



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, November 18, 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 TRANSPORTATION CONTRACTS
 - B. ACCEPTANCE OF HOME SCHOOL APPLICATIONS
 - C. APPROVAL TO ADMINISTER GED EXAMS TO 16-YEAR OLD STUDENTS
 - D. APPROVAL OF REQUESTS FOR IMMUNIZATION EXEMPTION
 - E. APPROVAL OF WARRANTS
4. REPORTS, INFORMATIONAL ITEM
 - A. SUPERINTENDENT'S REPORT
 - B. ADMINISTRATOR REPORTS
 - C. BOARD REPORTS
 - D. BOARD COMMITTEE REPORTS
5. PUBLIC INPUT, INFORMATIONAL ITEM
6. BOARD APPOINTMENTS, ACTION ITEM
7. CHANGE OF DATE/LOCATION OF FUTURE BOARD MEETINGS, ACTION ITEM
8. DECISION REGARDING SUBDIVISION MAPS, ACTION ITEM
9. APPROVAL OF GRANTS, ACTION ITEM

10. RECOGNITIONS, INFORMATIONAL ITEM
11. DISCUSSION/POSSIBLE DECISION REGARDING SCHOOL CONSTRUCTION, ACTION ITEM
12. APPROVAL OF REQUEST BY NYE COUNTY CLERK TO USE TWO PAHRUMP SCHOOLS FOR POLLING STATIONS, ACTION ITEM
13. PRESENTATION & APPROVAL OF SCHOOL IMPROVEMENT PLANS & DISTRICT IMPROVEMENT PLAN, ACTION ITEM
14. UPDATE ON PROFESSIONAL LEARNING COMMUNITIES, INFORMATIONAL ITEM
15. UPDATE ON BOARD GOALS, INFORMATIONAL ITEM
16. DISCUSSION/POSSIBLE DECISION REGARDING RESTRUCTURING OF BOARD AGENDA, ACTION ITEM
17. DECISION REGARDING REQUEST FOR PURCHASE OF FUEL DISPENSING SYSTEM, ACTION ITEM
18. DECISION REGARDING COMMERCIAL CARD AGREEMENT WITH JP MORGAN CHASE BANK, ACTION ITEM
19. DECISION REGARDING AUTOMATED INVESTMENT ACCOUNT, ACTION ITEM
20. DECISION WHETHER TO MAKE A PRESENTATION BEFORE LEGISLATIVE SUB-COMMITTEE ON EDUCATIONAL FUNDING, ACTION ITEM
21. APPROVAL FOR TONOPAH STUDENT TO ATTEND SCHOOL IN GOLDFIELD, ACTION ITEM
22. APPROVAL OF SECOND READING, POLICY 6226 - FRINGE BENEFITS, ACTION ITEM
23. APPROVAL OF FIRST READING, POLICY 7472 - MIDDLE SCHOOL ATHLETIC PROGRAM PHILOSOPHY, ACTION ITEM
24. 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
25. DECISION REGARDING POSSIBLE STUDENT RIGHTS VIOLATIONS, ACTION ITEM
26. 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.



Dr. William E. (Rob) Roberts
Superintendent

Nye County School District

Office of the County Superintendent

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

Southern Administration Office

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

BOARD OF TRUSTEES

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

November 18, 2005

MEMORANDUM

TO: Board of Trustees

FROM: Dr. William E. Roberts, Superintendent

SUBJECT: Superintendent Report

On November 7 and 8, I attended the monthly Superintendents' Meeting and NASA Conference at the Orleans Hotel in Las Vegas.

On Wednesday, November 9, I met with the L-Team and had a very productive session. We developed plans for AB580 and AB404. I spent my evening at the Nye County Planning Commission Meeting solving some very critical issues related to our land donation by American West.

On Thursday, November 10, I visited various school sites in the Pahrump area. I spoke with parents as they attended their parent/teacher conference at Rosemary Clarke Middle School.

On Monday, November 14, I met with Bob Swadell and Tim Hafen regarding land donation. I also attended the County Commissioner Workshop as they discussed past, present, and future use of PETT monies. At 5:30 I met with Congressman Jim Gibbons' wife, Dawn. She is running for his seat in Congress in 2006. We spoke of education issues in Nye County.

On November 15 and 16, I joined Debbie, Ray, Dale, and Bob in visiting modular school sites and a factory in Chandler, Arizona. We are always seeking ways to save money on construction costs.

On November 17, I held an Administrative Team meeting with all principals and department heads.

On December 1, I will be in Reno attending the Nevada Association of School Superintendents' meeting at the Washoe County School District Administrative offices.

Early Sunday morning, December 4, I will be leaving for Boston, Massachusetts for the Harvard Program on Negotiation for Senior Executives. This three-day class is being funded by RPDP. I will return on the evening of December 7.

24. **WV-05-0016:** Waiver application to waive landscape requirements along the south side of the property located at 60 Dahlia Street within the General Commercial (GC) Zoning District, approximately 245 feet south of Basin Avenue, situated in Section 14, Township 20 South, Range 53 East, Block 56, Lot 3 of Calvada Valley Unit 11. Ahrens Group Limited—Property Owner, Super Wash, Inc.—Applicant, Doug Belha—Agent, AP# 38-214-03.
25. a. **WV-05-0017:** Waiver application to waive full width road access for a parcel map, for approximately 80.53 acres of property, 4751 E. Thousandaire Blvd, located at the southeast corner of Jane Avenue and Thousandaire Blvd., situated in Section 17, Township 21, Range 54 East. Adaven Management, Inc.—Property Owner, Gregory D. Rivero—Agent, AP# 45-171-01.
- b. **PM-05-0043:** Parcel Map application to divide approximately 80.53 acres of property into two parcels of approximately 65.53 acres and 12 acres respectively, with Parcel 2 (12 acres) being donated to the Nye County School District, 4751 E. Thousandaire Blvd, located at the southeast corner of Jane Avenue and Thousandaire Blvd. situated in Section 17, Township 21, Range 54 East. Adaven Management, Inc.—Property Owner, Gregory D. Rivero—Applicant/Agent, AP# 45-171-01.
26. a. **ZC-05-0012:** (Conforming) Zone Change application of approximately 80 acres from the Open Use (OU) District to the Rural Residential Estates 1 acre minimum (RE - 1) District for property Master Planned as Low Density Residential, on property situated between Warren and Corbin Streets, south of Adkisson Street, located at 4751 W. Adkisson Street, Section 2, Township 20, Range 52 East. LDO Management LLC - Property Owners/Applicants, Civilwise Services - Agent, AP# 27-501-01.
- b. **WV-05-0018:** Waiver application from the requirements for subdivision access for a Tentative Subdivision Map and from the requirements for public improvements as shown in the Standard Details and Specifications manual, for property located between Warren Street and Corbin Street south of Adkisson Street on 80.0 acres in the Rural Estates Zoning District (RE-1) (pending approval of Zone Change application ZC-05-0012) on property Master Planned as Low Density Residential. This Waiver application is in conjunction with Tentative Map application TM-05-0012. Located at 4751 W. Adkisson Street, at the southeast corner of Adkisson and Warren, Section 2, Township 20, Range 52 East. LDO Management LLC-Property Owners/Applicants, Civilwise Services-Agent, AP# 27-501-01.
- c. **TM-05-0012:** Tentative Subdivision Map application for the proposed High Peaks subdivision comprised of 46 residential lots on 80 acres with 12 open space lots, on property situated at the southwest corner of Corbin Street and Adkisson Street; 4751 W. Adkisson Street, Section 2, Township 20 South, Range 52 East. LDO Management LLC—Property Owner, Civilwise Services—Agent, AP# 027-501-01.
27. **PM-05-0044:** Parcel Map application to divide approximately 8.93 acres of property into four parcels ranging in size from 1.08 acres to 4.55 acres in the Rural Estates Residential - 1 (RE-1) District (pending approval of Zone Change Application No. ZC-05-0095 scheduled to be heard by the BOCC on October 19, 2005), 1670 W. Betty Avenue, located approximately 600 feet west of the intersection of David Street and Betty Avenue, situated in Section 8, Township 20, Range 53 East. Michael and Deanna Floyd Trust—Property Owner, Civilwise Services LLC—Applicant/Agent, AP# 36-614-05.



NEVADA ASSOCIATION OF SCHOOL SUPERINTENDENTS

Charlotte Petersen, President
Humboldt County School District
310 East Fourth Street
Winnemucca, NV 89443

Mary Pierczynski, Vice President
John Soderman, Secretary-Treasurer

(775) 623-8103 Phone
(775) 623-8102 Fax

A G E N D A

Monday, November 7, 2005

Orleans Hotel – Salon A

4500 W. Tropicana Avenue

Las Vegas, Nevada

9:30 a.m.

A. STATE SUPERINTENDENT REPORT

Presenter: Keith Rheault

B. TEACHER WORKING CONDITIONS SURVEY (10 Minutes)

Presenters: George Ann Rice, Associate Superintendent
Clark County School District

Purpose: To introduce the Statewide Teacher Working Conditions Survey, a research-based instrument designed to elicit information about perceptions of Leadership, Empowerment, Professional Development, Time, Facilities and Resources. Survey results will be correlated with student achievement and teacher retention data. Findings of this study will be used to identify opportunities to guide policy, legislation and resources into the areas that make the greatest difference in improving student achievement and retaining a quality workforce.

C. NEVADANS FOR QUALITY EDUCATION

Presenter: Donna Hofman-Anspach

Purpose: Nevadans for Quality Education is a non-profit organization funded through membership dues and private donations. NQE focuses on education as a whole in the State of Nevada believing that this is necessary to insure accountability from the State, school districts, individual schools, elected officials, and the community.

D. DISTRICT WELLNESS PROGRAMS

Presenter: Carolyn Ross, Churchill County Superintendent

Purpose: To receive updates from other Superintendents regarding wellness programs for compliance with federal and state policies.

E. ACR 10 STUDY GROUP COMMITTEE UPDATE

Presenters: Joyce Haldeman, Doty Merrill, Randy Robison

Purpose: Brief update on the Committee's first meeting, discussion of Committee action, and consideration of possible action from NASS in conjunction with NASB.

Nevada Association of School Superintendents
November 7, 2005
Page two

**F. NEVADA SUPERINTENDENTS' ACADEMY/CABINET MEMBERS WORKSHOP
JANUARY 6-7, 2006 LAUGHLIN, NEVADA**

Presenter: Ralph Cadwallader

Purpose: *To review initial plans for the superintendents/cabinet members workshop and have superintendents review the "academy membership list" to add or subtract names to/from this list.*

G. OTHER BUSINESS

ADJOURNMENT

*The next meeting of the Nevada Association of School Superintendents is scheduled for
Thursday, December 1, 2005.*

**ANNOUNCING: Program Addition!!! 2000 National Teacher of the Year
Ron Clark**

**NASA's Annual Fall Conference
November 7-8, 2005**

Conference Program

Event Schedule:

Monday, November 7th

11:00 am Registration and visit exhibits
1:00 pm - 5:15 pm Three General Sessions and break-out sessions
5:15 pm - 6:15 pm Hosted Reception

Tuesday, November 8th

7:00 am Continental Breakfast
7:30 am Association Business Meeting
8:00 am - Noon Three General Sessions and break-out sessions
Noon - 2:00 pm Luncheon and Closing Speaker

Programs:

Additional Keynote Speaker: Ron Clark!!!

The 2000 National Teacher of the Year, Ron Clark, is one of the most sought after education speakers in the nation. His work with disadvantaged students in rural north Carolina and in inner-city Harlem has garnered worldwide attention. He has been a guest at the White House, the *Today* show and the *Oprah Winfrey* show. Ms. Winfrey featured him in her magazine and named him her 1st "Phenomenal Man." A movie of his life story is currently being filmed and will be shown on TNT in January 2006.



Assemblywoman Bonnie Parnell, "A Review of the 2005 Legislative Session and a Preview of Key Issues Facing the 2007 Legislature. Mrs. Parnell is the Chairperson of the Nevada Legislature's Assembly Education Committee. She was the 1998 Nevada Teacher of the Year; past President of the Nevada PTA; and past Chairwoman of the State Welfare Board.



Bruce Butterfield, "The Generational Joust" For the first time since the United States was an agrarian nation, four generations are working side by side. Bruce will explain to leaders how to negotiate through the similarities and differences of these generations in the work place. A nationally known speaker, he is the CEO of the Forbes Group, where he guides organizations through strategic thinking and planning.



Dr. Stephen Douglas, "Cactus Rolling: Dealing With Life's Thorniest Problems" A former infantry officer, Dr. Douglas has been a teacher at the high school and college level. He has been a mental health consultant and has an active psychological practice. He has a bachelors degree, two masters degrees and a doctorate from Ohio State University.



Other Presentations:

- "Suicide Awareness Training for Educators" - Gary Waters and Barbara Ludwig
- "Nevada High School Improvement Initiative" - Gloria Dopf
- "A Sound Investment: The Impact Teacher Voice Enhanced Classrooms Have On Student Achievement" - Dr. Paul McCarty and Ken Grein
- "Four On the Floor: Prewriting Readiness" - A Delightful Ride Toward Writing Readiness at the Elementary Grades
- Component Group Meetings
- Annual Association Business Meeting

1/2 FREE RECERTIFICATION CREDIT

Annual Fall Conference Registration Form

Name: (Please Print) _____ School/Work Location: _____

First Name (for name badge) _____

Work Phone: _____ Check One: Elementary Secondary Private/Charter Central Office
 Superintendent Other

Send \$50 check and Registration Form to:
The Nevada Association of School Administrators
P.O. Box #371071
Las Vegas, Nevada 89137 (p)702-233-6623
(f)702-233-5794

OR Register On-line
"www.nasanevada.com"
Go to Registration
click on: Annual Fall Conference

HOTEL INFORMATION: Members must make their own hotel reservations for the nights of 11/6and/or 11/7 at The Orleans at 800-675-3267 using group code "Nevada Association of School Administrators". Room rates are \$60.00 single/double.

FINANCIAL INFORMATION
NYE COUNTY SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING November 18, 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.

11/2/05

BOARD OF TRUSTEES BUDGET for 05-06

	<u>Budgeted</u>	<u>YTD Exp.</u>	<u>Encumbered</u>	<u>Balance</u>
Social Security	850	323		527
Workers Comp	250	99		151
Medicare	200	76		124
Day of Service	13,680	5,215		8,465
Professional Service	75,000			75,000
Lobbying		1,500		(1,500)
Communications		649		(649)
Travel	7,000	2,123		4,877
Supplies	4,000	5,278	5,428	(6,706)
Fuel		157		(157)
Tech Items of Value		598	0	(598)
Dues & Fees	15,400	11,185	259	3,956
TOTAL	\$116,380	\$27,203	\$5,687	\$83,490

NYE COUNTY SCHOOL DISTRICT 05-06

10/1/05

SUMMARY OF EXPENDITURES	BUDGETED	ACTUAL	%
100 - Regular	21,405,788	2,177,514	10.17%
300 - Vocational	968,113	73,476	7.59%
900 - Other Instructional	719,612	35,403	4.92%
TOTAL DISTRIBUTED EXPENDITURES	23,093,513	2,286,393	9.90%
000 - Undistributed			
2100 - Student Support	213,164	17,238	8.09%
2200 - Staff Support	265,958	49,631	18.66%
2300 - General Administration	970,861	213,231	21.96%
2400 - School Administration	3,313,121	699,417	21.11%
2500 - Business Support	2,036,606	337,242	16.56%
2600 - Plant Operation & Mtce.	6,146,490	1,775,810	28.89%
2700 - Student Transportation	2,841,954	485,351	17.08%
5300 - Transfer to Other Funds	6,680,987	0	0.00%
TOTAL UNDISTRIBUTED EXPENDITURES	22,469,141	3,577,921	15.92%
TOTAL EXPENDITURES	45,562,654	5,864,314	12.87%
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	632,767	8.84%
General Govt. Services Tax	1,744,475	293,058	16.80%
Tuition - In-State	25,000	0	0.00%
Tuition - Out of State	40,000	0	0.00%
Earnings on Investments	40,000	31,281	78.20%
Miscellaneous	75,000	18,581	24.77%
State Distributive	28,027,925	6,565,911	23.43%
Special Appropriations-Counselor	50,000	50,000	100.00%
Other Appropriations	0	39,191	
In lieu Fish & Wildlife	20,000	0	0.00%
National Forest Receipts	50,000	0	0.00%
Jr. R.O.T.C.	76,931	2,411	3.13%
Transfers from other Funds	937,500	0	0.00%
GRAND TOTAL REVENUES	46,548,394	8,846,949	19.01%



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

11/4/2005 11:14:08AI

Page: 1

Date	Beginning Balance	Total Debits	Total Credits	Ending Balance
NCSD - NYE COUNTY SCHOOL DISTRICT				
10/01/2005	21,006,235.38	75,039.69	300.16	21,080,974.91
10/02/2005	21,080,974.91			21,080,974.91
10/03/2005	21,080,974.91			21,080,974.91
10/04/2005	21,080,974.91			21,080,974.91
10/05/2005	21,080,974.91			21,080,974.91
10/06/2005	21,080,974.91			21,080,974.91
10/07/2005	21,080,974.91			21,080,974.91
10/08/2005	21,080,974.91			21,080,974.91
10/09/2005	21,080,974.91			21,080,974.91
10/10/2005	21,080,974.91			21,080,974.91
10/11/2005	21,080,974.91	3,122,325.00		24,203,299.91
10/12/2005	24,203,299.91		2,300,000.00	21,903,299.91
10/13/2005	21,903,299.91			21,903,299.91
10/14/2005	21,903,299.91			21,903,299.91
10/15/2005	21,903,299.91			21,903,299.91
10/16/2005	21,903,299.91			21,903,299.91
10/17/2005	21,903,299.91			21,903,299.91
10/18/2005	21,903,299.91			21,903,299.91
10/19/2005	21,903,299.91			21,903,299.91
10/20/2005	21,903,299.91			21,903,299.91
10/21/2005	21,903,299.91			21,903,299.91
10/22/2005	21,903,299.91			21,903,299.91
10/23/2005	21,903,299.91			21,903,299.91
10/24/2005	21,903,299.91			21,903,299.91
10/25/2005	21,903,299.91			21,903,299.91
10/26/2005	21,903,299.91			21,903,299.91
10/27/2005	21,903,299.91			21,903,299.91
10/28/2005	21,903,299.91			21,903,299.91
10/29/2005	21,903,299.91			21,903,299.91
10/30/2005	21,903,299.91			21,903,299.91
10/31/2005	21,903,299.91		2,300,000.00	19,603,299.91
Totals	21,006,235.38	3,197,364.69	4,600,300.16	19,603,299.91

Account Summary

Ending Balance:	\$19,603,299.91
Gross Earnings:	\$69,221.28
Administrative Fee:	-\$276.89
Net Earnings:	\$68,944.39
Gross Interest Rate:	3.715 %
Net Interest Rate:	3.7002 %

QUARTERLY REPORT

DATE October 21, 2005

FOR

PERIOD ENDED September 30, 2005

NYE COUNTY SCHOOL DISTRICT

FOR OFFICE _____

<u>GENERAL FUND</u>	ACCOUNT NUMBER	ORIGINAL ANNUAL AMOUNT	ADJUSTED ANNUAL BUDGET	ACTUAL TO DATE
SECTION A: SOURCES				
1. Opening Fund Balance		1,213,749		1,213,749
2. Revenues				
Local	1000	16,172,289		1,005,817
State	3000	28,077,925		6,655,102
Federal	4000	146,931		2,411
SUBTOTAL		45,610,894		8,877,079
3. Other Sources	5000	937,500		0
4. TOTAL FUND RESOURCES		46,548,394		8,877,079
SECTION B: APPLICATIONS				
5. Appropriations	PROGRAM OR FUNCTION NUMBER			
Regular Programs	100	21,405,788		2,177,514
Special Programs	200			
Vocational Programs	300	968,113		73,476
Other PK-12 Programs	400/900	719,612		35,403
Non-Public School Programs	500			
Adult Education Programs	600			
Vocational Support Programs	700			
Community Services Programs	800			
Undistributed Expenditures	0	////////////////////	////////////////////	0
Student Support	2100	213,164		17,238
Staff Support	2200	265,958		49,631
General Administration	2300	970,861		213,231
School Administration	2400	3,313,121		699,417
Business Support	2500	2,036,606		337,242
Oper & Mtce of Plant	2600	6,146,490		1,775,810
Student Transportation	2700	2,841,954		485,351
Other Support	2800-2900	0	0	0
Facilities Acquisition & Const	4000			
Contingency	6000			
SUBTOTAL		38,881,667	0	5,864,314
6. Other Outlays				
Fund Transfers	5200	6,680,987		0
Conversion Factor Reduction	5300			
7. Unappropriated Ending Fund Balance		985,740		3,012,765
TOTAL APPLICATIONS	14	46,548,394	0	8,877,079

