear on the state's Section 504 Accommodation form. The Section 504 Accommodation Plan must further indicate the assessment(s) for which the student requires the identified accommodations.

² Any accommodation selected for a student must be written in the student's Section 504 Accommodation Plan and be one that is used during the regular instructional day in the classroom to address an identified need.

Requests for accommodations not listed on the state's Section 504 Accommodation form must be made in writing, to the Nevada Department of Education (NDE), Office of Assessment, Program Accountability, and Curriculum, no later than one month prior to the scheduled date of the assessment. A copy of the student's Section 504 Accommodation Plan must be included with each request. Approval for such accommodations will be made on a case-by-case and a test-by-test basis and only if, in the judgment of the NDE, the requested accommodation does not affect the validity of the assessment. Approval will be given for a specified period of time only. The written approval, if granted, will be mailed or faxed to the requesting school, no later than one week prior to the date of the test.

NOTE: Section 504 students may not use a calculator on the *HSPE*. NAC 388.0565 allows the use of a calculator on the *HSPE* **only** if a student is enrolled in a program of special education pursuant to NRS 399.440 and 388.520, inclusive, and his/her individual educational plan specifies that he/she may use a calculator for assessment purposes.

Guidelines for Students with Limited English Proficiency

Federal legislation requires that all limited English proficient students be assessed to determine what they know and can do in academic content areas. Accommodations are available for these students. (See Appendix H of the *NDE Document of Appendices* for a list of approved accommodations for these students.)

In addition to academic content area tests, during the spring of 2006, the *LAS - LINKS* will be used to determine language proficiency for LEP students in grades Kindergarten through 12. Districts will continue to use the *LAS* for initial placement of students. Schools have the first 30 days of the school year in which to test students using the *LAS*, and new students coming in after that time are to be tested for initial placement within 15 days of their enrollment.

Although LEP students must be assessed in terms of language proficiency according to state and federal statutes, the students' scores on the test used to determine language proficiency, the *Language Assessment Scales (LAS) and LAS - LINKS*, cannot exempt them from taking the required statewide tests. Therefore, all LEP students, regardless of their English language proficiency level, must participate in the state content tests in reading, mathematics, science, and writing.

"Newly arrived" immigrants, those LEP students new to the United States within the past twelve calendar months, must participate on all state academic content area assessments. Although participation is required, performance and participation among this subpopulation are not included when making AYP decisions.

Decisions to use accommodations on the state academic content area assessments should be made collectively by the student, parents, teacher(s), and school administrator(s) most familiar with the student's English language acquisition. However, each student's file, prior to the administration of the test, should document the student's participation in the Nevada Proficiency Examination Program and any accommodations used. Any accommodations in test administration, test setting, or test scheduling that are made consistent with the student's instructional program **must** be indicated on the form entitled "Proficiency Testing Record for Limited English Proficient Students" in Appendix H of the Document of Appendices. This form contains a list of accommodations for LEP students and must be maintained in the student's records.

A written request for other reasonable accommodations that are consistent with accommodations used in the student's instructional program and that do not interfere with the validity of the test must be submitted to the Nevada Department of Education, Office of Assessment, Program Accountability, and Curriculum no later than one month prior to the scheduled test date by a school administrator or counselor. Approval for such accommodations may be granted but only on a case-by-case and test-by-test basis and only if, in the judgment of the Nevada Department of Education, they do not affect the validity and/or reliability of the specific test. Approval will be given for a specified period of time only. The approval, if granted, must be included with the student's records. Schools will receive the Department of Education's decision in writing no later than one week prior to the date of the test.

A limited English proficient student who is **on monitored status does not qualify** to use accommodations of any kind. A student on monitored status must be coded as "LEP" on the answer document. Each student who has been previously identified as LEP, but who has exited that status, will be coded as "Former LEP" on answer documents for any state-mandated content test.

BREACH OF TEST SECURITY OR IRREGULARITY IN TEST ADMINISTRATION

The Nye County School District Plan includes:

Steps in reporting suspected breaches or irregularities:

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

1. The situation must be immediately reported to the school test coordinator and school principal.
2. The test coordinator or principal must, in turn, report the breach of test security to Ginger Olson, Coordinator of Accountability and Testing, within 24 hours of the time the alleged or suspected breach has been brought to his/her attention.

3. The Coordinator of Accountability and Testing will communicate with appropriate NCS D district level administrators about the suspected breach or unauthorized disclosure.
4. For all state-mandated assessments, within 24 hours, Ginger Olson must report any breach of test security or suspected irregularity in test administration to the Nevada Proficiency Examination Program.
5. Examples of a breach in testing security by a teacher may include but are not limited to:
 - leaving the test materials on student's desks and taking the class to the restroom, recess, lunch, music, art, p.e.
 - stepping out into the hall and leaving the students unattended during testing
 - reading and answering questions on the test
 - prompting students by reminding them of key phrases
 - putting up or not removing posters that give unfair advantage such as multiplication charts
 - changing a student's answer on the answer sheet
6. Examples of a breach in test administration by a teacher may include but are not limited to:
 - failure to read the directions verbatim from the test administrator's manual
 - failure to have the students write their name on the CRT test booklet
 - allowing students to write on or in the ITBS/ITED test booklet
 - giving too much time on a timed test
 - giving too little time on a timed test
 - failing to monitor during testing
 - sitting at a desk/computer during testing

Final steps in reporting suspected breaches or irregularities:

1. Within five days, the school **principal** must provide a completed Report of Compromise of Nevada Proficiency Materials.
2. For all alleged breaches of test security or irregularities in test administration for state mandated assessments, NCS D must submit the completed Report of Compromise to the NDE within 14 days of the discovery of the event.

Investigation Protocol:

1. Reported instances of alleged breaches of test administration or test security shall be investigated by the school district and/or by the Nevada Department of Education.

2. Both the school district and the Nevada Department of Education may issue a subpoena, as needed, to compel the attendance or testimony of a witness or the production of relevant materials.
3. If the witness refuses to attend, testify, or produce relevant materials, the school district or the Nevada Department of Education may report that refusal to the district court.
4. Any questions about appropriate test administration, contents of the Handbook, or alleged breaches of the test security should be directed to the school principal and to Ginger Olson, Coordinator of Accountability and Testing, at 775-727-7743 extension 226.

REPORTING SUSPECTED SECURITY BREACHES OR TESTING IRREGULARITIES

In accordance with AB 214 as adopted by the 2001 Legislature, all pupils, school officials, and others must report any suspected irregularities in testing administration or testing security.

AB 214 as adopted by the 2001 Legislature specifically prohibits any school official from directly or indirectly using his/her official authority to influence another school official in an effort to interfere with or to prevent the disclosure of information concerning a testing irregularity.