QUARTERLY REPORTDATE October 21, 2005

FOR

PERIOD ENDED September 30, 2005**NYE COUNTY SCHOOL DISTRICT**

FOR OFFICE _____

USE ONLY A

<u>BUILDINGS & SITES</u>		ORIGINAL ANNUAL AMOUNT	ADJUSTED ANNUAL BUDGET	ACTUAL TO DATE
Opening Balance				0
Revenues		20,250		10,353
Transfers In				
TOTAL RESOURCES		20,250	0	10,353
Expenditures		20,250		0
Transfers Out				
Ending Balance				10,353
TOTAL APPLICATIONS		20,250	0	10,353

<u>CAPITAL PROJECTS FUNDS</u>		ORIGINAL ANNUAL AMOUNT	ADJUSTED ANNUAL BUDGET	ACTUAL TO DATE
Opening Balance		0		0
Revenues		690,345		125,460
Transfers In		150,000		0
TOTAL RESOURCES		840,345	0	125,460
Expenditures		840,345		619,980
Transfers Out		0		
Ending Balance		0		(494,520)
TOTAL APPLICATIONS		840,345	0	125,460

<u>SCHOOL LUNCH PROGRAM</u>		ORIGINAL ANNUAL AMOUNT	ADJUSTED ANNUAL BUDGET	ACTUAL TO DATE
Opening Balance		849		849
Revenues		1,636,686		55,519
Transfers In				
TOTAL RESOURCES		1,637,535	0	56,368
Expenditures		1,633,285		146,592
Transfers Out				
Ending Balance		4,250		(90,224)
TOTAL APPLICATIONS		1,637,535	0	56,368

<u>STATE FUNDS</u>		ORIGINAL ANNUAL AMOUNT	ADJUSTED ANNUAL BUDGET	ACTUAL TO DATE
Opening Balance		0		
Revenues		1,308,776		374,116
Transfers In		132,656		
TOTAL RESOURCES		1,441,432	0	374,116
Expenditures		1,441,432		89,237
Transfers Out		15		
Ending Balance				284,879
TOTAL APPLICATIONS		1,441,432	0	374,116

QUARTERLY REPORTDATE October 21, 2005

FOR

PERIOD ENDED September 30, 2005**NYE COUNTY SCHOOL DISTRICT**

FOR OFFICE _____
USE ONLY <u> A </u>

<u>SPECIAL FUNDS</u>		ORIGINAL ANNUAL AMOUNT	ADJUSTED ANNUAL BUDGET	ACTUAL TO DATE
Opening Balance		857,643		857,643
Revenues		287,500		0
Transfers In		0		
TOTAL RESOURCES		1,145,143	0	857,643
Expenditures		100,000		0
Transfers Out		937,500		0
Ending Balance		107,643		857,643
TOTAL APPLICATIONS		1,145,143	0	857,643

<u>STATE SPECIAL EDUCATION</u>		ORIGINAL ANNUAL AMOUNT	ADJUSTED ANNUAL BUDGET	ACTUAL TO DATE
Opening Balance				
Revenues				0
Transfers In		6,398,331		0
TOTAL RESOURCES		6,398,331		0
Expenditures		6,398,331		550,104
Transfers Out				
Ending Balance		0		(550,104)
TOTAL APPLICATIONS		6,398,331		0

<u>HEALTH INSURANCE</u>		ORIGINAL ANNUAL AMOUNT	ADJUSTED ANNUAL BUDGET	ACTUAL TO DATE
Opening Balance		668,502		668,502
Revenues		5,588,743		1,090,296
Transfers In				
TOTAL RESOURCES		6,257,245	0	1,758,798
Expenditures		5,328,942		1,501,058
Transfers Out				
Ending Balance		928,303		257,740
TOTAL APPLICATIONS		6,257,245	0	1,758,798

<u>TEACHERAGES</u>		ORIGINAL ANNUAL AMOUNT	ADJUSTED ANNUAL BUDGET	ACTUAL TO DATE
Opening Balance		0		0
Revenues		7,250		569
Transfers In				0
TOTAL RESOURCES		7,250	0	569
Expenditures		7,250		9,445
Transfers Out		17		
Ending Balance		0		(8,876)
TOTAL APPLICATIONS		7,250		569

QUARTERLY REPORT

DATE October 21, 2005

FOR

PERIOD ENDED September 30, 2005

NYE COUNTY SCHOOL DISTRICT

FOR OFFICE _____
USE ONLY <u> A </u>

0

<u>DEBT SERVICE FUND</u>		ORIGINAL ANNUAL AMOUNT	ADJUSTED ANNUAL BUDGET	ACTUAL TO DATE
Opening Balance		6,722,164		6,722,164
Revenues		5,756,177		2,158,180
Transfers In		0		
TOTAL RESOURCES		12,478,341	0	8,880,344
Expenditures		5,581,643		2,000
Transfers Out				
Ending Balance		6,896,698		8,878,344
TOTAL APPLICATIONS		12,478,341	0	8,880,344

MONTHLY ENROLLMENT REPORT FOR NYE COUNTY SCHOOL DISTRICT

Second MONTH FROM 9/26/05 10/21/2005

Attendance Area	Spec Ed Enrollment	PRE-KINDERGARTEN ENROLLMENT			KINDERGARTEN ENROLLMENT			ELEMENTARY ENROLLMENT			HIGH SCHOOL ENROLLMENT			TOTAL SCHOOL ENROLLMENT		Change from last Month	Prior Year 10th Month	Change from Last Year	% of Attendance	
														Current Month	Prior Month				Current	Last Year Same Month
AMARGOSA	40	11	11	9.0	17	17	15.0	152	149	143.00	0	0	0.00	177	175	2	183	-6	94%	97%
BEATTY ELEM.	14	0	0	0.0	7	7	6.9	101	100	96.93	0	0	0.00	107	108	-1	122	-15	97%	99%
BEATTY HIGH	14	0	0	0.0	0	0	0.0	0	0	0.00	126	125	117.83	125	125	0	128	-3	94%	95%
DUCKWATER	1	0	0	0.0	0	0	0.0	10	10	9.20	0	0	0.00	10	10	0	11	-1	92%	97%
GABBS	12	0	0	0.0	5	5	4.6	32	32	30.10	23	23	20.77	60	59	1	63	-3	93%	96%
HAFEN	118	0	0	0.0	85	78	72.1	494	479	447.55	0	0	0.00	557	566	-9	557	0	93%	95%
MANSE ELEM.	56	0	0	0.0	62	61	51.0	414	397	368.22	0	0	0.00	458	454	4	483	-25	91%	95%
J.G. JOHNSON ELEM.	34	0	0	0.0	105	102	92.9	537	518	475.72	0	0	0.00	620	620	0	554	66	92%	95%
MT. CHARLESTON	100	0	0	0.0	87	86	79.2	513	503	472.08	0	0	0.00	589	585	4	572	17	94%	96%
EARLY CHILDHD	85	94	91	80.6	0	0	0.0	0	0	0.00	0	0	0.00	91	85	6	114	-23	91%	95%
ROSEMARY CLARKE	225	0	0	0.0	0	0	0.0	1239	1208	1099.75	0	0	0.00	1208	1211	-3	1114	94	92%	94%
PAHRUMP HIGH	193	0	0	0.0	0	0	0.0	0	0	0.00	1289	1245	1124.82	1245	1271	-26	975	270	90%	93%
RND. MTN. ELEM.	19	1	1	1.00	21	20	18.6	130	125	117.55	0	0	0.00	146	147	-1	158	-12	94%	97%
RND. MTN. JR/SR.	40	0	0	0.0	0	0	0.0	98	95	89.96	106	102	95.51	197	199	-2	192	5	94%	95%
SILVER RIM	5	8	8	6.5	26	25	24.3	60	59	56.33	0	0	0.00	92	93	-1	113	-21	94%	98%
TONOPAH ELEM.	34	0	0	0.0	0	0	0.0	215	213	202.54	0	0	0.00	213	213	0	226	-13	95%	98%
TONOPAH HIGH	31	0	0	0.0	0	0	0.0	0	0	0.00	170	168	154.29	168	169	-1	153	15	91%	97%
PATHWAYS	0	0	0	0.0	0	0	0.0	53	48	36.99	108	104	79.94	152	133	19	142	10	78%	91%
TOTALS	1021	114	111	97.00	415	401	364.6	4048	3936	3645.92	1822	1767	1593.16	6215	6223	-8	5860	355		

SPEECH ONLY:

Total Speech | **388**

PRE- K-12 ENROLLMENT TOTALS

<u>NET</u>	<u>GROSS</u>	<u>GROSS ADA</u>
6215	6399	5700.68

PRIOR MONTH'S NET ENROLLMENT:

1st	2nd	3rd	4th
6223	6215		
5th	6th	7th	8th
9th	10th		

19
** Percentage of attendance for Pathways is not correct due to nature of non traditional classes

AMARGOSA VALLEY SCHOOLS
HCR 69 Box 401-Z
Amargosa Valley, NV 89020
Faye Porche, Principal

Class size for Amargosa School for the ----- 2nd ----- school month.
September 26 – October 21, 2005

TEACHER	CLASS/GRADE	# IN CLASS
Lynne Bates	Early Childhood	--- <u>11</u>
Diane George	Kindergarten	----- <u>17</u>
Lilia Hansen	Grade 1	<u>10</u>
Lynn Jordan	Grade 1	<u>11</u>
Lori Martin	Grade 2	<u>20</u>
Denise Edwards	Grade 3	<u>11</u>
Laurel Hickinbotham	Grade 4	<u>16</u>
Laura Spencer	Grade 5	<u>22</u>
John Bosta	Grade 6	<u>23</u>
Brenda Dymond	Grade 7	<u>20</u>
James Hein	Grade 8	<u>16</u>
TOTAL:		175

**Beatty Elementary and Middle School
P.O. Box 369
Beatty, NV 89003
(775) 553-2902 phone (775) 553-2646 fax
Nancy Hein, Principal**

October 21, 2005

Class size for the Beatty Elementary and Middle School for the 2nd school month from September 26, 2005 to October 21, 2005:

Carol Senary	Kindergarten	7
Carol Senary	1st Grade	6
Leona Benshoof	2nd Grade	12
Holly Lane	3rd Grade	7
Gary Torstenson	4th Grade	10
Aimee Senior	5th Grade	13

Sub Total: 55

Vonnie Gray	6th Grade (homeroom)	13
Vern Nelson	7th Grade (homeroom)	18
Patty Duszynski	8th Grade (homeroom)	21

Sub Total: 52

Grand Total: 107

BEATTY HIGH SCHOOL
Second school month
9/26/2005 thru 10/21/2005

FRESHMAN	27
SOPHOMORES	35
JUNIORS	36
SENIORS	27
TOTAL	125

Duckwater School
1 Duckwater Road
Duckwater, NV 89314
Lynn Huston, Lead Teacher

Class size for Duckwater School for the 2nd school month.
September 26, 2005 – October 21, 2005

<u>TEACHER</u>	<u>CLASS/GRADE</u>	<u># IN CLASS</u>
Lynn Huston	K-8	10
TOTAL:		10

From: Frances Hanifen
To: Kerry Paniagua
Date: 11/10/2005 9:42:22 AM
Subject: Re: class size

Gabbs School Class Size
Second Month ADA

K 5
1 3
2 2
3 2
4 3
5 7
6 5
Special Ed 3

7 3
8 7
9 4
10 4
11 9
12 6
Special Ed 9

Total Enrollment 60

**CLASS SIZE FOR MANSE ELEMENTARY
SCHOOL FOR THE 2ND SCHOOL MONTH
2005-2006**

TEACHER	GRADE	# IN CLASS
LAURA HART	K	30
LOIS MILLS	K	31
CINDI HASTINGS	1	18
CATHEY JOHNSON	1	14
RENAE LINDGREN	1	18
TERESA LINNER	1	17
ELIZABETH MATTSON	1	18
AMY BERRY	2	19
JUDITH CAMPBELL	2	22
SANDRA KIRKER	2	20
JENNIFER OGDEN	2	20
GINA BRAATHEN	3	21
MISA CARLSON	3	22
DEANNA FLOYD	3	21
CHRISTIAN RICHARDSON	3	22
LYNNE LINDBERG	4	24
JUDITH LISTER	4	22
CAROLIN STEELE	4	23
RITA CHVILICEK	5	18
MIKE LINNER	5	18
DEBRA ORNDORFF	5	19
PAMELA TEHUIOTOA	5	17
DANIEL DURHAM	EH	4
TOTAL		458
NUMBER OF STUDENTS ON VARIANCE	38	

J.G. Johnson Elementary
2nd School Month 2005-2006

Teacher	Grade	Class Size
Deborah Carle	K	41
Charese Moore	K	39
Joette Thorn	K	20
Julie Clark	1	19
Pam Mulkey	1	20
Carol Dunn	1	20
Kathleen Eisner	1	20
Lisa True	1	20
Melanie Fried	2	26
Mika Greenwald	2	25
Nora Nygaard	2	24
Linda Sims	2	26
Christy Henshaw	3	27
Terra Price	3	27
Laura Weir	3	26
Sheila Windholz	3	25
Doris Jackson	4	23
Joan Mercadante	4	22
Debra Norton	4	23
Gary Ward	4	23
Ruby Cooper	5	24
Melinda Dennis	5	25
David Dispensa	5	25
Tamara Janneck	5	25
Kris Dale	UG	8
Mary Bjerke	UG	13
Tammy Cochrell	UG	4
Total		620

**CLASS SIZE FOR MT. CHARLESTON ELEMENTARY
SCHOOL FOR THE 2ND SCHOOL MONTH
2005/06**

<u>TEACHER</u>	<u>GRADE</u>	<u>#IN CLASS</u>
ESTHER ENGLUND	K	29
PAM MOEN	K	29
CHERYL OCCHUIZZO	K	28
HEATHER FREEMAN	1	20
LAURA JENSEN	1	21
KEELE MCDANIEL	1	21
BARBARA SWAILS	1	20
LAUREN YORK	1	19
BARBARA SUTTON	2	27
DONALD JENSEN	2	26
TRUDI SALZWEDEL	2	27
DONALD SUTTON	2	27
LANCE ENGLUND	3	24
KARLYLE SHOOK	3	22
JULIE STAIRS	3	25
MICHELE ZARUBA	3	23
KATHLEEN FLOYD	4	23
MARK MCDANIEL	4	25
RENEE SMITH	4	24
LORI ODEGARD	4	23
LINDA BAILEY	5	27
MICHELLE SHERECK	5	27
JILL HARRIS	5	27
JILL WARREN	5	25
TOTAL		589
NUMBER OF STUDENTS ON A VARIANCE		46

CLASS SIZE FOR HAFEN ELEMENTARY SCHOOL
2nd SCHOOL MONTH
2005-06

TEACHER	GRADE	# IN CLASS
Jean Aubol	K	29
Emily Boston	K	25
Robert Schoenhofen	K	24
Lynn Frye	1st	22
Suzie Hagloch	1st	23
Lyndee Presgrove	1st	23
Yvette Rivera	1st	23
Linda Wogee	1st	22
Cindy Benton	2nd	22
2 nd grade long term sub (V. Cooper)	2nd	24
Elizabeth Dymond	2nd	24
Kurt Thorne	2nd	22
Diane Bradley	3rd	22
Coleen Gremore	3rd	22
Tammie Moniz	3rd	21
Jeffrey Pomije	3rd	21
Lisa Carl	4th	24
Cheryl Frye	4th	24
Pamela Shank	4th	24
Mike Ponton	4th	24
Ruthy Andresen	5th	24
Michael Gogerty	5th	23
Georgia Salway	5th	23
Paula Ward	5th	22
TOTAL		557
# OF STUDENTS/VARIANCE		1

CLASS SIZE FOR PAHRUMP EARLY CHILDHOOD SPECIAL EDUCATION
FOR THE 2nd SCHOOL MONTH

TEACHER	GRADE	# IN CLASS	
		A.M.	P.M.
Sarah Hopkins	ECSE	10	10
Shelly Jacobi	ECSE	6	11
Michelle Petaros	ECSE	3	12
Randi Porter	ECSE	14	12
Traci Priest	ECSE	3	10
TOTAL		36	55

Rosemary Clarke Middle School Memorandum

Date:

To: Bobbie Brock

From: Carol Kubinski

Re: 2nd ADA counts

Grade	Male	Female	Total
6	194	185	379
7	212	196	408
8	220	201	421
OVERALL STUDENT TOTAL			1208

Thank you.

October 31, 2005

TO: Kerry, TDO
FROM: Laurel, PVHS
RE: 2nd ADA Count

The 2nd ADA class distribution is as follows:

Grade	Male	Female
9	281	220
10	181	155
11	102	114
12	89	103
	<hr/>	<hr/>
	653	592
Total	1245	

Pathways

Information of Program:

Three teachers

One Fulltime Aide

2 classrooms

Teachers oversee students in all core and elective areas.

6 th Grade	8 Students
7 th Grade	16 Students
8 th Grade	24 Students
Total Middle School	48 Students
9 th Grade	51 Students
10 th Grade	25 Students
11 th Grade	16 Students
12 th Grade	8 Students
Total High School	100 Students

Enrollment at Round Mountain High School as of 10/21/05 is:

9th Grade - 27
10th Grade - 10
11th Grade - 34
12th Grade - 21
Total - 102

Enrollment at Round Mountain Middle School as or 10/21/05 is:

6th Grade - 24
7th Grade - 38
8th Grade - 33
Total - 95

Total Enrollment: 197

SILVER RIM ELEMENTARY SCHOOL
Mrs. Lynna Howerton, Principal
P.O. Box 591
881 Smoky Valley Road
Tonopah, Nevada 89049-0591
Phone (775) 482-9713
Fax (775) 482-3375

Oct. 24, 2005

ATTENDANCE FOR THE 2nd SCHOOL MONTH 26 SEPT TO 21 OCT 2005

<u>TEACHER</u>	<u>CLASS</u>	<u>NO. STUDENTS</u>
Patricia Woods	K	25
Khris Campos	1 st	15
Anena Kipp	1 st	15
Jennifer Clifford	2 nd	14
Sher Miller	2 nd	15
Katie Dawson	PK	8
TOTALS		92

Lynna Howerton, Principal

LH:ch

TONOPAH ELEMENTARY/MIDDLE SCHOOL

October 21, 2005

ATTENDANCE FOR THE 2ND SCHOOL MONTH 26 SEP TO 21 OCT 05

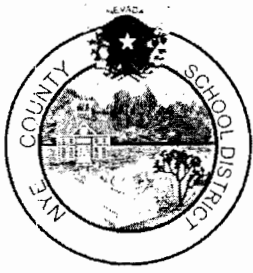
<u>TEACHER</u>	<u>CLASS</u>	<u>NO. STUDENTS</u>
ELEMENTARY		
Bridgman, Ronda	3rd	20
Olin, Russell	3rd	19
Byrnes, Mike	4th	16
Wilson, Danni	4th	15
Gillard, Gayle	5th	16
Thibodeaux	5th	17
	Sub Total	103
MIDDLE SCHOOL		
	6th	41
	7th	45
	8th	24
	Sub Total	110
TOTALS		213

LH:ch

Tonopah High School Student Count 2nd Month 2005-2006

Grade 12 30
Grade 11 49
Grade 10 45
Grade 09 44

Total 168



Nye County School District

BOARD OF TRUSTEES
Deborah Wescoatt, President
Tracie Ward, Vice President
Dennis Keating, Clerk
Edna Jean Forsgren
Nicole Genet
Cindy Marcotte
Dawn Murphy

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

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

Dr. William E. "Rob" Roberts
Superintendent

Kay Decker
Assistant Superintendent
for Student Achievement

MEMORANDUM

TO: Board of Trustees
Dr. William E. "Rob" Roberts, Superintendent

FROM: Department of Student Achievement

- * Kay Decker, Assistant Superintendent for Student Achievement
- * Jerry Hill, Coordinator of Grants and Secondary Curriculum
- * Karen Holley, Grant Writer
- * Karen Liberty, Curriculum Coordinator
- * Ginger Olson, Coordinator of Testing, Accountability and Educational Technology

RE: Report to Board of Trustees

DATE: November 15, 2005 – Board Meeting November 18, 2005

KAY DECKER:

- Attended October 31, 2005 inservice at both Beatty and Amargosa Valley.
- Spent November 1 in Round Mountain. Observed a particularly strong 5th grade math lesson taught by Ms. Susan Lewis.
- Visited Tonopah High School and Silver Rim on November 2.
- Attended Nevada Association of School Administrators' (NASA) Fall Conference, November 7 and 8.
- Conducted a meeting with all principals in Las Vegas (at the NASA conference) in order to provide guidance for their SB404 applications which are due to the state November 17.
- Spent November 15 in Beatty observing various lessons.