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

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

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

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

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

1. *The situation should be immediately reported to the school test coordinator AND school principal.*

2. *The test coordinator or principal must, in turn, report the breach of test security to the Coordinator of Accountability and Testing within 24 hours of the time the alleged or suspected breach has been brought to his/her attention.*
3. *The Coordinator of Accountability and Testing will communicate with appropriate NCSD district level administrators about the suspected breach or unauthorized disclosure.*
4. *For all state-mandated assessments, the Coordinator of Accountability and Testing, must report any breach of test security or suspected irregularity in test administration to the Nevada Proficiency Examination Program.*
5. *Within five days, the school principal must provide a completed Report of Compromise of Nevada Proficiency Materials.*
6. *For all alleged breaches of test security or irregularities in test administration for state-mandated assessments, NCSD must submit the completed Report of Compromise to the Nevada Department of Education within 14 days of the discovery of the event.*

CONCLUSION

Additional information and guidance for all school personnel directly involved in test administration is contained in manuals that must be used for each test:

- ***Nevada High School Proficiency Examination 1998 Series Administration Manual 2006***
- ***2005-2006 Nevada High School Proficiency Examination in Writing Administration Manual***
- ***2005-2006 Nevada Fifth & Eighth Grade Proficiency Examinations in Writing Administration Manual***
- ***Nevada Criterion-Referenced Test Administration Manual 2006 for Tests in Reading and Mathematics***
- ***Nevada Criterion-Referenced Test Administration Manual 2006 for the Test in Science***
- ***Test Coordinator's Manual (formerly Supplement to the Guidelines to accompany HSPE 1998 Series tests and CRTs)***
- ***Spring 2006 Test Coordinator's Manual (ITBS/ITED)***
- ***ITBS/ITED Directions for Administration***
- ***Limited English Proficient (LEP) Student Testing Program, School Year 2005-2006***
- ***NASAA System Manual, August 2005 (electronic format)***
- ***Administration and Reporting Guidelines for NASAA 2005-2006***

Any questions about appropriate test administration, contents of the Guide, or alleged breaches of test security that cannot be answered by using the above manual, should be directed to the school principal and/or to the Coordinator of Accountability and Testing for Nye County School District.

To ensure consistency in test administration and the integrity of the entire testing program, proper test security procedures must be followed. Unless otherwise stated, test security guidelines outlined in this section apply to all NPEP administrations, including live and pilot testing during its developmental stages.

**NEVADA DEPARTMENT EDUCATION
PROCESS FOR
REPORTING AND INVESTIGATING TESTING IRREGULARITIES**

- In accordance with NRS 389.628, a school official who has reason to believe that a violation of the district test security plan has occurred must immediately report the incident to the district board of trustees. The district test security plan may require all reports of test security violations to be first directed to the school principal for reporting to the district board of trustees.
- If the board of trustees has reason to believe that a violation of the district test security plan has occurred, and that the violation has also resulted in an irregularity in test administration or security for a state-mandated test, the board of trustees must:
 - Immediately report the incident to the Test Security Coordinator at the Department either orally or in writing.
 - Ensure that a Report of Test Irregularity is submitted to the Department within 14 school days after the incident occurred.
 - Begin an investigation of the incident in accordance with NRS 389.628.
- In order to expedite the reporting process, the board of trustees may designate the district test coordinator or other school district official to receive reports of test security violations on behalf of the board. The manner in which school officials will contact the school district board of trustees with regard to reports of test irregularities; and how the board will, in turn, notify the Department must be clearly stipulated in the District Test Security Plan.
- Within 20 working days of receipt of the Report of Test Irregularity, a team of reviewers consisting of two or three department assessment consultants will:
 - Conduct a thorough review of the information contained in the Report of Test Irregularity.
 - If necessary, request additional information to assist in the review process from the school principal, district test director, or other school official involved in the reported test irregularity.
 - Determine whether evidence exists to indicate that actions, which resulted in the testing irregularity were conducted intentionally.

- Determine whether evidence exists to indicate that consequences associated with the testing irregularity have resulted in or will result in significant damage to the Nevada Proficiency Examination Program.
- Determine whether sufficient evidence exists to warrant an invalidation of student scores.
- If the Department's team of reviewers determines that an irregularity in test administration or security has occurred, but there is no evidence that the irregularity was intentional, and there is no evidence that the consequences associated with the irregularity will result in significant damage to the Nevada Proficiency Examination program, the Department's Test Security Coordinator shall notify the board of trustees or its designee in writing indicating the results of its findings. These results may include, but are not limited to:
 - A requirement for the school or district to conduct an additional administration of the examination.
 - A requirement for the school or district to complete a corrective action plan.
 - The Department's recommendations and/or requirements for inclusion in the school or district corrective action plan.
- If the Department's team of reviewers determine that there is sufficient evidence that an intentional irregularity in testing administration or security has occurred, or there is evidence that the consequences associated with the irregularity (regardless of intent) resulted in or may result in significant damage to the Nevada Proficiency Examination Program, the Department's Test Security Coordinator shall notify the board of trustees or its designee in writing indicating the results of its findings. These results may include, but are not limited to:
 - A requirement for the school or district to conduct an additional administration of the examination.
 - A requirement for the school or district to complete a corrective action plan.
 - The Department's recommendations and/or requirements for inclusion in the school or district corrective action plan.

- A requirement for the district to begin an investigation in order to obtain further information regarding the testing irregularity. The Department may also choose to conduct an investigation separately, or in conjunction with the school district.
- Information that the report is being submitted to the Deputy Attorney General's office for further review.
- A requirement for the invalidation of student test scores.
- If the Department's team of reviewers determine that at least one testing irregularity occurred at a school during one school year on any state required examination, excluding the high school proficiency examination, and in the immediately succeeding school year, at least one additional irregularity occurs, the review team shall determine whether the irregularity warrants an additional administration of the examination.
 - If the review team determines that an additional administration of the examination is required, the department shall notify the school and the school district of this determination. The additional administration may include an entire grade or just specific pupils as determined by the department.
 - The review team must consider the effect of each testing irregularity regarding whether the scores of pupils will be invalidated and whether sufficient time remains in the school year when determining the need for an additional administration of an examination.
 - The additional administration must occur in the same school year in which the irregularity occurred. The school district shall pay for all costs related to the additional administration.
 - Unless determined otherwise, the district test director will coordinate the additional test administration, with the assistance of school district administrators as he/she deems necessary.
- A school principal will be required to file a corrective action plan with the Department under conditions which include, but are not limited to:
 - When an investigation reveals that the test irregularity resulted from inappropriate school test administration and/or an inadequate security protocol, including lack of appropriate storage and distribution of testing materials.

- When an investigation reveals that the school principal did not provide for adequate or sufficient training of school personnel in test administration and/or security procedures.
- A district test director will be required to file a corrective action plan with the Department under conditions which include, but are not limited to:
 - When an investigation reveals that the test irregularity resulted from inappropriate district test administration and/or an inadequate security protocol, including lack of appropriate storage and distribution of testing materials.
 - When an investigation reveals that the district test director did not provide for adequate or sufficient training of school district personnel in test administration and/or security procedures.
- The Department Test Security Coordinator will forward a report of test irregularity to the Deputy Attorney General if an investigation reveals that the test irregularity:
 - Resulted in a breach in the security or confidentiality of test questions or answers; or
 - Was the result of an individual's intentional failure to observe and carry out the requirements of the district and state test security plans.
- If the report is forwarded to the Deputy Attorney General, further investigation of the incident may be required. Investigations will be conducted by the Department's Test Security Coordinator and/or an investigator assigned to the case by the Attorney Generals' Office. Following this investigation, the Deputy Attorney General and the Superintendent of Public Instruction or the Deputy Superintendent of Instructional, Research, and Evaluative Services will confer about the case.
 - If it is determined that the evidence is insufficient to issue a charging document against an individual(s) for (a) a breach in the security or confidentiality of test questions or answers, or (b) intentional failure to observe and carry out the state or district test security plan and the evidence does not indicate a significant consequence as related to the test irregularity, the Department's Test Security Coordinator will write a letter reporting this finding to the district superintendent and testing director. No disciplinary action will be taken by the Department,

but **this does not preclude a school district from taking disciplinary action.**

- If the evidence is sufficient to support a charging document against an individual(s) for (a) a breach in the security or confidentiality of a test's questions or answers, or (b) intentional failure to observe and carry out the state or district test security plan and the State Superintendent of Public Instruction decides to take action for the suspension or revocation of the individual's license, a notice of complaint will be issued to the licensee.
- When there is sufficient evidence to take action against an individual's license, both the significance of the test irregularity and the intent of the individual's actions are factors considered in evaluating the appropriateness of suspension or revocation of license.
- If a notice of complaint is issued, the individual(s) has the right to request a hearing from an impartial hearing officer chosen from the American Arbitration Association.
 - If the individual(s) does not request an impartial hearing, a hearing before the State Board of Education pursuant to NRS Chapter 291.312 will be conducted.
 - If the individual requests an impartial hearing, the hearing officer will hear the matter, make findings, and issue a recommendation. The ultimate determination of discipline against the licensee is made by the State Board of Education.

All questions and reports of test irregularities must be directed to the Nevada Department of Education's Office of Assessment, Program Accountability, and Curriculum. Submission of the Report of Test Irregularity should be made to the Administrative Assistant for Test Security.

ASSESSMENT CONTACT INFORMATION

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PARENT INVOLVEMENT IN EDUCATION - TITLE I SCHOOLS

The Board of Trustees recognizes the importance of having parents involved in the educational programs of their children. Since current research indicates that a home/school partnership and greater involvement of parents in the education of their children generally results in higher achievement scores, improved student behavior, and reduced absenteeism, parents of students enrolled in the district's Title I program are encouraged to take an active role in the education of their children.

In an attempt to ensure that parents of Title I students more fully participate in their child's educational program, the following parental involvement activities will be promoted in the Title I program:

- The District will provide timely information concerning the Title I program, including program plans and evaluations.
- The District will notify each child's parents or legal guardians, in a timely fashion, that the child has been selected to participate in Title I and why the child has been selected.
- Conferences between the individual parents or legal guardians and the Title I teacher will be held.
- The parents/legal guardians of each child selected for Title I services will be informed of the specific instructional objectives for their child.
- The district will report to the parents/legal guardians of each child enrolled in the Title I program on the progress of their child.
- The District will provide opportunities for training of parents/legal guardians whose children are enrolled in the Title I program for the purpose of promoting the education of these children at home as well as school.
- The district will solicit parents'/legal guardians' suggestions in the planning, development, and operation of the program.
- The district will consult with parents/legal guardians about how the school can work with parents to achieve the program's objectives.
- The district will provide timely responses to parents'/legal guardians' suggestions.
- The district will sponsor annual meetings of parents/legal guardians of Title I students and Title I staff as required by federal regulation.

Reviewed: August 28, 1996
Adopted: September 25, 1996
Revised:

NEPN/NSBA Classification: KBC
Legal Reference:

EXTRA-CURRICULAR ACTIVITY ELIGIBILITY

Extra-curricular activities are an integral part of school life and often require as much careful planning and supervision as regular curricular subjects. The Superintendent/designee, with the approval of the Board of Trustees, shall determine proper procedures of extra-curricular activities. These procedures shall conform to the best acceptable moral standards; the rules and regulations of the applicable conference, the Nevada Interscholastic Activities Association and the NCSD; the local, city or county ordinances wherein the school is located; and the laws of the State of Nevada.

Eligibility for Secondary Extra-Curricular Activities

The Board of Trustees endorses eligibility requirements as a condition for participation in high school and middle school extra-curricular activities. The Board thereby adopts Option 'D' of the NIAA eligibility requirements, which is: "Either passing academic grades in all courses during the sports season with progress checked a minimum of once every three weeks (Regulation 2070.074), or a 2.0 minimum academic grade point average (GPA) during the prior semester (Regulation 2070.075). In addition, each student is to maintain a 2.0 GPA throughout the season. Therefore, all students will be monitored per option 'D,' not only for failing grades, but also for maintenance of a 2.0 GPA. *This means that all students will maintain a minimum 2.0 GPA and pass all classes in order to participate in extra-curricular activities.* This will be monitored regularly by schools as established in regulations. Minimum middle school standards require students in grades six (6), seven (7), and eight (8) to maintain a "C" average in all subjects in order to participate in extra-curricular activities. There may be exceptions for special education students.

The purpose of this policy is for the improvement of student achievement, and the implementation of this policy will require the awareness and commitment of members of the school community to their respective responsibilities. The district, the school, the parents, and the students must develop channels of communication and cooperation for the successful implementation of this policy. In addition, there is a need to be sure that extra-curricular activities do not interfere with the normal academic school day and are, therefore, scheduled after school.

The Superintendent/designee is authorized and directed to develop and implement the necessary regulations for the administration of this policy.

Reviewed: September 10, 1997
 Adopted: December 10, 1997
 Revised: January 14, 2002

NEPN/NSBA Classification: JJJ
 Legal Reference:

5376

SCHOOL CAMPS

The Board recognizes the value of sports camps and authorizes the use of district facilities for such purposes under the appropriate guidelines for the use of athletic facilities. The procedures for the operation of sports camps will be compatible with guidelines adopted by the high school activities association, and the programs will be available to students from grades four to twelve.

All funds received and/or disbursed will be handled according to district accounting procedures in order to eliminate the possibility of any conflict of interest on the part of district employees. No student may be denied the right to participate in a camp based on his/her ability to pay. No student will be denied the right to participate in sports or extra-curricular activities because he/she did not attend a camp.

Reviewed: September 8, 1998
Adopted: October 13, 1998
Revised:

NEPN/NSBA Classification: IHCE
Legal Reference:

7642

IDENTIFICATION, INTERVENTIONS, AND POST-INTERVENTION PROCEDURES FOR STUDENT PROBLEMS

The Board of Trustees, in its mission to provide care and support for each student, accepts as a major responsibility the provision of all possible support to its students through a qualified and competent cadre of staff members.

The Board of Trustees supports the following activities:

1. The establishment of procedures for dealing with trauma and loss of life within its schools;
2. Provision of resource materials on awareness of suicidal tendencies and responsible methods;
3. Provision of in-service training for staff in crisis intervention;
4. Encouragement of curriculum approaches for the student that will stress the development of positive self esteem and good mental health practices; and
5. Establishment of appropriate Crisis Management Teams at the school level and, where appropriate, at the district level.

Reviewed: September 10, 1997

Adopted: December 10, 1997

Revised:

NEPN/NSBA Classification: JLDBB

Legal Reference: NRS 389.063

TRANSPORTATION SERVICES

The Nye County School District may provide transportation for students to and from school when it is clearly indicated that such transportation is necessary due to educational objectives, distance or safety. Administrative regulations shall be developed in accordance with the following:

1. The objective of providing transportation shall be an effort to equalize the educational opportunities for all school-age children. Primary eligibility shall be assigned to students with disabilities.
2. Transportation will be considered after an Application/Registration form is completed and returned to the Transportation office for processing, and the student has participated in or has properly opted out of the Student Safety and Accountability Program (sweetFINGER) once instituted at the student's school of attendance.
3. Transportation may be afforded in the form of District-owned vehicles, a transportation contract, contracted services, or a subsistence allowance for residing near a public school.
4. Transportation vehicles owned by the District will be assigned to routes and schedules in such a manner as to accomplish the most efficient use of available seating capacity. Schedules for students being transported shall be determined in light of the educational programs of the individual schools.
5. Transportation vehicles owned by the District may be assigned for other transportation uses by the school district when not in conflict with regular schedules to and from schools.
6. Transportation services or assistance may be denied to students failing to submit an Application/Registration form or failing to observe established rules of conduct on school buses and at bus stops.
7. All transportation policies shall be subject to the regulations of the Nevada Department of Education and Nevada Revised Statutes.