MEMORANDUM

November 15, 2005

Page -3-

- Nov 7 - Inservice all site administrators on SB 404 Funding and assisted site administrators to apply for funding.
- Nov 7-8 - Attended NASA Conference at the Orleans in Las Vegas. I was honored by NASA . . . Nevada State Central Office Administrator of the Year.
- Nov 9 - Assisted JG Johnson with their Character Trait Program that will be implemented this school year.
- Nov 14 - Organized "Reading Street" inservice for the newly adopted District's English Language Arts Series for Mt Charleston ES and Manse ES.
- Nov 16 - I will assist the Special Education Director with classroom observations in the Collaborative Teaching Model classrooms to collect data that will help design future inservice for CC teachers.
- Nov 17 - I will inservice administrators in ORCHARD software. I will give a demonstration to all site administrators on a new Science & Technology Program.

MEMORANDUM

November 15, 2005

Page -2-

GINGER OLSON:

- Attended two accountability subcommittee meetings in Reno on November 1, 2005.
 1. handbook
 2. data collection
- Met with the principals at NASA to assist them with SB404 applications.
- Standards Master testing ongoing.

JERRY HILL:

- Submitted MAGNA AWARD proposal to National School Board Association (Dollars for Scholars).
- Submitted information to the editor of District Administration for possible article on the district.
- Assisted in preparation of AB 404 Grant plan for district and building sites.
- Attended State Ed. conference for Advanced Placement Grant review for Rosemary Clarke and PVHS.
- Held initial meeting of district Health/HIV committee to examine possible purchase of elementary curriculum.
- Worked with RCMS and PVHS administration and staff to resolve issue concerning credit for Algebra I at Middle School.
- Prepared report for Board of Trustees on items f. and g. in the Board/Superintendent Rank Ordered Priorities.

KAREN LIBERTY:

- Oct 31-Nov 4 - Participated in the Peer Review process on all schools' improvement plans.
- Nov 3 - Attended Nevada Department of Ed Meeting in Las Vegas to learn about SB 404 funding for the District.

**NYE COUNTY SCHOOL DISTRICT
2005-06 Board Meeting Dates**

July 05						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

August 05						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

September 05						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October 05						
S	M	T	W	T	F	S
					1	
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November 05						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December 05						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

<u>Date of Meeting</u>	<u>Time</u>	<u>Agenda Closes @ Noon on</u>
Fri. 7/29/05	10:00 am	Thur. 7/21/05
Fri. 8/12/05	10:00 am	Thur. 8/4/05
Fri. 8/26/05	10:00 am	Thur. 8/18/05
Fri. 9/9/05	10:00 am	Thur. 9/1/05
Fri. 9/23/04	10:00 am	Thur. 9/15/05
Fri. 10/7/05	10:00 am	Thur. 9/29/05
Fri. 10/21/05	10:00 am	Thur. 10/13/05 10/11
Fri. 11/4/05	10:00 am	Thur. 10/27/05 10/26
Fri. 11/18/05	10:00 am	Wed. 11/9/05
Fri. 12/2/05	10:00 am	Tues. 11/22/05
Fri. 12/16/05	10:00 am	Thur. 12/8/05
Fri. 1/6/06	10:00 am	Mon. 12/19/05
Fri. 1/20/06	10:00 am	Thur. 1/12/06
Fri. 2/10/06	10:00 am	Thur. 2/2/06
Fri. 2/24/06	10:00 am	Thur. 2/16/06
Fri. 3/10/06	10:00 am	Thur. 3/2/06
Fri. 3/24/06	10:00 am	Thur. 3/16/06
Fri. 4/14/06	10:00 am	Thur. 4/6/06
Fri. 4/28/06	10:00 am	Mon. 4/24/06
Fri. 5/12/06	10:00 am	Thur. 5/4/06
Wed. 5/17/06*	7:00 pm	Thur. 5/11/06
Fri. 5/26/06	10:00 am	Thur. 5/18/06
Fri. 6/16/06	10:00 am	Thur. 6/8/06
Fri. 6/30/06	10:00 am	Thur. 6/22/06

January 06						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February 06						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

March 06						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April 06						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

May 06						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

June 06						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

NOTE: All meetings begin at 10:00 a.m. and will be held by videoconference between the Pahrump and Tonopah District offices unless the time or location is noted otherwise on the posted agenda.

*Public Budget Hearing pursuant to NRS 354.596.

Effective 6/24/05

FLOYD ELEMENTARY SCHOOL TENTATIVE SCHEDULE

Specification and plan check----Now to January 15, 2006

Go out to bid----January 15, 2006 to April 1, 2006

Award bid----April 1, 2006 or go to plan "B"

Start construction----May 1, 2006

Finish construction----May 1, 2007

Open school August 2007

Plan "B"

Re-do bid package----April 1, 2006

Re-bid----June 1, 2006 to July 15, 2006

Award bid----July 15, 2006

Start construction----July 15, 2006

Finish construction----May 1, 2007

Open school---- August 2007

**OFFICE OF THE NYE COUNTY CLERK
TONOPAH, NEVADA**

Tonopah Office
Nye County Courthouse
Phone (775)482-8127
Fax (775)482-8133
P.O. Box 1031
Tonopah, Nevada 89049

Sandra "Sam" Merlino
Nye County Clerk
Clerk, Fifth Judicial District Court
Registrar of Voters
Ex-Officio Clerk.
Board of County Commissioners
Board of Equalization
Debt Management Commission

Pahrump Office
Government Complex
Phone (775)751-7040
Fax (775)727-7765
1520 East Basin Ave. Suite 108
Pahrump, Nevada 89048

November 3, 2005

Nye County School District
Office of the Superintendent
P.O. Box 113
Tonopah, NV 89049

RE: Use of Pahrump Schools for Polling Places

To Whom It May Concern:

I am requesting the use of two Pahrump Schools as polling places for the upcoming 2006 elections. In the past I have utilized the Pahrump Community Center and Manse Elementary School, but due to the growth in Pahrump I am in need of an additional building. I do not like to inconvenience the School District, the administrators, or the children, but unfortunately Pahrump does not have a lot of large buildings adequate for elections.

In order to get approval for use of school facilities, I have been asked to address the issues of traffic control, campaigning, and smoking on school grounds.

Traffic Control - I will ask that the Sheriff's Office be more diligent in their efforts to control traffic during elections. Sheriff's Deputies were near the school facility at all times as well as the Community Center during the last election, but they were probably watching for other types of election misconduct. I did not receive any complaints about traffic problems at the time or I would have spoken to the Sheriff about enforcing better traffic control.

Campaigning - In the past I had only looked at the Nevada Revised Statute that states individuals are allowed to campaign 100 feet from a polling place. I did not realize there was a school policy regarding campaigning on school grounds and I apologize for not looking into the policy beforehand. It is an item that can easily be taken care of. I will place the "No Campaigning Signs" at the school entrances and will make sure it is enforced with the help from Sheriff's Deputies. I will also try to get the word out to the candidates ahead of time.


Smoking - Controlling the public is always going to be an issue. I can tell my poll workers that there is no smoking on school grounds, but I'm not sure how I am going to get that information out to the 16,000 registered voters in Pahrump. Does each school have no smoking signs posted? If not, how do they keep parents from smoking on school grounds when they pick up their children? If the schools do not have signs, possibly I can have our Buildings & Grounds crew make some large "No Smoking" signs on a type of sandwich board to put at the entrance to the schools. I am not sure how to address the public who doesn't bother to read the signs other than to catch them as we see them. I would be happy to take whatever suggestions the School District has for enforcing the "no smoking" policy.

I try to wear as many hats as possible during elections as I don't have the staff to do otherwise. If there are problems or complaints, I do my best to take care of them immediately. I apologize for any past problems, and hope we can come up with two sites that will work out well for everyone with as little impact as possible on the students.

For your information, the Primary Election will be August 15, 2006 and the General Election will be November 7, 2006. There is a possibility of a recall election towards the end of January. If I can manage to pack everyone in the Community Center I will do so, if not I may have to ask for assistance from the School District for at least one polling place.

Thank you for your consideration and cooperation.

Sincerely,



Sandra L. Merlino
Nye County Clerk

Nye County School District Improvement Plan



**Nye County School District
Southern Office
484 S. West St.
Pahrump, NV 89048**

November 1, 2005

School District Improvement Plan: 2005-06

Name of School District: Nye County School District

Address: 484 S. West Street, Pahrump Nevada, 89048

Phone: (775) 727-7743

Superintendent: Dr. "Rob" Roberts

Board of Trustees: Deborah Wescoatt (President), Tracie Ward (Vice President), Dawn Murphy, Nicole Genet, Dennis Keating (Clerk), Edna Forsgren, and Cindy Marcotte

School District Improvement (SDI) Team Members

Jerry Hill (Curriculum Coordinator)

Sharyn Peale (Nevada DOE)

Karen Holley (Parent)

Ray Ritchie (Business Services Manager)

Karen Liberty (Curriculum Coordinator)

Dr. Roberts (Superintendent)

Ginger Olson

Sam Simatos (Director of Special Ed)

(Accountability & Testing Coordinator and Technology Coordinator)

Rod Pekarek (Assistant Superintendent)

Kay Walker (Assistant Superintendent)

Part I Needs Assessment

Data Reviewed. The SDI Team reviewed the school district's School District's Comprehensive Accountability Reports for 2001-02, 2002-03, 2003-04, and 2004-05. The SDI Team also reviewed:

- Longitudinal district wide test results of student achievement from state assessments, disaggregated by appropriate subgroups, including state Criterion Referenced Tests, Iowa Test of Basic Skills, Iowa Test of Educational Development, Nevada High School Proficiency Exams, and Nevada Writing Assessment,
- Classroom observations based on Teach For Success Observation Protocol summarized across schools,
- Current individual Title I school improvement plans,
- District wide curriculum adoptions,
- District wide professional development activities, and
- 2004-2005 District Improvement Plan

Results from Data Analysis

Strengths

- Two district high schools were identified as "high achieving" based on 2004-05 AYP calculations.
- One district middle schools was identified as "high achieving" based on 2003-04 Adequate Yearly Progress (AYP) calculations.

- Sixteen district schools were identified as meeting standards based on 04-05 AYP calculation.
- The district's largest middle school made significant progress in the reduction of non proficient IEP students in English Language Arts and mathematics.
- One of the district's largest elementary school made significant progress in the reduction of non-proficiency IEP and Fr/L students in the area of English Language Arts.
- Students in district elementary schools had a high participation rate on statewide assessments during 2004-05 at 98.8 percent.
- The percent of elementary school students proficient in math improved 4.14 percent from 2003-04 to 2004-05.
- The percent of middle school students proficient in math improved 4.28 percent from 2003-04 to 2004-05.
- The percent of middle school students proficient in English/language arts improved 3.73 percent from 2003-04 to 2004-05.
- The percent of high school students proficient in English/language arts in 2004-05 at 82.07 percent is 4.17 percentage points above the state benchmark at 77.9 percent.
- The 2004-05 Accountability Report includes clear goals in safety, education, financial accountability, communication, enhanced programs, board action, and technology.
- The teachers across the district are implementing a balanced literacy program in English/language arts and using best practices outlined in the Sheltered Instruction Observation Protocol model.
- 100% district high school math teachers are "highly qualified".
- Twenty-one occupational education classes in the district are offered with seven certification classes in 2004-05.
- Nye County School District is implementing a Professional Learning Communities model with professional development support 2005-2006.

Areas of Concern

- Two elementary school subgroups Limited English Proficient, LEP and Individual Education Plan IEP did not make Adequate Yearly Progress in English/language arts and one elementary school subgroup IEP did not make Adequate Yearly Progress in mathematics. Out of all elementary students that were tested in our district, 7% were LEP and 12% were IEP students. The school district is in "needs improvement" for elementary school performance.
- The IEP sub-group did not reach the Participation Rate on statewide assessments for English Language arts. In addition, one high school subgroup (IEP) did not make Adequate Yearly Progress in English/language arts or in mathematics. The school district is in year one Needs Improvement, (NI) for high school performance and participation in English Language arts.

- Two schools are in their 4th year of “Needs Improvement.” One school had low student performance of two subgroups (Hispanic and FRL) in English/language arts. The second school had low student performance of one subgroup (IEP) in English/language arts.
- On the state math CRT test in grades 3 and 5, students district wide and the Hispanic and IEP subgroups scored lowest on Problem Solving for the last three years.
- On the state reading CRT test in grades 3 and 5, the LEP and IEP subgroups scored low on all content strands and abilities. District wide, 3rd grade students scored lowest on Comprehend Information over the last two years.
- On the state math CRT test in grade 8, students district wide scored lowest on Problem Solving and Measurement and Geometry for 2004-05
- On the state reading CRT test in grade 8, the LEP and IEP subgroups scored low on all content strands and abilities. District wide, grade 8 students scored lowest on Demonstrate Critical Stance for 2004-05.
- On the state math Nevada High School Proficiency Test, grade 10 IEP students scored low on all content strands and abilities. District wide, grade 10 students scored lowest on Procedure over the last three years.
- On the state reading Nevada High School Proficiency Test, grade 10 IEP students scored low on all content strands and abilities.
- Observation data showed that although 57 percent of observed classrooms maximized instructional time, 43 percent did not. In addition while 36 percent of observed classrooms had a rich literacy environment, 64 percent did not.
- Observation data showed that 58 percent of teachers emphasized key vocabulary during instruction: 42 percent did not. In addition, observation data showed that 38 percent of the observed classrooms communicated the learning objectives to all students.
- Observation data showed that all students are not actively engaged in learning: 84 percent of the classrooms observed were not engaged in active learning.
- Thirty seven percent of observed classrooms had students’ level of cognition at the Apply or Analyze level, while 54 percent had the level of cognition at the Remember level.
- Forty two percent of classrooms observed had ‘students engaged in seatwork,’ 15 percent had ‘students completing seatwork with the teacher disengaged’ with students, and seven percent of classrooms had students and the teacher ‘total disengagement’ in instructional practices.
- The percent of students with an Individual Education Plan (IEP) is 17.8 percent district wide, compared to 11.5 percent statewide.
- The percent of students on Free or Reduced Lunch (FRL) is 44.8 percent district wide, compared to 41.3 percent statewide.
- The school district, 18,400 square miles, allocates a total of 71.3 percent of funds to Instruction (56.1%) and Instructional Support (15.2%). Statewide, school district allocates a

total of 74.8 percent of funds to Instruction (61.2%) and Instructional Support (13.6%).

- The student average daily attendance rate is 93.5 percent compared to 94.5 percent statewide.
- The transiency rate is 35.8 percent district wide.
- 43.5 percent of district students who enrolled in the University and Community College System of Nevada (UCCSN) in fall 2003 also enrolled in remedial courses.

Priority Needs

The SDI Team identified three priority need areas for 2005-06.

- **Reading/language arts.** District wide, two elementary school subgroups (Individual Education Plan and Limited English Proficient) and one middle and high school subgroup (Individual Education Plan) did not make Adequate Yearly Progress in English/Language Arts. Although these subgroups tended to score low on all Content Strands and Abilities, 3rd grade students district wide scored lowest on Comprehend Information over the last two years.
- **Mathematics.** District wide, one elementary, middle, and high school subgroup (Individual Education Plan) did not make Adequate Yearly Progress in mathematics. Although this subgroup tended to score low on all Content Strands and Abilities, 3rd and 5th grade students district wide scored lowest on Problem Solving over the last three years, 8th grade students scored lowest on Problem Solving and Measurement and Geometry for 2004-05, and 10th grade students scored lowest on Procedure for the last three years.
- **Participation Rate.** IEP students district wide just missed the required Participation Rate on statewide assessments for English/Language Arts.

Part II: Inquiry Process

The SDI Team investigated the reasons for the priority needs and selected the most appropriate research-based strategies to address them.

Table 1 shows the *verified explanations* for low student performance in reading/language arts, mathematics, and participation rate on high school statewide assessments in English/language arts.

Table 1. Explanations of Priority Needs

Priority Need	Reasons
Reading/language arts	<ul style="list-style-type: none"> ◆ Many teachers are not using the most recent research-based instructional strategies that engage students in learning. ◆ Some schools do not provide remedial assistance to non-proficient students. ◆ Some schools do not have Special Education and classroom teachers collaborate regularly about student progress. ◆ Some schools do not have methods, such as peer coaching, to improve instruction. ◆ Many teachers are not familiar with strategies particularly for special needs population.
Mathematics	<ul style="list-style-type: none"> ◆ Teachers do not ask students to apply knowledge often. ◆ Many teachers do not emphasize higher order thinking skills. ◆ Many students who have an Individual Education Plan (IEP) may not be receiving grade level instruction. ◆ Many teachers are not using the most recent research-based instructional strategies that engage students in learning. ◆ Some schools do not provide remedial assistance to non-proficient students. ◆ Some schools do not have Special Education and classroom teachers collaborate regularly about student progress. ◆ Some schools do not have methods, such as peer coaching, to improve instruction. ◆ Many teachers are not familiar with strategies particularly for special needs population.
Participation Rate on High School Statewide Assessments	<ul style="list-style-type: none"> ◆ School staff does not know which students must participate in statewide testing.

The SDI Team investigated possible solutions to the priority needs and their underlying reasons. Table 2 presents the solutions selected by the SDI Planning Team for reading/language arts and

mathematics combined and for the participation rates on high school statewide assessments.

Table 2. Solutions Selected to Address Priority Need

Priority Need	Selected Solutions
Reading/language arts and mathematics	<ol style="list-style-type: none"> 1. Support and continue the implementation of the Professional Learning Community (PLC) model district wide. 2. Develop and implement a pilot service delivery inclusion model for Rosemary Clarke Middle School and Pahrump Valley High School for IEP and LEP students. <ol style="list-style-type: none"> a) Develop and implement a pilot inclusion service delivery for IEP and LEP students 2005-2006. b) Implement district wide the inclusion service delivery model for all schools. 3. Increase K-12 students' ability to apply mathematical knowledge.
Participation Rate on High School Statewide Assessments	<ol style="list-style-type: none"> 1. Ensure all schools have all students participate in statewide assessments. <ol style="list-style-type: none"> a) Develop incentive programs to encourage participation.

Part III: Action Plan and Evaluation

This section presents the action plans to implement the strategies for the priority needs, the goal to evaluate success, and the plans to monitor plan implementation.

Action Plan

Table 3a and 3b presents the action plans for how the NCSD will implement the strategies for reading/language arts and mathematics and the participation rates on high school statewide tests.

Goal

Reading/Language Arts Nye County School District students will improve their achievement in reading and language arts as shown on State AYP calculations.

- **IEP.** Current records show that 22.73 percent of elementary school IEP students, 35.22 percent of middle school IEP students, and 51.59 percent of high school IEP students are proficient on State AYP calculations. At the end of the 2005-06 school year, there will be a 10 percent reduction in the percent of non-proficient IEP students at the elementary, middle, and high schools.
- **LEP.** Current records show that 27.45 percent of elementary school LEP students are proficient on State AYP calculations. At the end of the 2005-06 school year, there will be a 10 percent reduction in the percent of non-proficient LEP elementary school students.

Mathematics Nye County School District students will improve their achievement in mathematics as shown on State AYP calculations.

- **IEP** Current records show that 28.33 percent of elementary school IEP students, 10.94 percent of middle school IEP students, and 8.54 percent of high school IEP students are proficient on State AYP calculations. At the end of the 2005-06 school year, there will be a 10 percent reduction in the percent of non-proficient IEP students at the elementary, middle, and high schools.

Participation Rates Nye County School District high school students will improve their participation rate on statewide assessments used in State AYP calculations.

- **High School Students** Current records show that 95.49 percent of high school students, 95.24 percent of Hispanic/Latino high school students, 97.93 percent of FRL high school students participated in statewide assessments. At the end of the 2004-05 school year, over 95 percent of all students and all subgroups did participate in statewide tests.

Monitoring Plan.

Table 4 presents the plan to monitor the implementation of the action plans. To monitor implementation, the SDI Team will collect information on whether the action steps were completed, and/or whether the action steps were successful.

Table 3a. Action Plan for reading/language arts and mathematics

Priority Need: Reading/language arts and mathematics

Goal Statement: Improve Student Achievement In All The District Schools

Solution/Activity	Timeline	Resources	Person(s) Responsible
<p>I. Entire School "Getting Started"</p> <p>a. Complete Mission, Vision, Values and Goals Statement</p> <p>b. Site develops team norms</p> <p>c. Site develops common SMART goal based on data review of:</p> <ul style="list-style-type: none"> • Student Achievement Results • Student Engagement • Student Discipline • School Survey • School Demographics <p>d. Develop common essential outcomes</p> <p>e. Develop common assessments to monitor student achievement</p> <p>f. Provide systematic intervention</p> <p>g. Practices that support learning</p> <p>h. Analyze student performance on assessments</p>	<p>a. September 30, 2005</p> <p>b. September 30, 2005</p> <p>c. September 30, 2005</p> <p>d. October 14, 2005</p> <p>e. October 27, 2005</p> <p>f. October 27, 2005</p> <p>g. September 2005 June 2006</p> <p>h. September 2005 June 2006</p>	<p>PLC Toolkit and Procedural Forms</p> <p>CRT's, Writing Proficiency, HSPE, ITBS, ITED</p>	<p>Principal and Staff</p> <p>Principal and Staff</p>

<p>2. Individual Collaborative Team Within School</p> <p>a. Develop student achievement SMART goal</p> <p>b. Complete Team Feedback Form</p> <ul style="list-style-type: none"> • Permission from principal required prior to missing a team meeting • Principal/team leader to respond to team questions/concerns within two school days <p>c. Responding to students who do not learn</p>	<p>a. September 2005 - May 2006</p> <p>b. Following each team meeting</p> <p>c. October 2005 - June 2006</p>	<p>PLC Toolkit and Procedural Forms</p>	<p>a. Team</p> <p>b. Team Leader</p> <p>c. Principal Team Staff</p>
<p>3. Mid-Year Monitoring</p> <p>a. Mid-Year Summary Reflection on PLC Implementation</p> <p>b. Audit of Commitment</p> <p>c. Critical Issues for Team Consideration</p> <p>4. Year End Monitoring</p> <p>c. Year End Summary Reflection on PLC Implementation</p> <p>d. Audit of Commitment</p> <p>b. Critical Issues for Team Consideration</p>	<p>January 2006</p> <p>May 2006</p>	<p>N/A</p> <p>N/A</p>	<p>Principal, Team</p> <p>Principal, Team</p>

Table 3a. Action Plan for reading/language arts and mathematics (cont.)

<p>3. Develop and implement the inclusion model district wide for IEP and LEP students.</p> <ul style="list-style-type: none"> a. Orient all district and site personnel to best practices of an inclusion model. b. Train school district and school building administrators in inclusion model and invite school board members to attend. c. Train selected school staff in inclusion model as pilot classrooms. d. Train school staff (teachers and aides) in inclusion and Sheltered Instruction Observation Protocol models. e. School PLC's will facilitate the implementation of inclusion model with district support. f. School district administrative staff provides ongoing support to school building administrators in inclusion model implementation at regularly scheduled administrative meetings. g. Provide annual training in PLC, Inclusion, and SIOP model for new employees. 	<ul style="list-style-type: none"> a. September 2004 and ongoing b. September 2005 c. October 2004 d. October 2005 e. November 2005 f. Beginning January 2006: one half day monthly g. Beginning the 2006-07 school year annually 	<ul style="list-style-type: none"> a. No resources b. No resources c. RPDP and Special Education d. \$7,500 e. No resources f. No resources g. Local RPDP funds 	<ul style="list-style-type: none"> a. Special Education Director b. Assistant Superintendent of Student Achievement, Sp Ed Director, C & I Coordinator c. Assistant Superintendent of Student Achievement, Sp Ed Director, C & I Coordinator d. Assistant Superintendent of Student Achievement, Sp Ed Director, C & I Coordinator e. Site administrators and C & I Coordinator f. Superintendent g. Local RPDP
--	--	--	--

Table 3b. Action Plan for high school student participation rate on statewide testing

Priority Need: Participation rate on statewide testing

Goal Statement: High school students will improve their participation rate in statewide testing

Solution/Activity	Timeline	Resources	Person(s) Responsible
I. Ensure that all high schools have all students participate in statewide assessments. a. Each high school to develop and implement their own strategies to ensure that all students participate in state testing. b. District will request public service announcements	October 2005-July 2006	Newspaper, radio, TV stations	Coordinator of Testing & Accountability

Table 4a. Monitoring Plan for reading language arts and mathematics

Solution/Activity	Data to collect	When to collect	Person responsible
<p>I. Entire School "Getting Started" Complete Mission, Vision, Values and Goals Statement Site develops team norms Site develops common SMART goal based on data review of:</p> <ul style="list-style-type: none"> • Student Achievement Results • Student Engagement • Student Discipline • School Survey • School Demographics <p>Develop common essential outcomes Develop common assessments to monitor student achievement Provide systematic intervention Practices that support learning Analyze student performance on assessments</p>	<p>Procedural Forms CRT's, Writing Proficiency, HSPE, ITBS, ITED</p>	<p>a. September 30, 2005 b. September 30, 2005 c. September 30, 2005 d. October 14, 2005 e. October 27, 2005 f. October 27, 2005 g. September 2005 June 2006 h. September 2005 June 2006</p>	<p>Principal and Staff Principal and Staff</p>

<p>3. Develop and implement the inclusion model district wide for IEP and LEP students.</p> <p>a. Orient all district and site personnel to best practices of an inclusion model.</p> <p>b. Train school district and school building administrators in inclusion model and invite school board members to attend.</p> <p>c. Train selected school staff in inclusion model as pilot classrooms.</p> <p>d. Train school staff (teachers and aides) in inclusion and Sheltered Instruction Observation Protocol models.</p> <p>e. School PLC's will move forward with the implementation of inclusion.</p> <p>f. School district administrative staff provide ongoing training for school building administrators in inclusion model.</p> <p>g. Provide annual training in PLC model for new employees.</p>	<p>a. Participant roster and agenda of the training (knowledge level)</p> <p>b. Participant roster and agenda of the training (knowledge level)</p> <p>c. Participant roster and agenda of the training (knowledge level)</p> <p>d. Participant roster and agenda of the training (knowledge level)</p> <p>e. Monthly PLC report</p> <p>f. Admin meeting agenda & newsletters</p> <p>g. Written verification</p>	<p>a. Day of training</p> <p>b. Day of training</p> <p>c. Day of training</p> <p>d. Day of training</p> <p>e. Monthly</p> <p>f. Monthly</p> <p>g. October, each year</p>	<p>a. Sp Ed Director</p> <p>b. Sp Ed Director</p> <p>c. Sp Ed Director</p> <p>d. C & I Coordinator</p> <p>e. C & I Coordinator /Site Administrators</p> <p>f. Superintendent, C & I Coordinator, and Testing & Accountability Coordinator</p> <p>g. Site Administrators</p>
--	--	--	---

Table 4b. Monitoring Plan for high school student participation rate on statewide testing

Solution/Activity	Data to collect	When to collect	Person responsible
I. Ensure that all schools have all students participate in statewide assessments. <ul style="list-style-type: none"> a. Each high school to develop & implement their own strategies to ensure that all students participate in state testing. b. District will request public service announcements 	Artifacts of the public announcements	October 2005-July 2006	Coordinator Testing and Accountability

Other Required Elements of a School District Improvement Plan.

Resources Available to the School District to Implement Plan.

The school district will use funds from the resources below to fund the school district improvement plan activities.

Funding Source	Amount	How funds are used
Title I	30,000.00	Support professional development for the Inclusion model. Outside consultant and extended hour pay for teachers to receive professional development in Inclusion/Co Teaching Model
Title V	Carry over fund	Support of components for on-going high quality staff development for teachers & administrators in a balanced literacy framework, inclusion model, mathematics & SIOP incorporating video conferencing.

Summary of Effectiveness of Legislative appropriations.

Class Size Reduction. Nye County School District received Class Size Reduction monies from the Nevada State Legislature. The monies are used to the following positions:

Grade Level	Number of Positions
Kindergarten	1
1 st	6
2 nd	7
3 rd	3

Goal

Reading/Language Arts Nye County School District students will improve their achievement in reading and language arts as shown on State AYP calculations.

- **IEP.** Current records show that 22.73 percent of elementary school IEP students, 35.22 percent of middle school IEP students, and 51.59 percent of high school IEP students are proficient on State AYP calculations. At the end of the 2005-06 school year, there will be a 10 percent reduction in the percent of non-proficient IEP students at the elementary, middle, and high schools.
- **LEP.** Current records show that 27.45 percent of elementary school LEP students are proficient on State AYP calculations. At the end of the 2005-06 school year, there will be a 10 percent reduction in the percent of non-proficient LEP elementary school students.

Mathematics Nye County School District students will improve their achievement in mathematics as shown on State AYP calculations.

- **IEP** Current records show that 28.33 percent of elementary school IEP students, 10.94 percent of middle school IEP students, and 8.54 percent of high school IEP students are proficient on State AYP calculations. At the end of the 2005-06 school year, there will be a 10 percent reduction in the percent of non-proficient IEP students at the elementary, middle, and high schools.

Participation Rates Nye County School District high school students will improve their participation rate on statewide assessments used in State AYP calculations.

- **High School Students** Current records show that 95.49 percent of high school students, 95.24 percent of Hispanic/Latino high school students, 97.93 percent of FRL high school students participated in statewide assessments. At the end of the 2004-05 school year, over 95 percent of all students and all subgroups did participate in statewide tests.

Goal

Reading/Language Arts Nye County School District students will improve their achievement in reading and language arts as shown on State AYP calculations.

- **IEP.** Current records show that 22.73 percent of elementary school IEP students, 35.22 percent of middle school IEP students, and 51.59 percent of high school IEP students are proficient on State AYP calculations. At the end of the 2005-06 school year, there will be a 10 percent reduction in the percent of non-proficient IEP students at the elementary, middle, and high schools.
- **LEP.** Current records show that 27.45 percent of elementary school LEP students are proficient on State AYP calculations. At the end of the 2005-06 school year, there will be a 10 percent reduction in the percent of non-proficient LEP elementary school students.

Mathematics Nye County School District students will improve their achievement in mathematics as shown on State AYP calculations.

- **IEP** Current records show that 28.33 percent of elementary school IEP students, 10.94 percent of middle school IEP students, and 8.54 percent of high school IEP students are proficient on State AYP calculations. At the end of the 2005-06 school year, there will be a 10 percent reduction in the percent of non-proficient IEP students at the elementary, middle, and high schools.

Participation Rates Nye County School District high school students will improve their participation rate on statewide assessments used in State AYP calculations.

- **High School Students** Current records show that 95.49 percent of high school students, 95.24 percent of Hispanic/Latino high school students, 97.93 percent of FRL high school students participated in statewide assessments. At the end of the 2004-05 school year, over 95 percent of all students and all subgroups did participate in statewide tests.

Pathway MS/HS

Goal 1. Mathematic scores, as measured by the state Criterion Reference Test at the 8th grade, will increase membership in “meeting” or “exceeding” standards category by a combine total at least 10 percentage points.

Goal 2. Mathematic scores, as measured by the state High School Proficiency Exam at the 10th – 11th grade, will increase membership in “meeting” or “exceeding” standards category by a combine total at least 10 percentage points.

Beatty ES/MS

Goal 1: Reading/Language Arts: Scores for students will continue to show growth by increasing membership in “meeting” or “exceeding” proficiency by at least 5%, as measured by the state administered CRT for grades 3 and 5.

Goal 2: Students will improve their behavior and ability to solve conflict situations by showing a 10% reduction in student discipline referrals.

Gabbs School

Goal 1: Writing scores, as measured by the state writing proficiency examination at 5th grade, will increase membership in the “meeting” or “exceeding” standard category by a combined total of at least 10 percentage points.

Goal 2: Gabbs students will improve their achievement in reading informational texts on the Iowa Test Basic Skills Exam and the CRT by 10 percentage points.

Goal 3: Gabbs School students will improve their achievement in mathematical problem-solving on the ITBS and CRT by 10 percentage points. Problem Solving is the foundation for all mathematical processes.

Tonopah Middle School

Goal 1: Middle School students will increase individual reading comprehension scores by 5 percentage points as measured by 6th grade CRT test, Star Reading and Standards Master Tests by the end of May 2006.

Goal 2: Middle School students will increase individual problem solving ability by 5 percentage points as measured by 6th grade CRT test, 7th and 8th Star Math Program, and quarterly Standards Master Tests by the end of May 2006.

Tonopah Elementary School

Goal 1: Tonopah Elementary students will increase individual reading comprehension scores by 5 percentage points as measured by 3rd – 5th grade CRT tests and Standards Master Tests by the end of May 2006.

Goal 2: Tonopah Elementary School students will increase individual problem solving ability by 5 percentage points as measured by 5th grade CRT test and quarterly Standards Master Tests by the end of May 2006.

Round Mountain Elementary School

Goal 1: Increase reading skills in non IEP students by 10 percentage points at the 1st through 5th grade levels by the end of the 2005-2006 school year. The reading skills targeted are vocabulary, comprehension, and reading in the content area.

Goal 2: Decrease student disciplinary referrals by 20% school wide.

Pahrump Valley High School

Goal 1: We will increase the number of students taking the proficiency examination in language arts, so that the school exceeds a 95% participation rate. A particular focus will be placed upon the IEP and LEP/ESL subpopulations.

Goal 2: All language arts subgroups, including LEP/ESL and IEP subgroups will increase their proficiency scores by 10 percentage points in the 2005-06 academic year.

Mt Charleston ES

Goal 1: Writing scores, as measured by the state writing proficiency examination at 5th grade, will increase membership in the “meeting” or “exceeding” standard category by a combined total of at least 6 percentage points

Goal 2: Scores for students will continue to show growth by increasing membership in “meeting” or “exceeding” proficiency in comprehension and vocabulary by at least 5%, as measured by the state administered CRT for grades 3 and 5.

Goal 3: Scores for students will continue to show growth by increasing membership in “meeting” or “exceeding” proficiency in data analysis, problem solving and probability by at least 5%, as measured by the state administered CRT for grades 3 and 5.

Goal 4: Scores for students having an IEP will continue to show growth by increasing membership in “meeting” or “exceeding” proficiency by at least 10%, as measured by the state administered Math and ELA CRT for grades 3 and 5.

Hafen ES

Goal 1. Writing scores, as measured by the state writing proficiency examination at 5th grade, will increase membership in the “meeting” or “exceeding” standard category by a combined total of at least 15 percentage points

Goal 2. Scores for students having an IEP will continue to show growth by increasing membership in “meeting” or “exceeding” proficiency by at least 5%, as measured by the state administered CRT for grades 3 and 5.

Goal 3. Opportunities for enrichment will be provided during school hours to all students. Attainment of this goal will be measured by a teacher, parent, and student survey administered no later than the end of May 2006.

Beatty HS

Goal 1: Students at Beatty High School will improve reading skills as evidenced by a 10% increase in the number of students passing the Nevada High School Proficiency exam on subsequent testing opportunities within identified priority subgroups. (ELL, IEP, and non-classified students)

Goal 2: Students at Beatty High School will improve writing skills as evidenced by a 10% increase in the number of students passing the Nevada High School Proficiency exam on subsequent testing opportunities within identified priority subgroups. (ELL, IEP, and non-classified students)

Goal 3: Students at Beatty High School will improve math skills as evidenced by a 10% increase in the number of students passing the Nevada High School Proficiency exam on subsequent testing opportunities within identified priority subgroups. (ELL, IEP, and non-classified students)

Amargosa Valley School

Goal 1: The school will demonstrate a 10% reduction in the percent of non-proficient students from the previous school year as well as meet group performance for average daily attendance in CRT Reading (grades 3.5, and 8).

Goal 2: Writing (grades 4 and 8) in 2005-2006. The percentage of proficient Amargosa Valley School students will increase 10% in Reading/Language Arts on the State Writing Assessment and CRT's during the 2005-2006 School Year.

Manse ES

Goal 1. Students at Manse Elementary School will show increased achievement in English Language Arts (ELA) on the Spring 2006 Nevada Criterion Referenced Test (CRT) and the Nevada Writing Proficiency Examination. Specifically:

- The IEP Subpopulation will improve by ten (10) percentage points;
- The LEP and Hispanic/Latino Subpopulations will improve by ten (10) percentage points.

Silver Rim ES K-2

Goal 1: K Math: 80% of all kindergarten students will be able to identify with 85% accuracy numbers up to 20, count up to 39 and write their numbers 0 to 10.

Goal2: K Language Arts: 80% of kindergarten students will score at least 85% accuracy of their letters and sounds on the Nye County Kindergarten assessment in May 2006.

Goal 3: 1st and 2nd grade Math: 80% of first and second graders will score at least 85% accuracy of Saxon written and fact assessments given weekly.

Goal 4: 1st and 2nd grade Language Arts: 80% of first and second graders will score at least 85% accuracy on Scott Foresman Selection tests (comprehension) given weekly.

Duckwater School

Goal 1: Students who scored < 50th percentile on standardized tests in math will increase their individual overall math achievement scores by 10 percentage points, as measured by the Standards Master CRTs between end of October 2005 and end of May 2006.

Goal 2: Students who scored < 50th percentile on standardized tests in reading will increase their individual overall reading achievement by 10 percentage points, as measured by State CRT, Nevada Writing Proficiency Exam and districts CRT (Standards Masters) reading tests between end of October 2005 and end of May 2006.

Round Mountain Middle School

Goal 1: Writing scores, as measured by the state writing proficiency examination at 8th grade, will increase membership in the "meeting" or "exceeding" standard category by a combined total of at least 10 percentage points.

Goal 2: Middle school students will continue to show growth by increasing membership in "meeting" or "exceeding" proficiency by at least 10 percentage points, as measured by the state administered Math CRT and District's Math CRT for grade 8th.

Goal 3: The number of referrals will be reduced by 50 percentage points for classroom disruptive behaviors.

Round Mountain High School

Goal 1: Writing scores, as measured by the state writing proficiency examination at 10th, 11th, and 12th grade, will increase membership in the “meeting” or “exceeding” standard category by a combined total of at least 10 percentage points.

Goal 2: High school students will continue to show growth by increasing membership in “meeting” or “exceeding” proficiency by at least 10 percentage points, as measured by the state administered Math CRT and District’s Math CRT for grade 10th, 11th, and 12th.

Goal 3: The number of referrals will be reduced by 50 percentage points for classroom disruptive behaviors.

Rosemary Clarke Middle School

Goal 1- RCMS IEP students will improve their reading achievement in vocabulary and comprehension by 10 percentage points on the Nevada CRT and District’s CRT by the end of the 2005-2006 academic year.

Goal 2- RCMS students in sub-populations, Hispanic, IEP and FRL will improve their math achievement in Concept/ Estimation, Probability/Data, and Computation by 10 percentage points on the Nevada CRT and District’s CRT by the end of the 2005-2006 academic year.

Goal 3- At the conclusion of the 2005-2006 academic year, student referrals will decrease by 25% from the 2004-2005 academic year.

Goal 4- 100% of RCMS teachers and staff will have a method in place to notify parents and students on a regular basis of grades that fall in the D and F range. Teachers and staff will implement intervention strategies to address this.

JG Johnson ES

Goal 1: The 3rd grade and the 5th grade students will increase the numbers in the Meets/Exceeds cortiles by 5 percentage points as measured by the State CRT’s between fall 2005 and end of May 2006.

Goal 2: The 3rd grade students will increase the numbers in the top two cortiles by 5 percentage points as measured by the State CRT’s between the fall of 2005 and end of May 2006.

Goal 3: 85% of students will demonstrate understanding and implementation of key character traits.

Tonopah High School

Goal 1: 80% of 11th graders and 12th graders will receive information regarding post graduation opportunities (vocational or specialty institutions, military, college requirements scholarship opportunities, testing, career opportunities, testing.)