Reviewed: June 30, 2005
Adopted: April 9, 1998
Revised: January 21, 2004

NEPN/NSBA Classification: EE
Legal Reference: NRS 387.205, 392.300 & 392.360

BUS DRIVER REQUIREMENTS, TRAINING AND RESPONSIBILITIES

All Nye County School District (NCS D) bus drivers will operate their buses in accordance with all federal, state and local laws, rules and regulations of the State of Nevada Department of Education School Bus Driver Training Manual, and Nye County School District Driver's Handbook.

Alcohol and Drug Testing

The NCS D maintains a commitment to provide a safe, efficient and productive work environment. Driver involvement with alcohol and/or drugs can be extremely disruptive and harmful to the workplace. It can adversely affect the quality of work and the performance of drivers; pose serious safety and health risks to the user, co-workers and the public; and have a negative impact on work efficiency and productivity.

The NCS D is concerned that drivers are in a condition to perform their duties safely and efficiently, in the interests of our students, fellow workers and the public, as well as themselves. The purpose of this policy is to eliminate substance abuse and its effects in the workplace.

The NCS D is also required to comply with Federal regulations pertaining to the attainment and maintenance of an Alcohol and Drug-Free Workplace. These requirements are outlined by the U.S. Department of Transportation, Federal Highway Administration, under Title 49 CFR, Part 382 and Part 40. The purpose of this program is to reduce accidents that result from the use of alcohol and/or drugs, thereby reducing fatalities, injuries and property damage.

The NCS D has a zero tolerance policy for employees who are found through the testing procedures listed in the NCS D approved Drug and Alcohol Testing Program. Therefore, any employee found to be in violation of the prohibited conduct(s) will be terminated from employment with the NCS D.

The implementation date for the alcohol and drug-testing program is January 1, 1996.

Reviewed: June 30, 2005
Adopted: April 19, 1995
Revised:

NEPN/NSBA Classification: EEAEA
Legal Reference: NRS 392.360, 392.375 & 392.380
Title 49 CFR, Part 382 and Part 40

STUDENT CONDUCT ON BUSES

Safety is of prime importance for our students as they wait for the bus and as we transport them to and from school and school-sponsored activities. Safety requires the cooperation of students, parents/guardians and school personnel. Parents/guardians should review and discuss the school bus rules with their child in an effort to help him/her understand and assume responsibility for good conduct both at the bus stop and on the bus.

Students are charged with the responsibility of proper conduct while en-route to and from bus stops, at the bus stop, and while on the bus. Students will show respect for school personnel and respect other students. Failure to abide by the bus rules, show proper respect to others, and comply with requests of school personnel may result in a student being issued a Transportation Incident Report with subsequent discipline being administered by the administration of the school of attendance, up to and including denial of bus transportation for a period of up to one (1) year (365 days).

Reviewed: June 30, 2005
Adopted: April 9, 1998
Revised: January 21, 2004

NEPN/NSBA Classification: EEAEC
Legal Reference: NRS 392.300 & 392.375

PRACTICE EVACUATION OF SCHOOL BUSES

All students enrolled in the Nye County School District who ride school buses must practice the emergency evacuation of the school bus. These practices will be completed in accordance with NRS 392.375.

The Transportation Supervisor shall:

1. Establish a uniform procedure, which is followed by all bus drivers in carrying out the practice evacuation of buses.
2. Establish a uniform procedure for recording all practice evacuations, and maintain those records for one (1) full year after the practice sessions.
3. Insure that each regular school bus driver practices an evacuation of the bus twice a school year, one by October 1 and one by March 1.
4. Insure that prior to each field trip conducted by the district a practice evacuation drill occurs. (A field trip is a trip which is listed in the Field Trip Manual or is approved the Curriculum Director and has a specific educational objective which has been planned by the teacher.)
5. Insure that prior to the first athletic trip of each team's season a practice evacuation drill occurs.

Reviewed: June 30, 2005

Adopted: April 9, 1998

Revised:

NEPN/NSBA Classification: EEAE C

Legal Reference: NRS 392.375

CONTACT WITH SCHOOL DISTRICT STAFF

Certified staff working at school sites shall be available to consult with parents/legal guardians, citizens, or students in accordance with procedures developed by the Superintendent. Students and parents/legal guardians are encouraged to make appointments with staff to ensure uninterrupted conferences.

Solicitation

No one shall solicit funds or conduct private business with staff or students during school/working hours with the exception of activities related to school programs **such as District-sanctioned benefits providers or school fundraising activities.**

Commendations

Persons who wish to commend or thank a staff member are encouraged to do so verbally or in writing.

School/Classroom Visits

The Board welcomes and encourages visits to schools by parents, other adult residents of the community, and other educators. Visitors must notify the school principal/designee before visiting any area of a school. The school principal/designee may approve or deny classroom observations using criteria established in District regulations. In all cases, the decision will be based on maintaining the best educational interests of all students. The Superintendent/designee will establish guidelines to ensure the orderly and safe operation of the school.

If any person is under the influence of drugs or alcohol or is disrupting any school program, activity, or meeting or threatens to do so or is committing, threatening to commit, or inciting another to imminently commit any act which would disturb or interfere with or obstruct any lawful task, function, process or procedure of any student, official staff member, or guest of the school district, the Superintendent or staff member in charge shall direct the person to leave immediately and/or shall call for the assistance of a law enforcement officer.

Reviewed: February 22, 2005
 Adopted: September 25, 1996
 Revised:

NEPN/NSBA Classification: KBD, KI
 Legal Reference:

5339

LIMITED ENGLISH PROFICIENCY

In order to ensure that all students have the opportunity to benefit from our educational program, the school district will provide special instructional programs for all students who have limited proficiency in English.

The school district will provide this program at the neighborhood school or at another school with transportation provided by the school district.

The district shall design the program to ensure that students learn to listen, speak, read and write in English at their grade level in an accelerated time frame. Research indicates that language acquisition usually takes between three to five years, especially when considering academic language. The program will also support students in learning other subject materials by providing language assistance as required.

The administration will report status to the Board of Trustees after the completion of the required English Language Proficiency Exam and performance measures of Annual Measurable Achievement Objectives (AMAOs) annually.

Reviewed: September 8, 1998
Adopted: October 13, 1998
Revised: August 12, 2005

NEPN/NSBA Classification: IHBEA
Legal Reference: NAC 388.405, 388.600 through 388.655 & 389.063

5370

EXTENDED INSTRUCTIONAL PROGRAMS

Independent study will be available to students within the district only through programs approved by the superintendent/designee.

Independent study is provided for students who are unable to attend a regular building program. The program is also available as an option to students who have been excluded from the district's regular program. All students enrolling in **independent study** will follow program guidelines.