Goal 2: An active learning lesson will be planned and executed once weekly by each teacher in each content area

**PLC IMPLEMENTATION
PROGRESS REPORT**

School: Amargosa Valley

Principal
Signature: Mary Sue Morin

Date: 11-3-05

ACTION STEPS:	DUE DATE:	DATE COMPLETED:	COMMENTS:
1. Entire School "Getting Started"			
a. Complete Mission, Vision, Values and Goals Statement	September 30, 2005	9-30-05 11-03-05 Revised mission statement	Working together, we will achieve success academically where diversity means strength, knowledge means freedom, and commitment means success.
b. Site develops team norms	September 30, 2005	August 29, 2005	Completed
c. Site develops common SMART goal based on data review of: • Student Achievement Results • Student Engagement • Student Discipline • School Survey • School Demographics	September 30, 2005	ongoing	The goal for Amargosa Valley is to make safe harbor on CRTs and to show the kind of progress needed on common assessments to get the students there by the spring.
d. Develop common essential outcomes	October 14, 2005	ongoing	Teachers meet every other day to score writing samples, common assessments, and discuss progress of students and interventions.
e. Develop common assessments to monitor student achievement	October 27, 2005	ongoing	The K – 2 grade teachers created an assessment to give to all K-2 students to allow for placement in reading groups and math groups. It was given at the same time as the Standards Master for grades 3-8.
f. Provide systematic intervention	October 27, 2005	October 10, 2005	The SIT team has been developed to meet and discuss the interventions of students who are currently failing or making "D's."
g. Practices that support learning	October 27, 2005	October 31, 2005	All teachers attended an in-service that emphasized the use of 5 effective habits for teachers with English Language Learners in their classrooms.
h. Analyze student performance on assessments	October 27, 2005	ongoing	Teachers completed Baseline assessments and grouped students according to their levels for reading and math.

PLC IMPLEMENTATION

PROGRESS REPORT

Page -2-

2. Individual Collaborative Team Within School			
a. Develop student achievement SMART goal	Ongoing. Teams should report monthly. (October – June)	At AVS teachers meet every other day for 45 minutes to develop goals, assessments and analyze data.	Sign-in sheets with agenda items are available for perusal in the conference room at AVS. Some of the issues deal with testing, mission statement, development of SIP plan.
b. Complete Team Feedback Form <ul style="list-style-type: none"> • Permission from principal required prior to missing a team meeting • Principal/team leader to respond to team questions/concerns within two school days 	After each meeting.	Teachers at Amargosa work weekly on daily lessons, assessments of students and needs of the class to succeed.	Sign-in Sheets with teachers attending, issues discussed and resolutions or actions taken.
c. Responding to students who do not learn	Ongoing. (October – June)	ongoing	SIT teams are being formed to meet the needs of students. Supplemental Educational Services are being offered to these students through Title I. Also migrant, LEP, and other students are served with tutorials after school.
3. Mid-Year Monitoring			
a. Mid-Year Summary Reflection on PLC Implementation	January 2006		
b. Audit of Commitment	January 2006		
c. Critical Issues for Team Consideration	January 2006		
4. Year End Monitoring			
a. Year End Summary Reflection on PLC Implementation	June 2006		
b. Audit of Commitment	June 2006	72	

PLC IMPLEMENTATION
PROGRESS REPORT
Page -2-

c. Critical Issues for Team Consideration	June 2006		
---	-----------	--	--

**BEATTY SCHOOLS PLC IMPLEMENTATION
PROGRESS REPORT**

Principal Nancy L. Hein
Signature:

School: Beatty Schools

Date: 11/08/2005

ACTION STEPS:	DUE DATE:	DATE COMPLETED:	COMMENTS:
1. Entire School "Getting Started"			
Complete Mission, Vision, Values and Goals Statement	September 30, 2005	September 26, 2005	We are meeting every Monday morning at the high school and Monday afternoon at the elementary/middle school to address PLC.
Site develops team norms	September 30, 2005	In the process	We started on 10/03/05, with our book study on <u>Getting Started</u> . We read a chapter a month and discuss it the first Monday of each month.
Site develops common SMART goal based on data review of: Student Achievement Results Student Engagement Student Discipline School Survey School Demographics	September 30, 2005	10/10/2005	We have set our SMART goals and the PLC members at both schools have revised them.
Develop common essential outcomes	October 14, 2005	10/17/2005	We are keeping our outcomes the same as last year, reading/language Arts/writing/math.
Develop common assessments to monitor student achievement	October 27, 2005	10/24/2005	Common assessments are being developed.
Provide systematic intervention	October 27, 2005	In the process	We will look at our interventions on November 21, 2005
Practices that support learning	October 27, 2005	In the process	We will look at our practices to support learning on November 28, 2005
Analyze student performance on assessments	October 27, 2005	10/31/2005	During our October in-service the entire staff was involved in analyzing the ITBS/ITED's

2. Individual Collaborative Team Within School			
Develop student achievement SMART goal	Ongoing. Teams should report monthly. (October – June)	Monday's for faculty PLC meetings, Wednesday's for SIP meetings, Thursday's for Safety meetings.	
Complete Team Feedback Form Permission from principal required prior to missing a team meeting Principal/team leader to respond to team questions/concerns within two school days	After each meeting. Every Monday starting 09/12/05	Monday, May 23, 2006	We have a school improvement committee, a student relations committee, a safety committee, and a curriculum committee. Every committee submits the PLC Team Feedback Sheet to the principal a day after the meeting. These forms are filed away in the principal's office.
Responding to students who do not learn	Ongoing. (October – June)	Monday's for faculty PLC meetings, Wednesday's for Student Relations Committee and Thursday's for Curriculum meetings.	
3. Mid-Year Monitoring			
Mid-Year Summary Reflection on PLC Implementation	January 2006		
Audit of Commitment	January 2006		
Critical Issues for Team Consideration	January 2006		
4. Year End Monitoring			
Year End Summary Reflection on PLC Implementation	June 2006		
Audit of Commitment	June 2006		
Critical Issues for Team Consideration	June 2006		

**FLC IMPLEMENTATION
PROGRESS REPORT**

Principal
Signature:

Suzanne Houston, Lead Teacher

School:

Duckwater

Date:

11/09/05

ACTION STEPS:	DUE DATE:	DATE COMPLETED:	COMMENTS:
1. Entire School "Getting Started"			
a. Complete Mission, Vision, Values and Goals Statement	September 30, 2005	9/30	
b. Site develops team norms	September 30, 2005	9/30	
c. Site develops common SMART goal based on data review of: • Student Achievement Results • Student Engagement • Student Discipline • School Survey • School Demographics	September 30, 2005	9/30	
d. Develop common essential outcomes	October 14, 2005	10/14	<i>see attached</i>
e. Develop common assessments to monitor student achievement	October 27, 2005	10/27	<i>see attached</i>
f. Provide systematic intervention	October 27, 2005	10/27	<i>see attached</i>
g. Practices that support learning	October 27, 2005	10/27	<i>see attached</i>
h. Analyze student performance on assessments	October 27, 2005	10/27	<i>Work in progress - waiting for St. Masters results</i>

**PLC IMPLEMENTATION
PROGRESS REPORT**
Page -2-

2. Individual Collaborative Team Within School			
a. Develop student achievement SMART goal	Ongoing. Teams should report monthly. (October - June)	<i>on-going</i>	<i>students/parents/teacher meet several x's per quarter</i>
b. Complete Team Feedback Form • Permission from principal required prior to missing a team meeting • Principal/team leader to respond to team questions/concerns within two school days	After each meeting.	<i>Teacher/parents complete feedback forms</i> <i>On-going</i>	
c. Responding to students who do not learn	Ongoing. (October - June)	<i>On-going</i>	
3. Mid-Year Monitoring			
a. Mid-Year Summary Reflection on PLC implementation	January 2006		
b. Audit of Commitment	January 2006		
c. Critical Issues for Team Consideration	January 2006		
4. Year End Monitoring			
a. Year End Summary Reflection on PLC Implementation	June 2006		
b. Audit of Commitment	June 2006		
c. Critical Issues for Team Consideration	June 2006		

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.

<p>Describe one or more aspects of a Professional Learning Community that you would like to see in place in your school</p>	<p>What steps/activities must be initiated to create this condition in your school?</p>	<p>Who will be responsible for initiating and/or sustaining these steps or activities?</p>	<p>What is a realistic timeline for each phase of the activity?</p>	<p>What will you use to assess the effectiveness of your initiative?</p>
<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>Teacher will follow the District's curriculum guide. Teachers will focus first on Essential/Enduring state standards.</p>	<p>Teacher</p>	<p>Teacher will plan lessons weekly that follow a year-long sequence, scope, and time-plan</p>	<p>Standards Master CRT STAR Reading STAR Math Unit Tests Comprehensive weekly Friday tests</p>
<p>These common essential outcomes reflect the teachers' efforts to build shared knowledge regarding best practice.</p>	<p>Teacher will share with other teachers in the district during Inservice Days and other collaborative meetings</p>	<p>Teacher</p>	<p>Follow district calendar for Inservice Days and scheduled meetings such as Math Cohort</p>	<p>Teacher satisfaction</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.**

<p>Describe one or more aspects of a Professional Learning Community that you would like to see in place in your school</p>	<p>What steps/activities must be initiated to create this condition in your school?</p>	<p>Who will be responsible for initiating and/or sustaining these steps or activities?</p>	<p>What is a realistic timeline for each phase of the activity?</p>	<p>What will you use to assess the effectiveness of your initiative?</p>
<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>	<p>The following interventions may be used: 1. Peer tutoring 2. Teacher tutoring 3. Parent tutoring a. during the school day b. after school c. extended school day *"Student Experts" *Kids write sticky notes to their parents about what they need help with</p>	<p>Teacher Aide Students Parents</p>	<p>On-going, as needed</p>	<p>Student performance</p>

	<ul style="list-style-type: none"> *Flexible tutoring *Internet Site tutoring >Funbrain, >internet4classrooms >Kaboose *Weekly homework packet *Learning games *Summer work packets *Gift cards/Rewards *Saturday School *Tutoring at the teacher's house 			
--	---	--	--	--

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.

<p>Describe one or more aspects of a Professional Learning Community that you would like to see in place in your school</p>	<p>What steps/activities must be initiated to create this condition in your school?</p>	<p>Who will be responsible for initiating and/or sustaining these steps or activities?</p>	<p>What is a realistic timeline for each phase of the activity?</p>	<p>What will you use to assess the effectiveness of your initiative?</p>
<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>	<p>Practices in place: 1. Homework: Each student uses a daily planner that is carried home. Parents assure that homework is completed and initial. 2. Grading: Students and parents may check grades at any time using up-to-date grades on the gradebook site. 3. Discipline: Students participated in rule-making and monitor their own behavior and attitudes.</p>	<p>Teacher, students, parents</p>	<p>Already in place</p>	

**PLC IMPLEMENTATION
PROGRESS REPORT**

Principal
Signature:

Selway L. Mulkey

School: Gabbs

November 4, 2005

Date: Update

ACTION STEPS:	DUE DATE:	DATE COMPLETED:	COMMENTS:
1. Entire School "Getting Started"			
a. Complete Mission, Vision, Values and Goals Statement	September 30, 2005	Diligently working. Meeting at least weekly as a group and more as individuals collaborating. K-1-2 teacher has met several times with primary teachers in Tonopah .	Started discussing "change in school culture" and our goal of "improved student learning" during two inservice days in August. Continuing with that theme through the viewing and discussion of the 3 videos from the PLC kit.
b. Site develops team norms	September 30, 2005	Still working on completing them.	We are philosophically in agreement on our team norms which are being developed.
c. Site develops common SMART goal based on data review of: • Student Achievement Results • Student Engagement • Student Discipline • School Survey • School Demographics	September 30, 2005	We received some assistance with these during the development of our school improvement plan; we developed our goals in the School Improvement Plan, completed October 7	We have updated our progressive discipline plan and we are reviewing student achievement data in preparation for updating school improvement plan, which was completed by October 7.
d. Develop common essential outcomes	October 14, 2005	Still in progress	We have those in the NV Standards; we are making sure our curriculum covers them.
e. Develop common assessments to monitor student achievement	October 27, 2005	Still in progress	Our use of Standards Master will help clarify those areas needing special emphasis.
f. Provide systematic intervention	October 27, 2005	We continue our Gear-Up tutoring for juniors. We target students not performing.	We send out progress reports every three weeks and check eligibility then also. We offer and provide extra help before and after school.
g. Practices that support learning	October 27, 2005	We have instituted the math problem and the science problem of the day.	We are also having students write in every class every day; we are giving small prizes to the student with the most correct answers weekly.

**PLC IMPLEMENTATION
PROGRESS REPORT
Page -2-**

h. Analyze student performance on assessments	October 27, 2005	We just received the results from District CRT's. In Progress	We will meet as a team and discuss intervention.
---	------------------	--	--

We will meet as a team to go over our testing results that we have received from last spring. We are getting together with the Tonopah staffs and the Round Mountain staffs in Round Mountain on our October 31 inservice day to develop further our process in changing the culture of our school to the PLC model. So far, we have made excellent progress—teachers and students are collaborating with each other on a continual basis. We have instituted the Yerington High School model of having binders on shelves in the classrooms (and each student has his/her own binder) in which to keep their work completed and their work to be done. The teacher keeps his/her handouts in a binder also, so that pupils who were absent the previous day may readily find the handouts when he/she returns to class. This process helps everyone be more methodic and organized. It particularly benefits special education students and the special education teacher, who may readily access the work to be completed.

2. Individual Collaborative Team Within School			
a. Develop student achievement SMART goal	Ongoing. Teams should report monthly. (October – June)	In Progress	
b. Complete Team Feedback Form • Permission from principal required prior to missing a team meeting • Principal/team leader to respond to team questions/concerns within two school days	After each meeting.	So far, every team member has attended and participated in every meeting. Questions/concerns have been answered according to specified guidelines.	
c. Responding to students who do not learn	Ongoing. (October – June)	So far our interventions are working.	
3. Mid-Year Monitoring			
a. Mid-Year Summary Reflection on PLC Implementation	January 2006		
b. Audit of Commitment	January 2006		

**PLC IMPLEMENTATION
PROGRESS REPORT
Page -2-**

c. Critical Issues for Team Consideration	January 2006		
4. Year End Monitoring			
a. Year End Summary Reflection on PLC Implementation	June 2006		
b. Audit of Commitment	June 2006		
c. Critical Issues for Team Consideration	June 2006		

**PLC IMPLEMENTATION
PROGRESS REPORT**

School: Hafen Elementary

Principal
Signature: Dr. Terry Owens

Date: 11-01-05

ACTION STEPS:	DUE DATE:	DATE COMPLETED:	COMMENTS:
1. Entire School "Getting Started"			
a. Complete Mission, Vision, Values and Goals Statement	September 30, 2005	Mission & Vision 8/26/05 Values 9/13/05 Goals 9/27/05	Hafen staff developed each of these statements through whole group, small group discussion, and whole group consensus, based on PLC criteria.
b. Site develops team norms	September 30, 2005	9/27/05 - 9/29/05	Norms developed by each grade level cohort during meetings.
c. Site develops common SMART goal based on data review of: • Student Achievement Results • Student Engagement • Student Discipline • School Survey • School Demographics	September 30, 2005	10/2/05: Whole School 9/26/05 through 10/31/05: Grade Levels	In process of finalizing school goals through the School Improvement Team. We are currently working on the plan and will finish this weekend. Grade level goals were completed 9/26-10-31 and will be revised and redefined throughout the year.
d. Develop common essential outcomes	October 14, 2005	8/26/05	Essential outcomes are tied to the standards and are in place.
e. Develop common assessments to monitor student achievement	October 27, 2005	10/31/05	All grade level cohorts have discussed and reached consensus on this task for every subject. Common assessments include PALS, DIBELS, ITBS, CRT, Harcourt Unit tests (science and reading), Saxon assignments, and more.
f. Provide systematic intervention	October 27, 2005	9/16/05	School Intervention Team is in place and active.
g. Practices that support learning	October 27, 2005	Ongoing.	Hafen implemented programs to support learning and has changed teaching practice to increase engagement and academic success.
h. Analyze student performance on assessments	October 27, 2005	9/27/05	CRT & ITBS data analyzed by principal. Ongoing DIBELS and PALS data analyzed by literacy specialists and K-3 teachers. Unit tests analyzed by teachers.

PLC IMPLEMENTATION

PROGRESS REPORT

Page -2-

2. Individual Collaborative Team Within School			
a. Develop student achievement SMART goal	Ongoing. Teams should report monthly. (October – June)	Implemented in September, 2005. Completed 10/18/05	SMART goals are in place at each grade level. Cohorts are meeting each week and keeping notes.
b. Complete Team Feedback Form <ul style="list-style-type: none"> • Permission from principal required prior to missing a team meeting • Principal/team leader to respond to team questions/concerns within two school days 	After each meeting.	In progress.	Feedback forms are not being used by every cohort, but notes are taken in similar format to the feedback form.
c. Responding to students who do not learn	Ongoing. (October – June)	In compliance.	Reading intervention program, part of Reading First, is in place for 1 st , 2 nd , and 3 rd grades. Progress monitoring used to group students for intensive treatment for reading.
3. Mid-Year Monitoring			
a. Mid-Year Summary Reflection on PLC Implementation	January 2006		
b. Audit of Commitment	January 2006		
c. Critical Issues for Team Consideration	January 2006		
4. Year End Monitoring			
a. Year End Summary Reflection on PLC Implementation	June 2006		
b. Audit of Commitment	June 2006		
c. Critical Issues for Team Consideration	June 2006		

**PLC IMPLEMENTATION
PROGRESS REPORT**

Principal
Signature: Dr. Brent McBride

School: J.G Johnson
Elementary School
Date: 11/02/05

ACTION STEPS:	DUE DATE:	DATE COMPLETED:	COMMENTS:
1. Entire School "Getting Started"			
a. Complete Mission, Vision, Values and Goals Statement	September 30, 2005	10/31/05	<i>Took all day in-service to complete this critical element. (See attachment.)</i>
b. Site develops team norms	September 30, 2005	09/30/05	<i>Each team worked on this element individually during month of September.</i>
c. Site develops common SMART goal based on data review of: <ul style="list-style-type: none"> • Student Achievement Results • Student Engagement • Student Discipline • School Survey • School Demographics 	September 30, 2005	10/31/05	<i>Incorporated School Improvement Plan with PLC goals.</i>
d. Develop common essential outcomes	October 14, 2005	10/14/05	<i>All teams have focused on essential outcomes. Some are still refining the process.</i>
e. Develop common assessments to monitor student achievement	October 27, 2005	10/14/05	<i>Common assessments are created and used throughout school year. The process will always be ongoing.</i>
f. Provide systematic intervention	October 27, 2005	10/14/05	<i>Re-teaching is used when students need more time and more help for critical curriculum goals and standards. Teams are starting to use the process after common assessments are analyzed.</i>
g. Practices that support learning	October 27, 2005	10/14/05	<i>The emphasis is on learning. (See our Mission Statement.) PLC teams are continually seeking and using "Best Practices".</i>

**PLC IMPLEMENTATION
PROGRESS REPORT
Page -2-**

ACTION STEPS:	DUE DATE:	DATE COMPLETED:	COMMENTS:
h. Analyze student performance on assessments	October 27, 2005	10/14/05	<i>PLC teams are and will continually analyze student performance from assessments.</i>
2. Individual Collaborative Team Within School			
a. Develop student achievement SMART goal	Ongoing. Teams should report monthly. (October – June)	10/31/05	<i>Smart Goals for the school will be continually formed throughout the school year as data is assessed. Individual PLC teams will create, use and discard Smart Goals as needs arise based on common assessments.</i>
b. Complete Team Feedback Form <ul style="list-style-type: none"> • Permission from principal required prior to missing a team meeting • Principal/team leader to respond to team questions/concerns within two school days 	After each meeting.	10/14/05	<i>PLC teams meet weekly and complete a "Team Feedback Form" from each meeting. Copy is forwarded to building principal.</i>
c. Responding to students who do not learn	Ongoing. (October – June)	10/14/05	<i>Individual teachers have been responding to students who do not learn from day one. Teams are now focusing on this important element together.</i>
3. Mid-Year Monitoring			
a. Mid-Year Summary Reflection on PLC Implementation	January 2006		
b. Audit of Commitment	January 2006		
c. Critical Issues for Team Consideration	January 2006		

**PLC IMPLEMENTATION
PROGRESS REPORT
Page -2-**

4. Year End Monitoring			
a. Year End Summary Reflection on PLC Implementation	June 2006		
b. Audit of Commitment	June 2006		
c. Critical Issues for Team Consideration	June 2006		

J.G. JOHNSON ELEMENTARY SCHOOL MISSION STATEMENT

Our mission is to provide an optimum learning environment through ongoing collaboration with our school, families, and community, in which students will successfully achieve and excel the essential learning outcomes, as measured by common assessments.