With the permission of the superintendent/designee, students may take approved independent study courses. A maximum of six credits may be earned through **independent study** or correspondence courses. Courses required for graduation will be taken according to the district's curriculum scope and sequence.

Reviewed: September 8, 1998

Adopted: October 13, 1998

Revised:

NEPN/NSBA Classification: IHC

Legal Reference: NAC 389.680

SICK LEAVE

Sick leave is paid leave that is granted an employee who is unavoidably absent because of personal illness or accident, disability, maternity/childbirth, personal medical appointments, quarantine or communicable disease. Bargaining unit members will be governed by provisions in the negotiated agreement. An employee must report for duty in order to have sick leave credited. In the event an employee does not complete the number of days required by contract, the number of sick days used in excess of the number of prorated days earned will be deducted from the final paycheck.

Employees who work four (4) hours or more per day will earn sick leave at the following rate:

Four hour employees	5 hours per month
Five hour employees	6.25 hours per month
Six hour employees	7.5 hours per month
Seven hour employees	8.75 hours per month
Eight hour employees	10 hours per month
Partial months shall be pro-rated	
Nine month employees	11.25 days per year
Ten month employees	12.50 days per year
Eleven month employees	13.75 days per year
Twelve month employees	15 days per year

Employees will accrue sick leave according to the number of hours worked as long as they are in active pay status. No sick leave benefits will be earned if an employee is in non-pay status or on worker's compensation. Absence due to sick leave will be compensated only to the extent the employee has earned or accrued sick leave.

The employee must notify the immediate supervisor when sick leave is required. Such notice should be given on the preceding day, if possible. In an emergency, notification shall be made as soon as possible. The employee shall provide written proof of the necessity of sick leave, if such proof is required by the Superintendent.

If a review of sick leave usage indicates that an employee's use of sick leave is excessive, questionable or not in accordance with the provisions of this policy or the negotiated agreement, the District shall have the right to review such usage. The District, at its expense, may require an employee to have a physical examination from a physician of the District's choice from a list of qualified physicians licensed to practice in the State of Nevada or at the option of the District to submit a written certificate from a physician of the employee's choice, at the employee's expense, confirming the necessity of an absence due to illness. The District has the right to make any inquiries that would be applicable when abuse of sick leave is suspected.

Any employee who misuses sick leave shall be subject to disciplinary action. Sick leave includes family sick leave, parenting leave and bereavement leave.

Sick leave may be accumulated indefinitely; however, payment of unused sick leave upon termination of employment is limited (see Policy 6228). Continuous use of accumulated sick leave is limited to one contract year/calendar year from the beginning of such continuous use of sick leave.

Family Sick Leave

An employee may use up to ten (10) of the allotted sick days each year for the necessary care of ill or disabled immediate family members or domestic partner. Additional family sick leave may be approved by the Superintendent.

Reviewed: August 12, 2005

Adopted:

Revised:

NEPN/NSBA Classification:

Legal Reference:

STUDENT ADMISSION TO SCHOOL

Application for admission to a NCSD school will be made by registering at the school site for which the student is eligible which is located in the attendance zone within which the applicant resides.

Residence attendance zone restrictions will not apply to career development centers, special education schools or programs, adult education day and evening schools, or other schools and programs which provide city-wide curricular opportunities for all qualified students regardless of their place of residence in the district. Where admission to a particular school or program is not based upon residence in a particular attendance zone, initial registration may be required at the appropriate attendance zone school.

Application for admission by students who reside outside the district will be made to the school office of the region in which the appropriate school is located. The school assignment of the non-resident student must be approved by the principal from the school of residence and by the principal of the receiving school.

Applications from non-residents to attend the district schools will be considered when space and services are available. Tuition will be charged non-residents admitted to Nye County schools. Non-resident pupils may be permitted to attend public schools upon payment of tuition as set by the Board of Trustees or Nevada Revised Statutes.

Any pupil who becomes a non-resident of the district will be permitted to remain in the district schools until the end of the semester in which the non-residency occurs.

In the case of a change from resident to non-resident status, or from non-resident status to resident status or withdrawal, tuition may be adjusted.

Reviewed: August 12, 2005

Adopted:

Revised:

NEPN/NSBA Classification: JF

Legal Reference: NRS 392.010, 392.015, 392.165, 392.167 & 392.215

7131 STUDENT RE-ENTRY TO SCHOOL

The Board of Trustees believes that a high school education signifies the minimum educational preparation for life. Therefore, students who have reached the age of majority and withdrawal from high school may return to their designated high school during the present academic year under certain conditions.

The NCSD may establish procedures which allow a student to be re-admitted to a high school educational program.

Reviewed: August 12, 2005
Adopted: December 10, 1997
Revised:

NEPN/NSBA Classification: JFCA
Legal Reference:

7141 ASSIGNMENT OF NEW STUDENTS TO CLASSES AND GRADE LEVELS

Students will be assigned to the grade level and classes based upon the records of the previous school attended. Evaluation of transcripts and other records will be done by the counselor of the receiving school.

Reviewed: August 12, 2005

Adopted:

Revised:

NEPN/NSBA Classification: JGA

Legal Reference: NRS 392.033 & 392.125

7142

ASSIGNMENT OF HOMESCHOOLED STUDENTS TO CLASSES AND GRADE LEVELS

Students will be assigned to grade level and classes based upon a process that takes into account records kept by parents, standardized test data and other evidence of course completion. The site administrator/designee will determine grade placement and assignment to classes according to the above records in consultation with parents and/or guardians.

Reviewed:

Adopted:

Revised:

NEPN/NSBA Classification: JGB

Legal Reference: NRS 392.070

7230

LESS THAN FULL-TIME SCHEDULES

The Nye County Board of Trustees understands that circumstances may arise where a student may request a schedule which is less than full-time.

The Nye County School District may establish procedures for processing a request by a student and his/her parent or guardian for approval of a program requiring less than full-time daily attendance.

Reviewed: August 12, 2005

Adopted:

Revised:

NEPN/NSBA Classification: JHC

Legal Reference: NRS 392.110

STUDENT RIGHTS AND RESPONSIBILITIES

The Nye County School District is a community, and the rules and regulations of the District are the laws of that community. The District has the responsibility of protecting the rights of all individuals in the District community, and all those enjoying the rights of citizenship in the District community must accept the responsibilities of their citizenship by complying with the regulations.

Parents and the District have rights and duties. Parents share with the District the responsibility of establishing the best possible environment for learning.

The District has the responsibility to adopt, publish and make available to all students and parents/guardians written rules which state with reasonable clarity the types of misconduct for which discipline, suspension and expulsion may be imposed.

The rights, responsibilities and regulations delineated in this document are designed to protect all District constituents in the exercise of their freedoms.

Student Rights

Students, as citizens, have certain constitutional rights which cannot be denied by the District. The District may, however, set reasonable limits on those rights in order to meet the District's obligation to educate. Students have the right to:

- **FREEDOM OF SPEECH** and the expression of their personal opinions. Freedom of speech and expression of opinion shall not interfere with or disrupt the educational process through the use of slander; obscenity; or personal attack; or demean any race, religion, gender or ethnic group in a classroom or any school setting; or violate any other limitation imposed by law.
- **ASSEMBLE PEACEABLY** so long as the gathering does not interfere with the operation of the school, the classroom or the orderly and efficient process of education.
- **PETITION** appropriate District authorities when they feel that they have been treated unfairly.
- **FREEDOM OF THE PRESS** and expression of their personal opinions in writing. Students must take full responsibility for the content of their publications by identifying themselves as authors and editors of the publication. Materials may not be libelous, obscene or profane; cause substantial disruption of the school; invade the privacy

of others; demean any race, religion, gender or ethnic group; advocate the violation of any law; advertise tobacco products, liquor, illicit drugs or drug paraphernalia; or violate any other limitation imposed by law.

- **FREEDOM FROM UNREASONABLE SEARCH AND SEIZURE** while at school. For the protection of all, however, general searches of school property, including lockers and desks, may be conducted; and items that are a threat to safety or security or disruptive to the educational process may be seized and removed from a student's possession. Students shall be free from searches of their persons, clothing, personal belongings and other property unless reasonable grounds exist to suspect that the search will yield evidence of a student's violation of the law, regulations, or District/school rules.
- **EQUAL EDUCATIONAL OPPORTUNITY** and the right to be free from unlawful discrimination because of national origin; race; religion; economic status; sex; pregnancy; marital status; previous arrest; previous incarceration; or physical, mental or sensory handicap.

Student Responsibilities

The District's goal is to provide students the opportunity to learn skills, acquire knowledge, and to develop attitudes which will allow them to function as responsible and contributing adults.

Students have the responsibility to:

- Attend all classes every day on time, ready to work and with the necessary learning materials, books, pencils, etc.
- Respect the rights of others and exercise self-discipline
- Refrain from expressing personal prejudices against any individual or group
- Conduct themselves in a manner which will not disrupt their education or disrupt or deprive others of their education
- Know and obey the rules of the District, their school, and co-curricular activities when applicable
- Accept reasonable consequences for breaking school or District rules
- Identify himself/herself if asked to do so by District employees
- Dress appropriately for school and school activities in a manner which neither disrupts the educational process nor threatens the health and safety of themselves or others in accordance with District and/or building policies
- Respect the property of others, of the school, and the District; and be willing to make restitution for property that they have damaged.

Students may be disciplined if they fail to fulfill any of these responsibilities while at school; on the school grounds; on District-sponsored transportation; at any school-sponsored event; or in any other setting having a real and substantial relationship to the operation of the District. Disciplinary action may include oral or written reprimands; written notification to parents; suspension; expulsion; losing the privilege of attending District-sponsored activities; loss of riding privileges on District-sponsored transportation; and loss of privileges to publicly represent the District.

Reviewed:
Adopted:
Revised:

NEPN/NSBA Classification: JI

Legal Reference: NRS 392.460 & U.S. Constitutions & Amendments

7411 EQUAL ACCESS FOR LIMITED OPEN FORUM

Non-curriculum related school groups may, under certain conditions, meet on school premises during non-instructional time.

The Superintendent/designee and the administrative staff shall establish procedures whereby non-curriculum related school groups may meet in a limited open forum.

Reviewed:

Adopted:

Revised:

NEPN/NSBA Classification: JJAB

Legal Reference: NRS 393.071

7412

MEETINGS OF STUDENT ORGANIZATIONS AND CLUBS

Clubs and organizations which are school related and/or curriculum related and recognized by the school will be permitted to meet on the premises of the school subject to regulation by the District.

Reviewed:

Adopted:

Revised:

NEPN/NSBA Classification:

Legal Reference:

7600

STUDENT SAFETY/WELFARE

The Nye County School District will take reasonable precautions to prevent accidents to children, employees and the general public while on school property. An attempt will also be made to cooperate with other political subdivisions to eliminate conditions which may be hazardous to children on the way to and from school.

The Superintendent/designee shall provide guidelines to each staff member to minimize the occurrence of situations where liability may be incurred.

Reviewed: August 12, 2005
Adopted: December 10, 1997
Revised:

NEPN/NSBA Classification: JL
Legal Reference: NRS 289.190

7621

PHYSICAL EXAMINATION

The school nurse shall plan for and carry out, or supervise qualified health personnel in carrying out, a separate and careful observation and examination of every child who is regularly enrolled in a grade specified by the board of trustees or superintendent of schools of the school district to determine whether the child has scoliosis, any visual or auditory problem, or any gross physical defect.

Parents/guardians shall be notified that any child shall be exempt from the examination of his/her parents/guardians file with the school office a written statement objecting to the examination.

Reviewed: September 10, 1997

Adopted: December 10, 1997

Revised:

NEPN/NSBA Classification: JLCA

Legal Reference: NRS 392.420

7625

ADMINISTERING MEDICATIONS TO STUDENTS

Except in emergency situations, no drug or medicinal preparation shall be administered by school personnel to any child attending district schools unless the child requires such medication in order to attend school.

A parent or legal guardian of a pupil may submit a written request to allow the pupil to self-administer medication for treatment of asthma or anaphylaxis while on school grounds, at an activity sponsored by the school, or on a school bus.

Reviewed: September 10, 1997

Adopted: December 10, 1997

Revised:

NEPN/NSBA Classification: JLCD

Legal Reference: NRS Chapter 392; AB-182 (2005)

7627

SCHOOL NURSES

The health and safety of our students is a priority for the Nye County School District. Therefore, school health personnel will, as prescribed by statute, assess and evaluate the general health and physical development of pupils enrolled in the district to promote wellness and the enhancement of optimal learning.

Reviewed: August 12, 2005
Adopted: December 10, 1997
Revised:

NEPN/NSBA Classification: JLCF
Legal Reference: NRS 391.208; 392.435 to 392.446; AB 182

7701

STUDENT ACADEMIC LETTERS

Student academic achievement is the most important objective of the Nye County School District. Therefore, student achievement ought to be recognized and celebrated. In order to recognize the academic achievement of its students, each secondary school shall award academic letters to deserving students according to their grade point averages.

Reviewed:

Adopted:

Revised:

NEPN/NSBA Classification:

Legal Reference:

7223

ADVISORY BOARD TO REVIEW SCHOOL ATTENDANCE, ABSENCE AND TRUANCY/ATTENDANCE COMMITTEE

The School Attendance Advisory Board shall consist of a minimum of:

- One parent or legal guardian of a student in school, appointed by the President of the Board of Trustees;
- One member of the Board of Trustees, appointed by the President of the Board of Trustees;
- One school counselor or teacher employed by Nye County School District, appointed by the Nye County Classroom Teachers Association; and
- One elementary school principal, one middle school principal and one high school principal, appointed by the Superintendent.

Others on this committee, depending on interest, may include one probation officer in the County who works on cases relating to juveniles, appointed by the judge(s) of the juvenile court of the County; one representative of the District Attorney, appointed by the District Attorney; one deputy sheriff in the County, appointed by the Sheriff; and one representative of the agency which provides child welfare services, as defined in NRS 432B.030.

Reviewed: August 12, 2005
Adopted: February 12, 2001
Revised:

NEPN/NSBA Classification:

Legal Reference: NRS 385.347, 392.126, 392.127, 392.128 & 392.147

7310

STUDENT DUE PROCESS RIGHTS

Education is a right guaranteed to the student. The Fourteenth Amendment to the U.S. Constitution requires that no state shall "deprive any person of life, liberty or property without due process of law." The courts have defined the basis on which the denial of that right is justified. Because of the important role education can play in a person's life, deprivation of the right to an education must meet the requirements of "due process of law."