J.G. JOHNSON ELEMENTARY SCHOOL VISION STATEMENTS

- *When they graduate from our school, students will socially and academically be prepared to successfully achieve at their next level.*
- *The administration will provide support, time, and necessary resources to meet the standards of our school mission statement as well as district mandates.*
- *As colleagues we will, in working toward common goals, be respectful and open-minded while accepting ongoing changes in our quest to promote life long learning.*
- *As teachers we will professionally meet the individual needs of all students while ensuring mastery of essential outcomes.*
- *Essential curriculum standards will be easily understood and attainable for all students at each grade level.*
- *Discipline issues will be handled firmly in a consistent, equitable, timely manner and communicated with students, staff, and parents.*
- *The most important criterion for measuring our success will be ongoing common assessments.*
- *Our school will be recognized in the community as high-achieving, effective, friendly and successful.*

J.G. JOHNSON VALUES "GO THE DISTANCE"

- *As a member of J. G. Johnson staff I pledge to be:*
- *Open minded*
- *Dedicated*
- *Organized*
- *Highly qualified*
- *Respectful*
- *Flexible*
- *Supportive*
- *Life long learner*
- *Collaborative*
- *Role model*
- *Willingness to change*
- *Open to constructive criticism*
- *Trust*
- *Prepared*
- *Positive*
- *Value learning*

Staff member (print name)

Signature

J.G. JOHNSON ELEMENTARY SCHOOL GOALS

- Math Goal: The 3rd grade students will increase the numbers in the top two quartiles by five percent (5%) as measured by the State CRT's between the Fall of 2005 and end of May 2006. Test results showed that the growth for 3rd grade Math was only two percent (2%) not the projected five percent (5%).
- Reading Goal: The 3rd and 5th grade students will increase the numbers in the Meet/Exceeds quartiles by five percent (5%) as measured by the State CRT's between Fall 2005 and end of May 2006.
- Character Trait Goal: Eight-five percent (85%) of students will demonstrate understanding and implementation of key character traits.

**PLC IMPLEMENTATION
PROGRESS REPORT**

Principal
Signature:

Evangelyn Visser

School: Manse Elementary

Date: 11/8/2005

ACTION STEPS:	DUE DATE:	DATE COMPLETED:	COMMENTS:
1. Entire School "Getting Started"		8/26/2005	We will continue to work on this and use as staff development as the year continues.
a. Complete Mission, Vision, Values and Goals Statement	September 30, 2005	9/29/2005	Attached.
b. Site develops team norms	September 30, 2005	9/29/2005	Attached.
c. Site develops common SMART goal based on data review of: <ul style="list-style-type: none"> • Student Achievement Results • Student Engagement • Student Discipline • School Survey • School Demographics 	September 30, 2005	9/29/2005 10/24/2005 (SST/SIP Meeting)	The goal was changed by the SST. Please see revised Missions, Values and Goals Statement.
d. Develop common essential outcomes	October 14, 2005	October 14, 2005	Attached.
e. Develop common assessments to monitor student achievement	October 27, 2005	October 31, 2005	Common assessments have been developed by the Kindergarten, 1 st , and 2 nd grade teams. We are in the process of developing an assessment for reading and comprehending informational text in grades 3-5. The teams want to have interim data to evaluate their SMART goals before we receive the CRT results. ALL grades levels have implemented monthly writing assessments. We have also made assessments from Saxon math and Reading Street common assessments. Please see the table attached to this report for details.
f. Provide systematic intervention	October 27, 2005	11-4-05 Students requiring intervention based on the AYP data	We are in the process of providing during the day tutoring to students who need

**PLC IMPLEMENTATION
PROGRESS REPORT
Page -2-**

ACTION STEPS:	DUE DATE:	DATE COMPLETED:	COMMENTS:
		and Standards Master have been identified. We are in the process of making our intervention systematic.	more time and support. This should be fully implemented by 12-1-05.
g. Practices that support learning	October 27, 2005	We reviewed our Mission on the 10-31-05 Inservice and reflected on whether our current practices support successful learning for all students.	This is an ongoing process.
h. Analyze student performance on assessments	October 27, 2005	Ongoing	We analyzed the results of the October district writing assessments on 10-31-05. We are using the Standards Master data as well as the common assessments that were identified during the last two months. In addition to the weekly PLC meetings, we will use part of the 11-14-05 Inservice Day for this task.

**PLC IMPLEMENTATION
PROGRESS REPORT
Page -2-**

2. Individual Collaborative Team Within School			
a. Develop student achievement SMART goal	Ongoing. Teams should report monthly. (October – June)	Teams are reporting weekly. Common assessments of SMART goals are quarterly.	The PLC teams have developed SMART goals.
b. Complete Team Feedback Form <ul style="list-style-type: none"> • Permission from principal required prior to missing a team meeting • Principal/team leader to respond to team questions/concerns within two school days 	After each meeting.	We are successfully completing this action step on a weekly basis.	Files have been set up to collect forms. A table is maintained to monitor receipt of the team feedback forms. There were teams providing the information on the form but not using the form. This has been corrected. The Principal is responding to the team within two school days.
c. Responding to students who do not learn	Ongoing. (October – June)	We will be tutoring students who do not learn for 30 minutes during the day.	The details and accountability reports are under development.
3. Mid-Year Monitoring			
a. Mid-Year Summary Reflection on PLC Implementation	January 2006		
b. Audit of Commitment	January 2006		
c. Critical Issues for Team Consideration	January 2006		
4. Year End Monitoring			
a. Year End Summary Reflection on PLC Implementation	June 2006		
b. Audit of Commitment	June 2006		
c. Critical Issues for Team Consideration	June 2006		



Manse Elementary School

K	1	2	3	4	5
SMART Goals					
By the end of their kindergarten year, 95% of our students will score an 80% or better on an assessment of early reading behaviors.	70% of students will be reading at Level 16 (intervention) at the end of the school year.	70% of the second grade students will read at the second grade reading level or higher according to the PALS Assessment administered in May of 2006.	Improve standardized test (CRT) performance on informational text from 64.9% to 67.9% (3 percentage points).	The current 4th grade will raise their average achievement of the State CRT information text reading to 70% in March 2006.	The current 5 th grade will increase their average achievement on the State CRT (informational text reading) to 65%, a 2 percentage point increase.
Essential Outcomes					
Children will be able to: <ul style="list-style-type: none"> • Locate the front of a book • Demonstrate an understanding that print contains a message • Demonstrate an understanding that the left page is read before the right • Demonstrate understanding of the concept of first and last • Locate given words in print • Distinguish between a letter and a word in a passage • Identify capital letters in a passage 	Children will be able to: <ul style="list-style-type: none"> • Read narrative text at level 16 (DRA2) or higher at 90% accuracy and with good comprehension by the end of year. • Read narrative text at level 4, 8, and 12 (Intervention) by the end of the 1st, 2nd, and 3rd quarters. 	Children will be able to: <ul style="list-style-type: none"> • Decode words within a text 70% of the time. • Use reading strategies: cross checking, self-monitoring, chunking words, relate print to pictures, relate print to story, relate words to words familiar with, does it make sense, taking words apart • Read fluently • Comprehend what they read • Retell story 	<ul style="list-style-type: none"> • Children will be actively engaged with informational text. • Children will be able to find key points and summarize informational text. • Children will answer inferential questions. • Children will be able to ask relevant questions related to topic. 	Students will demonstrate knowledge and understanding of informational/non-fiction text. <ul style="list-style-type: none"> • Extract essential vocabulary from text • Determine factual importance • Verbally restate ideas • Write passage summary 	Students will be able to read a non-fiction text and pull out essential information, summarizing, and finding the main idea and supporting details.
Common Assessments					
<ul style="list-style-type: none"> ➤ Weekly Assessments ➤ Monthly Assessments ~Writing prompt ➤ Quarterly Assessments 	<ul style="list-style-type: none"> ➤ Weekly Assessments ~Saxon Math – written ➤ Bi-weekly ~Student running records 	<ul style="list-style-type: none"> ➤ Weekly Assessments ~Saxon Math – written ➤ Bi-weekly ~Student running records 	<ul style="list-style-type: none"> ➤ Weekly Assessments ~Saxon Math – written ➤ Monthly Assessments ~Writing prompt 	<ul style="list-style-type: none"> ➤ Weekly Assessments ~Saxon Math – written ➤ Monthly Assessments ~Writing prompt 	<ul style="list-style-type: none"> ➤ Weekly Assessments ~Saxon Math – written ~RS Fresh Reads ➤ Monthly Assessments

Successful Learning for One and All!



Manse Elementary School

<p>~Team developed test to measure progress towards SMART goal. ~Kindergarten Assessment</p>	<p>results monitored by grade level and analyzed at PLC meeting</p> <ul style="list-style-type: none">➤ Monthly Assessments <p>~Writing prompt</p> <ul style="list-style-type: none">➤ Quarterly Assessments <p>~DRA2 or OS running record</p> <p>~Spelling and Phonics Assessment (teacher created) at the end of 1st, 2nd, and 3rd quarters.</p>	<p>results monitored by grade level and analyzed at PLC meeting</p> <ul style="list-style-type: none">➤ Monthly Assessments <p>~Writing prompt</p> <ul style="list-style-type: none">➤ Quarterly Assessments <p>~DRA2 or PALS or OS</p>			<p>Writing prompt</p>
--	---	---	--	--	-----------------------

Successful Learning for One and All!

MISSION, VISION, VALUES AND GOALS

School: Manse Elementary School

Date: November 1, 2005

MISSION STATEMENT:

Successful learning for one and all!

VISION STATEMENT:

We envision a school in which every Manse student:

- Successfully learns every day through active engagement.
- Learns from teachers who seek out and implement promising strategies.
- Receives the time and support necessary to achieve or exceed established benchmarks in reading, writing, and mathematics.
- Learns to treat others with respect and is treated with respect.
- Is routinely monitored for success.
- Knows he or she is safe in the classroom, on the playground, in the lunch room, and on the buses.

VALUES (COLLECTIVE COMMITMENTS):

In order to achieve the vision of a school that functions as a professional learning community, the Manse staff commits to:

- Align and utilize appropriate resources
- Engage in meaningful, job-embedded staff development
- Initiate individual and small group instructional programs to provide additional learning time for students
- Provide parents with resources to help children succeed academically
- Utilize a variety of instruction strategies to promote success
- Develop and implement common assessments

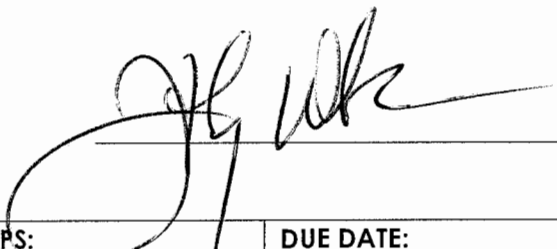
GOALS:

Goal 1

- Students at Manse Elementary School will show increased achievement in English Language Arts (ELA) Adequate Yearly Progress (AYP) 2005-06. Specific improvement of ten (10) percentage points will be made by the IEP population. Specific improvement of six (6) percentage points will be made by the Hispanic/Latino population.

**PLC IMPLEMENTATION
PROGRESS REPORT**

Principal
Signature: _____



School: Mt. Charleston Elem.

Date: November 4, 2005

ACTION STEPS:	DUE DATE:	DATE COMPLETED:	COMMENTS:
1. Entire School "Getting Started"			
a. Complete Mission, Vision, Values and Goals Statement	September 30, 2005	August 29, 2005 and ongoing	Our goals are still being developed to meet our School Wide Improvement Plan due Oct. 7
b. Site develops team norms	September 30, 2005	September 29, 2005	Each grade level developed their team norms
c. Site develops common SMART goal based on data review of: • Student Achievement Results • Student Engagement • Student Discipline • School Survey • School Demographics	September 30, 2005	October 7, 2005	We have completed common SMART goals in the area of Language Arts which correlates to our School-wide Improvement plan in vocabulary, reading, comprehension, problem solving, critical thinking, and spelling/grammar.
d. Develop common essential outcomes	October 14, 2005	October 31, 2005	This was the first time the staff has had enough time together to collaborate to develop these outcomes.
e. Develop common assessments to monitor student achievement	October 27, 2005	October 14, 2005	We decided to use the new language arts curriculum and math assessments due to the frequency of them and for consistency.
f. Provide systematic intervention	October 27, 2005	October 7, 2005	We started several tutoring/re-teaching sessions at various times of the day and throughout the week. Our specialty teachers are assisting the homeroom teachers in needed areas.
g. Practices that support learning	October 27, 2005	August 30, 2005	At the beginning of the year, we agreed to use the balanced literacy approach to instruction, re-teaching weekly, and to use the ORCHARD program for support/assessment.
h. Analyze student performance on assessments	October 27, 2005	October 14 and ongoing	We will be reviewing the Standards Master Tests in grades 3-5, the weekly Lang. Arts assessments, Math unit tests, ITBS, Writing, & CRT scores.

**PLC IMPLEMENTATION
PROGRESS REPORT**

Page -2-

2. Individual Collaborative Team Within School			
a. Develop student achievement SMART goal	Ongoing. Teams should report monthly. (October – June)	Ongoing development from common assessments in Language Arts, Math, and ITBS/CRT test scores	The school-wide improvement plan defined our deficiencies which helped develop our SMART goals. Teachers continue to build onto the goals.
b. Complete Team Feedback Form <ul style="list-style-type: none"> • Permission from principal required prior to missing a team meeting • Principal/team leader to respond to team questions/concerns within two school days 	After each meeting.	January 2003-ongoing	We have been doing the collaboration meetings for almost 2 years through our NeCoTip grant and Nevada State College. This documentation has been ongoing since that time.
c. Responding to students who do not learn	Ongoing. (October – June)	September 2005-ongoing	We have developed tutoring and re-teaching time weekly to meet the needs of students who are not achieving desired goals.
3. Mid-Year Monitoring			
a. Mid-Year Summary Reflection on PLC Implementation	January 2006		
b. Audit of Commitment	January 2006		
c. Critical Issues for Team Consideration	January 2006		
4. Year End Monitoring			
a. Year End Summary Reflection on PLC Implementation	June 2006		
b. Audit of Commitment	June 2006		
c. Critical Issues for Team Consideration	June 2006		

**PLC IMPLEMENTATION
PROGRESS REPORT**

Principal
Signature:

Max Buffi

School: Pathways

Date: 11/4/05

ACTION STEPS:	DUE DATE:	DATE COMPLETED:	COMMENTS:
1. Entire School "Getting Started"			
a. Complete Mission, Vision, Values and Goals Statement	September 30, 2005	10/05/2005	Completed by team
b. Site develops team norms	September 30, 2005	10/05/05	Completed by team
c. Site develops common SMART goal based on data review of: <ul style="list-style-type: none"> • Student Achievement Results • Student Engagement • Student Discipline • School Survey • School Demographics 	September 30, 2005	10/5/05	Completed by team and will be ongoing process as the year progresses.
d. Develop common essential outcomes	October 14, 2005	10/12/05	Completed by team
e. Develop common assessments to monitor student achievement	October 27, 2005	9/7/2005	Students in Pathways have been taking common assessments thru book curriculum and Class.com
f. Provide systematic intervention	October 27, 2005	10/12/05	Process for intervention was developed during the summer and implemented at beginning of year
g. Practices that support learning	October 27, 2005	10/12/05	Team collaborated on practices and methods to help students learn. Ongoing process thru year.
h. Analyze student performance on assessments	October 27, 2005		Awaiting results from 1 st round of standards master and HSPE test.

**PLC IMPLEMENTATION
PROGRESS REPORT
Page -2-**

2. Individual Collaborative Team Within School			
a. Develop student achievement SMART goal	Ongoing. Teams should report monthly. (October – June)	10/12/05	Discussion took place and still refining.
b. Complete Team Feedback Form • Permission from principal required prior to missing a team meeting • Principal/team leader to respond to team questions/concerns within two school days	After each meeting.	10/05/05	
c. Responding to students who do not learn	Ongoing. (October – June)	10/05/05	Interventions in place using scheduled tutoring time with volunteers
3. Mid-Year Monitoring			
a. Mid-Year Summary Reflection on PLC Implementation	January 2006		
b. Audit of Commitment	January 2006		
c. Critical Issues for Team Consideration	January 2006		
4. Year End Monitoring			
a. Year End Summary Reflection on PLC Implementation	June 2006		
b. Audit of Commitment	June 2006		
c. Critical Issues for Team Consideration	June 2006		

**PLC IMPLEMENTATION
PROGRESS REPORT**

School: Pahrump Valley High School

Principal Signature: David Bechtel

Date: November 1, 2005

ACTION STEPS:	DUE DATE:	DATE COMPLETED:	COMMENTS:
1. Entire School "Getting Started"			
a. Complete Mission, Vision, Values and Goals Statement	September 30, 2005	September 1, 2005	
b. Site develops team norms	September 30, 2005	September 8, 2005	Individual teams developed team norms.
c. Site develops common SMART goal based on data review of: <ul style="list-style-type: none"> • Student Achievement Results • Student Engagement • Student Discipline • School Survey • School Demographics 	September 30, 2005	September 30, 2005	The SIT has examined this information and has distributed the school demographics to the faculty. The staff created a discipline committee to examine problems and review AB521 issues. A staff survey is being developed and will be distributed.
d. Develop common essential outcomes	October 14, 2005	Ongoing	This will take place throughout the year for all quarterly assessments.
e. Develop common assessments to monitor student achievement	October 27, 2005	Ongoing	The first common assessments will be the Standards Master test and the second, third and fourth quarter assessments will be developed by the teams.
f. Provide systematic intervention	October 27, 2005	Ongoing	PVHS has created a learning center where students can be pulled out of classes for intervention/support.
g. Practices that support learning	October 27, 2005	Ongoing	Department chairpersons will be pulled from classes on a periodic basis to sit in classes and provide assistance to teachers.
h. Analyze student performance on assessments	October 27, 2005	Ongoing	This will take place after each quarterly assessment and Standards master examination.