The conditions of denial carry with them the guarantee of due process. It is the intent of the Board that every reasonable effort be made on behalf of the student's education, even in the case of suspension or expulsion.

The Board intends that students and their parents be informed of the regulations regarding disciplinary and appeal procedures affecting students within the school.

Reviewed:

Adopted:

Revised:

NEPN/NSBA Classification: JIA

Legal Reference: NRS 392.467

STUDENT PUBLICATIONS AND MEDIA

Expression of student opinion is an important part of education in a democratic society. Students' written expression of opinion on school premises is to be encouraged as it is consistent with the mission of schools to act as limited forums established and operated for defined and required educational purposes.

Publications and the distribution of student-produced materials may not cause disruption of, or interference with, school activities and shall be subject to reasonable time, place and manner restrictions defined in procedures for this policy. Such publications and materials may not be distributed on school property by non-students or non-employees of the District. Improper distribution, or distribution of inappropriate materials, may be halted and the materials confiscated. In addition, students responsible for the distribution of materials in violation of these provisions will be subject to corrective action or punishment consistent with student discipline policies.

Student performances (e.g. drama productions, dances, etc.), school-sponsored materials, and students' independently prepared materials must meet the following criteria: they may not be defamatory, indecent, vulgar or invasive of privacy; may not advocate the violation of law; may not advocate or promote tobacco or alcohol products, illegal drugs, drug paraphernalia, or otherwise encourage actions which endanger the health and safety of students; may not demean individuals or groups on the basis of racial, ethnic, religion, disability or sexual characteristics in a manner likely to cause disruption or amounting to illegal harassment; and may not violate any other limitation imposed by law.

Student publications, performances and media productions produced as part of the school's official curriculum are intended to serve as vehicles for instruction and student communication. Material appearing in such publications, performances and media materials should reflect all areas of student interest, including topics about which there may be controversy and dissent. A variety of viewpoints should be presented in publications or other school sponsored materials. Controversial issues may be presented provided they are treated in depth. Schools retain editorial control of the content of such materials.

Student publications and materials produced entirely by students outside of the school or its official curriculum may be distributed on school premises in accordance with procedures which accompany this policy. Such procedures may impose reasonable restrictions on the time, place and manner of distribution or circulation of substantial quantities of printed materials or the posting of such materials on school property.

Reviewed:
Adopted:
Revised:

NEPN/NSBA Classification: JICE

Legal Reference: Hazelwood v. Kuhlmeier, 1987

7640

AT RISK STUDENTS

Student Instructional Intervention Team

The Board of Trustees authorizes the Superintendent/designee to form a Student Instructional Intervention Team (SIIT) at each school site to assist students at risk. The purpose of the SIIT is to focus on the development of prevention, intervention, support and/or accommodation strategies for students to be successful in school.

The team may also make referrals to the community services agencies for appropriate assistance and support, which may or may not be used at the parent's/guardian's discretion. The District will not pay for the referral services unless funds are available and designated for that purpose.

Reviewed:

Adopted:

Revised:

NEPN/NSBA Classification: JLDB

Legal Reference: NCLB & IDEA 2004

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**Dr. William Roberts
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FACSIMILE

Re: Draft of the Commercial Water Service Agreement

Dear Dr. Roberts:

I have enclosed with this letter a draft of the commercial water service agreement under which Utilities, Inc. of Central Nevada ("UICN") proposes to provide a form of interim water service to the modular classroom units that the Nye County School District ("NSD") has installed at several schools within UICN's service territory. As we previously discussed, the request for additional service necessitates the payment of capacity fees and the conveyance by NSD of water rights to support the service. These requirements, which are set forth in UICN's tariffs, cannot be waived by UICN.

Please review and comment on the agreement at your earliest convenience. In addition, please contact me so that we can arrange for the payment of the specified capacity fees and the transfer of water rights to support the requested service. Finally, you will note that the agreement provides that UICN will not, for a period of one year, seek to compel NSD to transfer additional water rights for current over-usage. It is imperative that NSD either bring its consumption within its allotted usage or convey additional water rights to support the over-usage.

LAS VEGAS OFFICE: 1700 BANK OF AMERICA PLAZA, 300 SOUTH FOURTH STREET • LAS VEGAS, NEVADA 89101 • (702) 383-8668 • FAX (702) 383-8660
CARSON CITY OFFICE: 410 SOUTH CARSON STREET • CARSON CITY, NEVADA 89701 • (775) 841-2116 • FAX (775) 841-2116
WASHINGTON, DC OFFICE: 101 CONSTITUTION AVENUE NW, SUITE 800 • WASHINGTON, DC 20001 • (202) 742-4264 • FAX (202) 742-4265

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Dr. Roberts
August 22, 2005
Page 2 of 2

We look forward to your prompt response to this correspondence. Should you have any question, or require additional information, please advise.

Regards,



Shawn M. Elicegui, Esq.

Enclosure: Draft of the commercial water service agreement
cc: D. Noble

Utilities, Inc. of Central Nevada

An Affiliate of: Utilities, Inc.

Western Regional Office

1240 E. State St., Suite #115

Pahrump, NV 89048

Telephone: 775-727-5575

Fax: 775-727-7752

Commercial Water Service Agreement

Re: Modular Classrooms/Offices

Type: Water Service

Manse Elementary School (APN 38-213-47)

J.G. Johnson Elementary (APN 38-641-25)

Mt. Charleston Elementary (APN 42-332-22)

Early Childhood (APN 40-011-01)

Southern District Office (APN 35-364-08) ~~(Not within 400' of a sewer main in a UICN right of way,~~

~~however, could connect to a sewer main on Manse Elementary property that is within 400')~~

This Agreement is entered into this _____ day of August, 2005 and set out below by and between the Nye County School District (hereinafter referred to as "Customer"), and Utilities Inc. of Central Nevada, a Nevada corporation, (hereinafter referred to as "UICN" or "Utility").

Each of parcels referenced above is within UICN's service area certificated by the Public Utilities Commission of Nevada (the "PUCN") and, with the exception of APN 35-364-08, is not eligible for service under Schedule IWO because each parcel is within 400 feet of an existing sewer main and sewage will flow to such main by reason of gravity. Despite the fact that Customer has not made an application for service to 16 modular buildings housing 28 classrooms and 2 offices (the "Modulars"), Customer filed a complaint with the PUCN requesting service. In investigating the complaint, UICN discovered that Customer's current water consumption far exceeds the amount of water that was dedicated to UICN for service to Customer.

Customer and Utility desire to resolve Customer's complaint under the terms of this Commercial Water Service Agreement.

UICN agrees to provide the aforementioned parcels water service on the terms and under the same conditions as those specified by the Interim Water Only service schedule contained in UICN's tariff dated April 10, 2002 and subsequent amendments (the "Service"). Customer shall not connect the Modulars to UICN's wastewater collection system until Customer receives notice from UICN that the Utility has completed its expansion of Wastewater Treatment Plant No. 3.

This commitment to serve is conditioned upon UICN's receipt of necessary approvals from all required government agencies and the payment of all appropriate fees to UICN.