PLC IMPLEMENTATION

PROGRESS REPORT

Page -2-

2. Individual Collaborative Team Within School			
a. Develop student achievement SMART goal	Ongoing. Teams should report monthly. (October – June)	October 31, 2005	Smart goals have been developed during the morning session of the October 31 st in-service day
b. Complete Team Feedback Form <ul style="list-style-type: none"> • Permission from principal required prior to missing a team meeting • Principal/team leader to respond to team questions/concerns within two school days 	After each meeting.	Ongoing	All team reports are turned in to the department supervisor at the end of each meeting. All building administrators are to keep a PLC notebook.
c. Responding to students who do not learn	Ongoing. (October – June)	Ongoing	Through progress reports, teacher meetings, and conferences, students who fall behind will be placed in the learning center for remedial assistance.
3. Mid-Year Monitoring			
a. Mid-Year Summary Reflection on PLC Implementation	January 2006		
b. Audit of Commitment	January 2006		
c. Critical Issues for Team Consideration	January 2006		
4. Year End Monitoring			
a. Year End Summary Reflection on PLC Implementation	June 2006		
b. Audit of Commitment	June 2006		
c. Critical Issues for Team Consideration	June 2006		

**PLC IMPLEMENTATION
PROGRESS REPORT**

School: RCMS

Principal
Signature: Jeffrey Wales, Principal

Date: 11/8/05

ACTION STEPS:	DUE DATE:	DATE COMPLETED:	COMMENTS:
1. Entire School "Getting Started"			
a. Complete Mission, Vision, Values and Goals Statement	September 30, 2005	Oct 31, 2005	Currently, our teams have met and completed individual Mission, Values and Goals Statements. We have met as a staff and developed a common mission statement. Departmentally, we have defined vision values and goals.
b. Site develops team norms	September 30, 2005	Sept 6, 2005	PLC meeting times have been defined and agendas and due dates given to all team leaders.
c. Site develops common SMART goal based on data review of: • Student Achievement Results • Student Engagement • Student Discipline • School Survey • School Demographics	September 30, 2005	Oct 31	Teams have met and developed Smart goals by department and grade level
d. Develop common essential outcomes	October 14, 2005	Oct 31	Staff have met as departments by grade level to develop common essential outcomes.
e. Develop common assessments to monitor student achievement	October 27, 2005	Nov 14	Science, Math, Social Studies and Language Arts/Reading completed for first two quarters
f. Provide systematic intervention	October 27, 2005	Oct 10, 2005	A plan has been developed and implmented through the 21 st Century Grant for intervention and referral for remedial services. In addition, the school intervention team meets bi-monthly.
g. Practices that support learning	October 27, 2005	Oct 6	ZAP program and Safe Club after school program initiated. Students are referred due to failing or in danger of failing grades in classes. Parent

**PLC IMPLEMENTATION
PROGRESS REPORT
Page -2-**

ACTION STEPS:	DUE DATE:	DATE COMPLETED:	COMMENTS:
			contacts are made every Monday on students in danger of failing a class and asked to contact teachers directly.
h. Analyze student performance on assessments	October 27, 2005		Analysis of previous assessments used to develop smart goals and common assessments. Standards Master data will be gathered mid Nov to evaluate current levels of student performance. Common assessments developed by site will be used after standards master data has been disseminated.
2. Individual Collaborative Team Within School			
a. Develop student achievement SMART goal	Ongoing. Teams should report monthly. (October – June)	Ongoing	Ongoing in the development of essential outcomes and common assessments.
b. Complete Team Feedback Form <ul style="list-style-type: none"> • Permission from principal required prior to missing a team meeting • Principal/team leader to respond to team questions/concerns within two school days 	After each meeting.	Ongoing	Currently being collected weekly and compiled in a folder kept in the office.
c. Responding to students who do not learn	Ongoing. (October – June)	Ongoing	Applied through our school intervention and after school remediation program School Intervention team actively meets and monitors the needs of students and makes appropriate recommendation..
3. Mid-Year Monitoring			
a. Mid-Year Summary Reflection on PLC Implementation	January 2006		
b. Audit of Commitment	January 2006		
c. Critical Issues for Team	January 2006		

**PLC IMPLEMENTATION
PROGRESS REPORT**

ACTION STEPS:	DUE DATE:	DATE COMPLETED:	COMMENTS:
Consideration			
4. Year End Monitoring			
a. Year End Summary Reflection on PLC Implementation	June 2006		
b. Audit of Commitment	June 2006		
c. Critical Issues for Team Consideration	June 2006		

**PLC Implementation
Progress Report**

Principal
Signature: Lynna Howerton

School: Round Mountain
Schools K-12

Date: November 4, 2005

ACTION STEPS:	DUE DATE:	DATE COMPLETED:	COMMENTS:
1. Entire School "Getting Started"			
a. Complete Mission, Vision, Values and Goals Statement	September 30, 2005	9/28/05	K-12 collaboration has taken an enormous amount of time and energy with many faculty members donating hours outside of their contracted work days.
b. Site develops team norms	September 30, 2005	9/16/05	Round Mountain Schools have sincerely embraced PLC.
c. Site develops common SMART goal based on data review of: • Student Achievement Results • Student Engagement • Student Discipline • School Survey • School Demographics	September 30, 2005	9/12/05	
d. Develop common essential outcomes	October 14, 2005	October 14, 2005 All Curriculum Teams completed this task either before or on the due date.	The following curriculum teams have spent two meetings per week developing common essentials. These teams include: K-3 Team and 4-5 Team in the Elementary School and the 6-12 Teams in the Junior High/High School. Teams have been designated as follows: the Social Studies/Vocational Ed. Tech Curriculum Team, the Language Arts Curriculum Team, and the Math/Science Curriculum Team.
e. Develop common assessments to monitor student achievement	October 27, 2005	October 27, 2005	Common Assessment testing has been created and implemented by all teachers in their subject area. A common three area testing criteria was developed and used to insure consistency in grades K-12 with some deviation in K-2 grades. Testing included matching, short answer questions, True/False, performance task, and interview questions.

**PLC IMPLEMENTATION
PROGRESS REPORT
Page -2-**

ACTION STEPS:	DUE DATE:	DATE COMPLETED:	COMMENTS:
f. Provide systematic intervention	October 27, 2005	October 27, 2005	As a K-12 School we used the pyramid intervention resource to assist in planning our intervention strategies. Round Mountain Schools K-12 hosted our recent Teacher Institute Day for Northern Nye Schools including Tonopah High School, Tonopah Elementary/Middle School, Silver Rim Elementary School, Gabbs School K-12, and Duckwater. Various interventions were shared among the entire northern faculty. Each Tuesday our PLC Intervention Team meets to discuss students who are struggling academically and to implement ways to assist their improvement.
g. Practices that support learning	October 27, 2005	October 27, 2005	During a K-12 Faculty meeting after each curriculum team had the opportunity to discuss practices that support learning a wide variety of suggestions were collaborated. Such items discussed: schedule time change to support mandated study halls, enhancing Focus Program Curriculum Instruction, continue student incentives, encourage peer tutoring, initiate parent involvement, and tracking solutions with student individual needs. There were more best practices shared by each teacher in the "Share Faire" orchestrated in our recent Teacher Institute Day.
h. Analyze student performance on assessments	October 27, 2005	October 27, 2005	Each teacher in grades K-12 has analyzed student performance with their common assessment testing appropriate at each grade level in various subjects and accommodating standard essentials based on each curriculum team's common essentials outcomes. We continue to look for ways to celebrate student performance and achievement.

**PLC IMPLEMENTATION
PROGRESS REPORT
Page -2-**

2. Individual Collaborative Team Within School			
a. Develop student achievement SMART goal	Ongoing. Teams should report monthly. (October – June)	Ongoing.....student goals are supported by the input from student, parent, teacher, school staff, and school officials.	K-12 Teams meet twice a week in their curriculum groups. The Leadership Team meets once a week. Once a month is held a PLC K-12 meeting. Student learning and achievement goals are an ongoing process.
b. Complete Team Feedback Form <ul style="list-style-type: none"> • Permission from principal required prior to missing a team meeting • Principal/team leader to respond to team questions/concerns within two school days 	After each meeting.	Ongoing.....All teams report weekly and keep an ongoing communication.	Ongoing.....The Professional Learning Community at Round Mountain Schools continually displays professionalism and integrity. Part of PLC is devoted to supporting each other's needs and input. All of this and meeting deadlines continue to be met by one of the most diligent faculty group I have had the privilege to administer. District appreciation and its celebration of such a professional group of educators would certainly meet the PLC Philosophy.
c. Responding to students who do not learn	Ongoing. (October – June)	Ongoing.....Weekly Student Intervention Committee meets to collaborate efforts to assist students who do not learn. It is done so individually and in a timely manner.	The Student Intervention Committee membership consists of both secretaries of Round Mountain Schools, the counselor, the Focus Teacher, and the Principal.
3. Mid-Year Monitoring			
a. Mid-Year Summary Reflection on PLC Implementation	January 2006		
b. Audit of Commitment	January 2006		
c. Critical Issues for Team Consideration	January 2006		
4. Year End Monitoring			
a. Year End Summary	June 2006	112	

**PLC IMPLEMENTATION
PROGRESS REPORT
Page -2-**

Reflection on PLC Implementation			
b. Audit of Commitment	June 2006		
c. Critical Issues for Team Consideration	June 2006		

**PLC IMPLEMENTATION
PROGRESS REPORT**

School: Silver Rim Elementary

Principal
Signature: Lynna Howerton

Date: November 8, 2005

ACTION STEPS:	DUE DATE:	DATE COMPLETED:	COMMENTS:
1. Entire School "Getting Started"			
a. Complete Mission, Vision, Values and Goals Statement	September 30, 2005	September 8, 2005	The teachers at Silver Rim met several times before the beginning of school to work on PLC
b. Site develops team norms	September 30, 2005	August 20, 2005	
c. Site develops common SMART goal based on data review of: • Student Achievement Results • Student Engagement • Student Discipline • School Survey • School Demographics	September 30, 2005	Set Smart goals September 22, continue to work on objectives to meet goals	
d. Develop common essential outcomes	October 14, 2005	October 6, 2005	
e. Develop common assessments to monitor student achievement	October 27, 2005	October 6, 2005	
f. Provide systematic intervention	October 27, 2005	September 26, 2005	Set up Reading Club for Reading Interventions and Homework Club for students not returning homework at am recess Monday, Tuesday, Wednesday, Thursday. Student tutors
g. Practices that support learning	October 27, 2005	October 20, 2005	We have been utilizing these practices since the beginning of school but articulated them on the 20th
h. Analyze student performance on assessments	October 27, 2005	October 27, 2005	Student scores are graphed and those with scores below targeted score are highlighted . Teachers work with peer teacher to analyze.

PLC IMPLEMENTATION

PROGRESS REPORT

Page -2-

2. Individual Collaborative Team Within School			
a. Develop student achievement SMART goal	Ongoing. Teams should report monthly. (October – June)	Ongoing	Peer teachers work closely together to assure students are meeting set SMART goals
b. Complete Team Feedback Form <ul style="list-style-type: none"> • Permission from principal required prior to missing a team meeting • Principal/team leader to respond to team questions/concerns within two school days 	After each meeting.	Ongoing	Feed back is completed as a group and agenda for next meeting set at the end of the previous meeting.
c. Responding to students who do not learn	Ongoing. (October – June)	Ongoing	Remediation is provided for students not achieving SMART High School helpers, Homework and Reading Club at recess.
3. Mid-Year Monitoring			
a. Mid-Year Summary Reflection on PLC Implementation	January 2006		
b. Audit of Commitment	January 2006		
c. Critical Issues for Team Consideration	January 2006		
4. Year End Monitoring			
a. Year End Summary Reflection on PLC Implementation	June 2006		
b. Audit of Commitment	June 2006		
c. Critical Issues for Team Consideration	June 2006		

**PLC IMPLEMENTATION
PROGRESS REPORT**

School: Tonopah Elementary

Principal
Signature: Lynna Howerton

Date: November 8, 2005

ACTION STEPS:	DUE DATE:	DATE COMPLETED:	COMMENTS:
1. Entire School "Getting Started"			
a. Complete Mission, Vision, Values and Goals Statement	September 30, 2005	September 14, 2005	
b. Site develops team norms	September 30, 2005	September 14, 2005	
c. Site develops common SMART goal based on data review of: <ul style="list-style-type: none"> • Student Achievement Results • Student Engagement • Student Discipline • School Survey • School Demographics 	September 30, 2005	Set Smart goals September 21, continue to work on objectives to meet goals	
d. Develop common essential outcomes	October 14, 2005	October 10, 2005	
e. Develop common assessments to monitor student achievement	October 27, 2005	October 25, 2005	We will utilize the assessments that go along with our reading and math series and correlate them with the state standards
f. Provide systematic intervention	October 27, 2005	September 19, 2005	Educational Enhancement in place every Monday, Wednesday, and Friday focusing on writing, reading, math, and enrichment
g. Practices that support learning	October 27, 2005	October 25, 2005	
h. Analyze student performance on assessments	October 27, 2005	October 25, 2005	Established reporting forms and will use them as a tool to analyze data with peer teacher

PLC IMPLEMENTATION

PROGRESS REPORT

Page -2-

2. Individual Collaborative Team Within School			
a. Develop student achievement SMART goal	Ongoing. Teams should report monthly. (October – June)	Ongoing	
b. Complete Team Feedback Form <ul style="list-style-type: none"> • Permission from principal required prior to missing a team meeting • Principal/team leader to respond to team questions/concerns within two school days 	After each meeting.	Ongoing	
c. Responding to students who do not learn	Ongoing. (October – June)	Ongoing	Students are placed in enhancement areas according to need
3. Mid-Year Monitoring			
a. Mid-Year Summary Reflection on PLC Implementation	January 2006		
b. Audit of Commitment	January 2006		
c. Critical Issues for Team Consideration	January 2006		
4. Year End Monitoring			
a. Year End Summary Reflection on PLC Implementation	June 2006		
b. Audit of Commitment	June 2006		
c. Critical Issues for Team Consideration	June 2006		

**PLC IMPLEMENTATION
PROGRESS REPORT**

Patsy L. Jensen, Principal

School: Tonopah High School

Principal
Signature: _____

Date: September 30, 2005

ACTION STEPS:	DUE DATE:	DATE COMPLETED:	COMMENTS:
1. Entire School "Getting Started"	August 25, 2005	August 25, 2005	The staff examined the concept of a PLC and discussed Mission, Vision, Values, and Goals at our first meeting.
Complete Mission, Vision, Values and Goals Statement	September 30, 2005	Mission completed September 30, 2005 Goals & Vision completed by October 14, 2005 Values completed November 2, 2005	Mission revised by 9/30/05; Goals and Vision complete by 10/14/05; Values complete after considerable discussion on 11/2/05.
Site develops team norms	September 30, 2005	October , 2005	The staff PLC team developed norms; individual teams have agreed to adopt the same norms.
Site develops common SMART goal based on data review of: Student Achievement Results Student Engagement Student Discipline School Survey School Demographics	September 30, 2005	October 14, 2005	1 Each teacher will use an active lesson at least once a week. 2 The THS guidance counselor will provide every junior and senior with individualized post high school guidance; including regular credit audits, financial counseling, parent conferences, and options for post high school studies, including two and four year college or universities, vocational options, military, and apprenticeships. 3 Increase the percentage of students who pass the HSPE the first time it is given; reduce the number of seniors who have to take the HSPE because those students have passed the test during their sophomore or junior year. 4 Students who have enough credits to have early release as juniors or seniors will be involved in a productive activity such as tutoring, a college class, school to work, or community service.
Develop common essential outcomes	October 14, 2005	On-Going	Individual teams are developing outcomes.

ACTION STEPS:	DUE DATE:	DATE COMPLETED:	COMMENTS:
Develop common assessments to monitor student achievement	October 27, 2005	Nov. 2, 2005	The staff PLC team revised a list of common assessments on Nov. 2, 2005.
Provide systematic intervention	October 27, 2005	October 27, 2005	1. Offer basic math remediation on an individual basis before or after school to those students who ask for help. 2. Twelve grade students with IEP's who have not yet passed the math proficiencies will complete a study guide designed to help them study the skills tested on the math proficiency test. 3. Fifty-eight percent of the targeted 12th grade students have IEP's. Those students will work on word problem skills at least twice weekly and basic math skills ten minutes daily in their resource math class
Practices that support learning	October 27, 2005	October 27, 2005	Practices that support learning have been identified by each team.
Analyze student performance on assessments	October 27, 2005	October 27, 2005	The SIT analyzes data from the HSPE, ITED, CRT, Standards Master, and the academic performance of individual students.
2. Individual Collaborative Team Within School			
Develop student achievement SMART goal	Ongoing. Teams should report monthly. (October – June)	On-going	Site SMART goals are student achievement goals based on annual student achievement assessments. Individual team SMART goals are being developed based on tri-weekly assessments of student achievement and data gathered annually from standardized testing, CRT's, HSPE's, and Standards Master.
Complete Team Feedback Form Permission from principal required prior to missing a team meeting Principal/team leader to respond to team questions/concerns within two school days	After each meeting.	On-going	The staff PLC meets twice weekly; individual teams meet at least twice monthly, more often if necessary. Concerns are shared with the principal immediately after they are identified.
Responding to students who do not learn	Ongoing. (October – June)	On-going	Staff and the SIT frequently evaluate student achievement (every three weeks minimally), and implement planned interventions.

ACTION STEPS:	DUE DATE:	DATE COMPLETED:	COMMENTS:
3. Mid-Year Monitoring			
Mid-Year Summary Reflection on PLC Implementation	January 2006		
Audit of Commitment	January 2006		
Critical Issues for Team Consideration	January 2006		
4. Year End Monitoring			
Year End Summary Reflection on PLC Implementation	June 2006		
Audit of Commitment	June 2006		
Critical Issues for Team Consideration	June 2006		

**PLC IMPLEMENTATION
PROGRESS REPORT**

School: Tonopah Middle School

Principal Signature: Lynna Howerton

Date: November 8, 2005

ACTION STEPS:	DUE DATE:	DATE COMPLETED:	COMMENTS:
1. Entire School "Getting Started"			
a. Complete Mission, Vision, Values and Goals Statement	September 30, 2005	September 13, 2005	
b. Site develops team norms	September 30, 2005	August 13, 2005	
c. Site develops common SMART goal based on data review of: <ul style="list-style-type: none"> • Student Achievement Results • Student Engagement • Student Discipline • School Survey • School Demographics 	September 30, 2005	Set Smart goals September 28,, continue to work on objectives to meet goals	
d. Develop common essential outcomes	October 14, 2005	October 12, 2005	
e. Develop common assessments to monitor student achievement	October 27, 2005	October 12, 2005	Will utilize series assessments and correlate with the state standards Our school is small with only one teacher per subject
f. Provide systematic intervention	October 27, 2005	Developed plan August 13, plan ongoing	Every Monday staff places students to enhancement with emphasis on area of needs
g. Practices that support learning	October 27, 2005	Initiated Aug 25, and ongoing	Will complete practices and procedures on Nov 14 staff inservice
h. Analyze student performance on assessments	October 27, 2005	Have analyzed CRTs, ITBS, Writing Proficiency scores, STAR reading	Will use results from standards master assessment and discuss areas of need at Nov 14 inservice

PLC IMPLEMENTATION

PROGRESS REPORT

Page -2-

2. Individual Collaborative Team Within School			
a. Develop student achievement SMART goal	Ongoing. Teams should report monthly. (October – June)	Ongoing	Team has developed smart goals
b. Complete Team Feedback Form <ul style="list-style-type: none"> • Permission from principal required prior to missing a team meeting • Principal/team leader to respond to team questions/concerns within two school days 	After each meeting.	Ongoing	Staff voices concerns and sets agenda for the next meeting after each meeting
c. Responding to students who do not learn	Ongoing. (October – June)	Ongoing	Enhancement, afterschool tutoring, high school students tutor, volunteers who tutor, parent contact
3. Mid-Year Monitoring			
a. Mid-Year Summary Reflection on PLC Implementation	January 2006		
b. Audit of Commitment	January 2006		
c. Critical Issues for Team Consideration	January 2006		
4. Year End Monitoring			
a. Year End Summary Reflection on PLC Implementation	June 2006		
b. Audit of Commitment	June 2006		
c. Critical Issues for Team Consideration	June 2006		

BOARD/SUPERINTENDENT PRIORITIES
(Nov. 18th.)

ITEM G. ISSUE: Equity of Opportunity for All Students

1. Dual Credit Opportunities

- **Currently dual-credit classes beamed from CCSN to Nye Schools (All courses originate in Pahrump except English 102)**
 - **Business 101 (Gabbs, RM, THS)**
 - **Spanish 111 (Beatty)**
 - **Psych 101 (RM, THS)**
 - **Psych 203 Advanced General Psych – Substance Abuse (Sem. II.)**
 - **Psych Intro. To Abnormal Psych. 241 (THS)**
 - **Psych of Adolescence 234 (Sem. II.)**
 - **Financial Accounting 201 (THS)**
 - **Managerial Accounting 202 (Sem. II)**
 - **Intermediate Accounting 203 (Sem. II)**
 - **Digital Photography**
 - **Basic Digital Photography (Sem. II)**
 - **CNA (Beatty) N**
 - **Math 93 (Gabbs, THS) N**
 - **Bus Law I (Beatty, THS) N**
 - **Bus Law II (Sem. II)**
 - **English 100 (THS, Amargosa) N**
 - **Psych 101 (Amargosa) N**
 - **English 102 (From Beatty to PVHS and THS) N**
 - **Entrepreneurship and Innovation (Sem. II)**
 - **Survey of Electronics (Sem. II.)**

***N = Offered in the evening**

NOTE: School names in parenthesis indicate that students from that school are currently enrolled in that course.

- **CCSN is responsive and will offer courses upon suggestion. This assumes that there are enough students (typically 15) to offer the course.**
- **CCSN Director visits Northern sites about twice per month.**

2. Dual Credit Enrollment By School

- **Pahrump High** 224 enrollments (18% of student body)
- **Tonopah High** 11 enrollments (6.4% of student body)
- **Beatty High** 29 enrollments (23% of student body)
- **Rnd. Mtn. High** 27 enrollments (26% of student body)
- **Gabbs High** 8 enrollments (13.6% of student body)

3. Expansion of Educational Opportunities

- **The purchase of and the training in PLATO Learning Systems will enhance the ability of smaller Nye County schools with limited staff to offer courses.**
 - 25 “units” have been purchased, this allows 25 students to be “on the system” at any one time.
 - The start-up cost is significant, but once purchased each unit requires only a maintenance fee each year.
 - Training will be done this year and the system should be running by Semester II.
- **The district will apply for a state Advanced Placement grant that will provide funding for teachers and administrators to be trained in AP and Pre-AP.**
 - Pre-AP is a relatively new concept that allows “AP skills” to be taught at the middle school level, thus providing a cadre of students moving to the high school who are able to do AP work.
 - The grant is based on poverty level; Rosemary Clarke Middle School and Pahrump Valley High School have thus far been deemed eligible for funding.
 - The Pre-AP program will allow a rather solid “gifted and talented” program to be instituted at Rosemary Clarke Middle

School (Listed under Item 4. in Board/Superintendent Rank Ordered Priorities).