Upon signing this Agreement, Customer will pay to UICN \$35,380.00 receipt of which is hereby acknowledged by UICN and dedicate to UICN 7.78 AFA of water rights of acceptable quality (the "Water Rights") for service to the Customer. Additionally, if UICN determines that Customer demand Modulars exceeds the volume of

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dedicated Water Rights, Customer shall provide additional Water Rights necessary to meet the demand. Attachment A provides the details and associated fee schedule for this project.

Service under this Agreement is interim in nature; that is, water service will be provided under this Agreement only until the Utility completes its expansion of Waste Water Treatment Plant No. 3. Service provided by UICN under this Agreement is conditioned on the Customer's promise to make an application for water service and sewer service and abandon any ISDS operated by the customer after receipt of notice from UICN stating that the expansion of Waste Water Treatment Plant No. 3 has been completed. Customer shall apply for water and sewer service within thirty days receipt of such notice. The rate charged for this Service shall consist of two components: a monthly service charge and a unit commodity charge based upon metered consumption as specified in the otherwise applicable service schedules of UICN's Water and Sewer Tariffs.

Before Customer receives Service under this Agreement, Customer shall execute an acknowledgement stating that the Customer understands the terms and conditions of the Service and that Customer must make provisions for the treatment of any wastewater produced by the Customer until receipt of notice from UICN stating that the expansion of Waste Water Treatment Plant No. 3 has been completed.

Customer shall, as a condition of receiving service under this Agreement, enter an agreement with the Commission's Regulatory Operations Staff ("Staff") and Utility consenting to the entry of an order by the Commission (the "Consent Order"). The agreement shall authorize the Commission to enter the Consent Order immediately after the filing of a complaint by Utility alleging that Customer has not applied for water and sewer service *and* the filing of an investigative report by Staff confirming that (a) sewer service is immediately available to Customer and (b) Customer has not applied for water and sewer service. The Consent Order shall, among other things, direct the Utility to discontinue water service to the Customer and direct the Customer to discontinue the use of Customer's ISDS.

If necessary, UICN will arrange to construct an extension to its existing water/sewer facilities as described on Attachment A. It will inform the Customer of the actual cost of construction within thirty (30) days after the completion of construction or UICN's receipt of all invoices and charges related to the construction. The Customer and UICN agree that, if UICN's actual cost of construction is less than the total amount paid by the Customer, UICN shall refund the difference to the Customer. Conversely, if UICN's actual cost of construction is more than the total amount paid by the Customer, the Customer shall pay the difference to UICN within thirty (30) days of receipt of an invoice from UICN.

The Customer will be responsible for the construction and installation of all necessary on-site water distribution facilities and all on-site sewage collection facilities such as water mains, sewer mains, meters, lift stations, hydrants, manholes, service lines, and other facilities reasonably required to provide adequate utility service to the project. All facilities will be interconnected by the customer to our service stubs located in the County Right-of-Way(s) (ROW). The standard water service will connect to our meter box in the street (ROW) at the

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subject address property line and a standard four inch sewer service with cleanout will connect to the four inch sewer stub terminating at the property line in the County ROW.

All facilities installed by the Customer will be in accordance with all governmental specifications and in conformance with the construction standards utilized in our existing facilities. The customer will indemnify UICN from any liability incurred during the installation of these facilities. All of the on-site facilities up to the property line shall remain under the ownership and responsibility of the customer. All of the off-site facilities, as well as all necessary easements, shall be transferred to UICN at no cost. Plans and specifications will be submitted to UICN for review, and shall have received the written approval of UICN before construction is begun, which approval shall not be unreasonably withheld or delayed.

Modifications to your development will render this Agreement null and void. A new agreement will require execution between the two parties after your submittal of new plans for the proposed changes or additions to the development.

If this Agreement is not executed and all fees paid by the Customer prior to September 16, 2005 then the terms and conditions contained herein are waived with no further obligations or responsibilities to either party.

Customer acknowledges that it (a) has, based on historical usage, its water usage exceeds of water rights that were dedicated to the Utility for service to the parcels and (b) is obligated, pursuant to Rule 21 of UICN's water tariff, either to limit its consumption or secure additional water rights and convey such water rights to the Utility. Utility agrees that it will refrain from initiating any action to compel Customer either to limit its consumption or secure additional water rights and convey such water rights to the Utility for a period of one year following the effective date of this Agreement. The effective date of this Agreement shall be the day on which customer pays the fees and conveys the 7.78 acre feet of water rights to the Utility as set forth in Attachment A.

During the one-year stand still period, Customer shall use best efforts either to (a) obtain additional water rights and convey the same to UICN or (b) bring consumption within its allocation. In addition, Customer shall use best efforts to reduce wastewater treatment flows and to bring the same within its capacity allocation. Customer and Utility also shall determine if an excess usage charge is an acceptable means for Utility to collect funds for the acquisition of water rights if Customer is unable to either acquire water rights or bring its consumption within its service allocation.

If this Agreement is acceptable, please sign and forward two originals of this Agreement along with the required payment to this office.

Nye County School District

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UTILITIES, INC. OF CENTRAL NEVADA
+7027888641 1-866 P.O. 7/09 F-843

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An Affiliate of: Utilities, Inc.

Western Regional Office

1240 E. State St., Suite #115
Pahrump, NV 89048
Telephone: 775-727-5575
Fax: 775-727-7752

By: _____ Date: _____

ATTEST

Utilities, Inc. of Central Nevada

By: _____ Date: _____

ATTEST

Utilities, Inc. of Central Nevada

An Affiliate of: Utilities, Inc.

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Attachment A

Re: Modular Classrooms/Offices Type: Service Under Settlement Agreement
Manse Elementary School (APN 38-213-47)
J.G. Johnson Elementary (APN 38-641-25)
Mt. Charleston Elementary (APN 42-332-22)
Early Childhood (APN 40-011-01)
Southern District Office (APN 35-364-08)

The breakdown of fees is as follows:

Nye County School District Modular Building Fee Summary

Description	# of Modul ars	# of Classro oms	# of Offic es	Maxim um Studen ts	# of Empl oyees	GPD	Water Storag e Fees	Sewer Capa city Fees	Sewer Connect ion Fees	Total Fees Due
Early Childhood	6	12	0	360	0	2,880	864.0 0	10,656 .00	3,000.00	14,520 .00
J.G. Johnson Manse Elementary	2	4	0	120	0	960	288.0 0	3,552. 00	1,000.00	4,840. 00
Mt. Charleston Elmntry	2	4	0	120	0	960	288.0 0	3,552. 00	1,000.00	4,840. 00
Southern District Office	3	4	1	120	5	1,035	310.5 0	3,829. 50	1,300.00	5,440. 00
	3	4	1	120	10	1,110	333.0 0	4,107. 00	1,300.00	5,740. 00
Totals	16	28	2	840	15	6,945	2,083. 50	25,696 .50	7,600.00	35,380 .00

Water Rights required: 7.78 acre feet of water rights to be dedicated

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*UICN will inform the Customer of the actual cost of construction within thirty (30) days after the completion of construction or UICN's receipt of all invoices and charges related to the construction. If UICN's actual cost of construction is less than the total amount paid by the Customer, UICN shall refund the difference to the Customer. Conversely, if UICN's actual cost of construction is more than the total amount paid by the Customer, the Customer shall pay the difference to UICN within thirty (30) days of receipt of an invoice from UICN.

Modifications to your facility will render this Agreement null and void. A new agreement will require execution between the two parties after your submittal of new plans for the proposed changes or additions to the building.

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