**ISSUES OF EQUITY AND CTE OFFERINGS IN DISTRICT
SCHOOLS (Items F.i. and G. in Board/Supt. Priorities)**

**CTE (Career and Technical Education) COURSES CURRENTLY
OFFERED (By School):**

Pahrump Valley High:

- Foods I and II
- Pro-Start Culinary
- Textiles I - II
- Computer applications
- PC Troubleshooting I-II
- HTML
- CISCO I-IV
- Graphics I – II
- Shop/Small engines
- Drafting I – II (CAD)
- Welding I - II
- Woods I – II (Not a CTE class, but quasi-vocational)
- Auto I (new course 2005-2006)
- Computer Literacy (Basic required course)
- Journalism
- Photography I-II

Number of CTE courses offered (not counting “Woods”) = 24
CTE courses offered as ratio to student population = 53:1

Tonopah High School:

- Foods I and II
- Pro-Start Culinary
- Textiles I – II
- Computer Applications I – II
- HTML
- Accounting
- Shop/Small engines

- Graphics
- Auto I
- Home Econ/Careers (1 semester each)
- Child development
- Welding I – II
- Computer literacy (basic required course)
- Journalism

Number of CTE courses offered = 18

CTE courses offered as ratio to student population =9.4:1

Beatty High School:

- Pro-Start Culinary
- Textiles I - II
- Home Econ.
- General Shop
- Intro to Shop
- Drafting I – II (CAD)
- Auto I – II
- Welding
- Media
- Accounting I
- Computer Literacy (basic required course)

Number of CTE courses offered = 14

CTE classes offered as ratio to student population =9:1

Round Mountain High School:

- Auto
- Drafting
- Building Trades
- Accounting I – II
- Business Office Procedures
- Graphics

- Woods (as above)
- Computer Literacy (basic required course)

Number of CTE courses offered = 8

CTE classes offered as ratio to student population = 13:1

Gabbs High School: (22 high school students)

- Computer Literacy (basic required course)

Number of CTE courses offered = 1

CTE courses offered as ratio to student population = 22:1

CTE courses offered by CCSN that are accessible at all sites:

- Intro to Business (Bus 101)
- Managerial Accounting (Acct 202)
- CNA (Certified Nurse Assistant) Beatty and Pahrump only
- Survey of Electronics
- Financial Accounting
- Intermediate Accounting
- Business Law I
- Business Law II
- Entrepreneurship and Innovation
- Digital photography

NOTE: Courses listed as I and II (Example: Graphics I-II) may be taught during the same class period, but are counted as separate course offerings.

NOTES AND THOUGHTS ON CTE OFFERINGS

- **In the past two (2) years the district has added Pro-Start Culinary (PVHS, THS, BHS), CNA (Certified Nurse Assistant) (BHS and PVHS), and Automotive (PVHS) programs through Carl Perkins Grant funds. Typical cost is \$80-95,000 plus staffing.**
- **CTE courses are capital intensive and costly, requiring considerable set-up costs and continuing supply costs.**
- **CTE courses require staffing by certified instructors in the field of study.**
 - **Typically an instructor would be part-time in specialized courses.**
 - **Costs would be for 1 or 2 class periods unless the instructor was full-time and all classes would be filled.**
 - **Instructors are difficult to find and certification can be difficult for non-teachers.**
 - **CTE courses are shown to have value to participants in nearly every statistical category (grad rate, proficiency rate of passing, grades, etc.)**
 - **CTE courses provide little “bang for the buck” in that they are very costly and serve few students.**

WALTHER, KEY, MAUPIN, OATS
COX & LEGOY
ATTORNEYS AT LAW
LAKESIDE PROFESSIONAL PLAZA
3500 LAKESIDE COURT
RENO, NEVADA 89509
P. O. BOX 30000
RENO, NEVADA 89520

TELEPHONE
(775) 827-2000
FACSIMILE
(775) 827-2185
JON J. KEY
OF COUNSEL

Paul J. Anderson, Esq.
E-Mail: panderso@waltherkey.com

December 23, 2003

Via Facsimile No. 775-727-7768
and First Class Mail

Raymond Ritchie
Business Services Manager
Nye County School District
Southern Administration Office
484 S. West Street
Pahrump, Nevada 89048

Re: Nye County School District Group Insurance Committee

Dear Ray:

On December 15, 2003, you and I had a telephone conversation wherein you presented certain issues to me pertaining to legal requirements placed upon the NCSD's insurance committee. Specifically, you were directed to inquire as to whether that committee is required to comply with the formalities of the Open Meeting Law, as set forth in NRS Chapter 241. During our conversation, I advised you that it was my understanding that any committee formed by the NCSD, which is composed of a body that meets for purposes of providing advice to the Board of Trustees, is in fact required to comply with the requirements of the Open Meeting Law.

I have now had an opportunity to research this issue further and it appears clear to me that my initial advice to you was correct. NRS 241.015 sets forth certain definitions which apply under the Nevada Open Meeting Law. A "public body" is defined at NRS 241.015(3) as including the following:

WALTHER, KEY, MAUPIN, OATS

COX & LEGOY

Raymond Ritchie

December 23, 2003

Page 2

Except as otherwise provided in this subsection, 'public body' means any administrative, advisory, executive or legislative body of the state or a local government which expends or disburses or is supported in whole or in part by tax revenue or which advises or makes recommendations to any entity which expends or disburses or is supported in whole or in part by tax revenue including, but not limited to, any board, commission, committee, subcommittee or other subsidiary thereof and includes an educational foundation as defined in subsection (3) of NRS 388.750 and a university foundation as defined in subsection (3) of NRS 396.405. 'Public body' does not include the legislature of the State of Nevada.

The NCS D's Insurance Review Committee is described in the Master Agreement between the NCS D and the NCCTA in Article XV under the heading "Health Insurance." Paragraph 15-1(2) requires that each year, prior to November 10, an "advisory only" Insurance Review Committee meet for purposes of reviewing the present health insurance plan terms and conditions for the possibility of change. That Committee recommends to the Board of Trustees and the Board of Directors of the NCCTA possible changes to the current health plan for the District. The Committee is comprised of eleven (11) members, including four teachers, four classified employees, two administrators and one Board member, the selection of which is left to each group to determine. Likewise, in the Master Agreement between the NCS D and the NCS SO at Article XV, the same Committee is briefly discussed.

Based upon the definition of a "public body," as set forth above, it is quite clear that the Insurance Review Committee must comply with the provisions of the Open Meeting Law, in all respects. The Committee is clearly an advisory committee of a local government (the school District) which makes recommendations regarding expenditures or disbursements of NCS D money. It is important to note that the provisions of NRS Chapter 241 only apply to the Insurance Review Committee when a quorum of the Committee or


WALTHER, KEY, MAUPIN, OATS
COX & LEGOY
Raymond Ritchie
December 23, 2003
Page 3

Subcommittee gathers to deliberate or make a decision. See, *Lewiston Daily Sun, Inc. v. City of Auburn*, 544 A.2d 335 (Me. 1988) and *Arkansas Gazette Co. v. Pickens*, 522 S.W.2d 350 (Ark. 1975). The Nevada Attorney General's Office has opined, in the "Nevada Open Meeting Law Manual" (8th Ed. 2000) that "...to the extent that a group is appointed by a public body and is given the task of making decisions for or recommendations to the public body, it would be governed by the Open Meeting Law...."

Based upon the above, the Insurance Review Committee for the NCSB must comply with the provisions of NRS Chapter 241 at all meetings formally held for purposes of carrying out their business. Accordingly, an Agenda should be prepared and properly posted in accordance with NRS Chapter 241, meetings should be held in a fashion which follows the Agenda, and which follows certain formalities, such as Roberts Rules of Order, or whatever formalities are generally used by the NCSB Board of Trustees in conducting their meetings, and minutes of the meetings must be kept and made available to the public if necessary.

If you should have any additional questions regarding this matter, please feel free to call at your convenience.

Sincerely yours,



Paul J. Anderson

PJA:lh

ing if a
d in its
is taxes
to state
Nevada

directors, whose discussions led to recommendations being made to the county development committee, where no motions or resolutions were presented during such staff meetings, there was no statute, ordinance or resolution by the county board or by the county development committee appointing the technical staff as a public body or subsidiary body, and where such periodic meetings or conferences of the staff were intended to provide more efficient service to the county development committee and to the county board whose meetings were held in compliance with the Open Meeting Law.

, 1999)
opment

pecific
Open

Office of
governor
multi-

However, when a public body delegates *de facto* authority to a staff committee to act on its behalf in the formulation, preparation, and promulgation of plans or policies, the staff committee stands in the shoes of the public body and the Open Meeting Law may apply to the staff meetings. *See News-Press Publishing Company v. Carlson*, 410 So. 2d 546 (Fla. Dist. Ct. App. 1982). (When governing authority of a hospital district delegated responsibility of preparation of a proposed budget to an internal budget committee, the open meeting law applied to the committee, even though it consisted of staff personnel.) Following the above principles, the Office of the Attorney General opined that the Open Meeting Law did not apply to internal staff meetings of an executive agency or interagency staff meetings except where a public body delegates policy formulation or planning functions to a staff committee and these policies or plans are the subject of foreseeable action by the public body. *See Letter Opinion to Mr. William A. Molini* dated February 11, 1985.

ctives,
agency
require
Dist.
sonnel

§ 3.04

Committees, subcommittees; advisory bodies

NRS 241.015(3) specifically includes committees, subcommittees, or subsidiaries thereof within the definition of a "public body." A committee or subcommittee is covered by the law whenever a quorum of the committee or subcommittee gathers to deliberate or make a decision. *Lewiston Daily Sun, Inc. v. City of Auburn*, 544 A.2d 335 (Me. 1988); *Arkansas Gazette Co. v. Pickens*, 522 S.W.2d 350 (Ark. 1975).

vis a
on an
Att'y

The Open Meeting Law does not define what a "committee, subcommittee or subsidiary thereof" is, so counsel for the public body should be consulted for a determination of whether the Open Meeting Law extends to a particular group of persons. Following the principles of the cases cited above and in § 3.03, to the extent that a group is appointed by a public body and is given the task of making decisions for or recommendations to the public body, the group would be governed by the Open Meeting Law.

staff
to a
where

NRS 241.015(3) specifically includes within the definition of public body an ". . . advisory . . . body of the state or a local government which expends or disburses or is supported in whole or in part by tax revenue or which advises or makes recommendations to any entity which expends or disburses or is supported in whole or in part by tax revenue. . . ."

paper
aff of
court
lar to
ment

For additional guidance, *see* OMLO 98-03 (July 7, 1998), where the Office of the Attorney General opined that a subcommittee informally appointed by the president of a school board was a public body as defined in NRS 241.015(3) where, even though the

subcommittee was not formally appointed, its members shared equal voting power, formed a consensus to speak to the school board with one voice, and the school board knew of its existence and treated it as a board subcommittee, and OMLO 98-04 (July 7, 1998) where the Office of the Attorney General opined that two school board members, while self-appointed and initially acting as individuals, became a public body as defined in NRS 241.015(3) when the school board began recognizing them as a subcommittee and encouraging them to meet with staff to formulate a school safety proposal to be presented to the board, after which they met as a collegial body with staff to form a proposal which was formally presented to the board in the name of the "School Safety Subcommittee." The Office of the Attorney General opined that formality in appointment is not the sole dispositive factor in determining what constitutes a public body under the Open Meeting Law, and informality in appointment should not be an escape from it; to hold otherwise would encourage circumvention of the Open Meeting Law through the use of unofficial committees.

§ 3.05 Commissions or committees appointed by Legislature

The Legislature is specifically excluded from the Open Meeting Law. NRS 241.015(3).

Since the Legislature, as a whole, is not governed, none of its various committees or subcommittees are governed by the law while the full Legislature is in session.

§ 3.06 Members-elect of public bodies

Although the literal language of the Open Meeting Law appears to limit its application to actual members of a public body, the Office of the Attorney General believes the better view is set forth in *Hough v. Stembridge*, 278 So. 2d 288 (Fla. Dist. Ct. App. 1973), where the court held that members-elect of boards and commissions are within the scope of an open meeting law. Otherwise, members-elect could gather with impunity behind closed doors and make decisions on matters soon to come before them in clear violation of the purpose, intent, and spirit of our Open Meeting Law. Application of the provisions of the statute to members-elect of public bodies is consistent with the liberal interpretation mandated for the Open Meeting Law. See OMLO 99-06 (March 19, 1999) and AG File Nos. 01-003, 01-008 (April 12, 2001).

§ 3.07 Specific examples of entities which have been deemed to be public bodies

The following entities have specifically been deemed to be public bodies as indicated.

Nevada Interscholastic Association See Question 7 to the sixth edition of this manual.

Board of Architecture See Attorney General Letter Opinion dated September 1, 1977

§ 6.01 General

The right of citizens to attend open public meetings is greatly diminished if they are not provided with an opportunity to know when the meeting will take place and what subject or subjects will be considered. One of the primary objectives of the Open Meeting Law is to allow members of the public to make their views known to their representatives on issues of general importance to the community. This type of communication would be impossible if the public were denied the opportunity to appear at the meeting through lack of knowledge that a meeting would be held.

Except in an emergency, written notice of all meetings of all public bodies must be posted in at least four places within the jurisdiction of the public body and mailed at least three working days before the meeting is to occur as specified below.

Details about how the notice is to be prepared, posted, and mailed are discussed below. **A sample form of a notice is included as Sample Form 1.** This sample is intended only as a sample, and public bodies may use whatever form or format they wish.

The public notice provisions of the Open Meeting Law are subject to the rule of substantial compliance, with a determination of such compliance being dependent on the circumstances of each individual case. *Stelzer v. Huddleston*, 526 S.W.2d 710 (Tex. Ct. App. 1975).

Additionally, notice must be given to individuals whose character, alleged misconduct, professional competence, or physical or mental health are to be considered at a meeting. *See* § 6.09.

Notice must also be given to individuals against whom the public agency is going to take certain administrative actions or from whom real property will be taken by eminent domain. *See* § 6.10.

§ 6.02 Contents of notice (See Sample Form 1)

NRS 241.020(2) requires that a meeting notice must include:

- The time, place, and location of the meeting.
- A list of locations where the notice has been posted. *See, e.g.,* OMLO 99-06 (March 19, 1999).
- An agenda consisting of:

- ✧ (1) A clear and complete statement of the topics scheduled to be considered during the meeting.
- ✧ (2) A list describing the items on which action may be taken and clearly denoting that action may be taken on those items.
- (3) A period devoted to comments by the general public, if any, and discussion of those comments. No action may be taken upon a matter raised under this item of the agenda until the matter itself has been specifically included on an agenda as an item upon which action will be taken.

In addition, it is recommended that the following items be included in a meeting notice or agenda, if appropriate:

- Members of the public body and employees must make reasonable efforts to assist and accommodate physically handicapped persons desiring to attend (NRS 241.020(1)), and there should be a statement that such reasonable accommodations will be made. It is helpful to include the name and telephone number of a person who may be contacted so arrangements can be made in advance to avoid last minute problems.
- If agenda items may be taken out of order, it should so state in the agenda.
- If reasonable time limits or other rules apply to any period devoted to public comment, such rules should be clearly stated on the agenda.

See § 7.02 of this manual for guidance in preparing the agenda.

§ 6.03 **Posting the notice**

A copy of the notice must be posted in at least four places not later than 9 a.m. of the third working day before the meeting.

It must be posted at the principal office of the public body, or if there is no such office, then at the building in which the meeting is to be held.

It must be posted at a minimum of three other separate, prominent places within the jurisdiction of the public body. NRS 241.020(3)(a). Thus a state agency must post in at least three prominent places within the state, and a local government must post in at least three prominent places within the jurisdiction of the local government (e.g., county, city, town, etc.).

The notices must be posted in "prominent" places. The statute does not define "prominent," and whether a notice is properly posted must be judged on the individual

October 19, 2005

TO: Rodney Pekarek,
Assistant Superintendent for School Services

FROM: Cameron McRae,
Director of Transportation

SUBJECT: Diesel and Gasoline Dispensing System

Rod,

Pursuant to our meeting on Tuesday, October 18, 2005, I am requesting that we take to the Board of Trustees, a request to fund, ASAP, the purchase and installation of a self contained, aboveground dual fuel dispensing system at our Woodchips, bus maintenance facility. In the mid to late 1990's the district abandoned (was removed by the county) the diesel fueling system at the Calvada maintenance yard, and signed on the State of Nevada system (Western Energetics) where we utilize the dispensing system at the Nye County yard in Pahrump.

This worked well until the maintenance moved to the Woodchips location. This added 4-7 miles to the buses when they needed to be fueled. Also, the number of users of this facility has created some additional waiting time when other vehicles are already at the pump. In addition, the higher volume of use of this facility has generated an ever increasing number of days, and portions of days that the system has been out of fuel or the pumps have been out-of-service. This last item in particular has been an issue raised by employees.

Towards the end of last school year, and into this school year, the cost to us on the State program has for unknown reasons, gotten to a level that moved me to start buying fuel at a local retailer, then applying for the tax rebate from the state. Here are today's net cost comparisons for diesel fuel:

Western Energetics	\$3.08	county pumps
Horizon Market	\$2.63	retail station
ICP INC. Direct Broker	\$2.45	our system
Haycock Bio-Diesel	\$2.25	our system

Fuel System
Oct 19, 2005
Page 2 of 2

As you can see, if we were to have our own storage / dispensing system, we could see a reasonable cost saving per month for the fuel alone. We are currently purchasing in Pahrump approx. 11,000 dollars of fuel per month of school operations. In addition to the basic fuel cost savings, we would immediately reduce the miles put on the vehicles just for not having to drive to and from the off-site pumps. Currently we check every morning the retail price, as it fluctuates sometimes daily. Sometimes it is higher than Western. Western prices change every Tuesday.

I have an estimate to purchase and install a complete dual fuel island aboveground storage and dispensing system for the Pahrump yard. It is One hundred ten thousand dollars (\$110,000.00).

Due to the volatility and uncertainty of future fuel prices, I could only offer a rough estimate on the pay off time for this investment. If the savings were to be \$.25 per gallon, we would see an \$18-20,000.00 dollar a year savings. If we can go to bio-diesel on the Clark County bid, this savings might double for the first two years.

In today's environment I believe that it would benefit the District to go back to having our own fueling capabilities. It opens more opportunities to satisfy our needs for fuel in as cost efficient way as possible.

I have a "draft" sketch of the proposed installation configuration for this system for review.

Please contact me should there be any question concerning this request.



67 SPECTRUM BLVD , LAS VEGAS, NV 89101
Phone 702-641-3127 Fax 702-641-3125



316 E 1400 S, SUITE A-2, ST. GEORGE, UT 84790
Phone 435-634-9557 Fax 435-656-2124

2450 S. 3200 W. SUITE #3 WEST VALLEY CITY, UT 84119
Phone 801-641-4141 Fax 801-947-0034

Quotation Revised: Dated 11-8-2005

Fuel System

Nye County School District
Attention: Cameron McRay
1900 S. Woodchips
Pahrump, NV 89048
Ph: 775-727-2443

Cameron:

Per your request, this quote is for the installation of a new fuel containment and dispensing system to include:

- (1) 15,000 Above Ground dual compartment tank, split 12K/3K with tank pad and bumper posts.**
 - (1) Fuel island with a (2) GASBOY 9100 series dual product, dual hose dispenser at 22gpm, and approximately 40' x 20' concrete slab, and light pole.**
 - (1) TOPKAT fuel management system**
- All necessary pumping, piping, and related equipment to be in compliance**

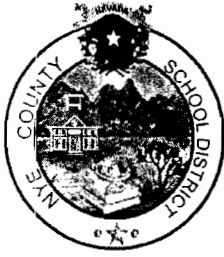
The total cost would be ONE HUNDRED AND TWELVE THOUSAND AND ONE HUNDRED AND FIFTY SEVEN DOLLARS (\$112,157.00), not including applicable taxes, freight, and shipping & handling for equipment which would total an additional SIX THOUSAND AND SIX HUNDRED AND SEVEN DOLLARS (\$6,607.00).

I have enclosed brochures on the tank, fuel dispenser and fuel management system. Please review and call me at your convenience regarding any questions you may have.

We very much appreciate the opportunity to quote this work for you and hope it meets with your approval. Please contact me if questions should arise or for contract completion.

Sincerely,
Jim Fitzgerald
Petro West, Inc dba Best Petroleum Services

Cell: 702-271-7089
Off: 702-641-3127
Fax: 702-641-3125



Nye County School District

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

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

BOARD OF TRUSTEES
Debbie Wescoatt, President
Tracie Ward, Vice Pres.
Dennis Keating, Clerk
Edna Jean Forsgren
Nicole Genet
Cindy Marcotte
Dawn Murphy

Dr. William E. "Rob" Roberts
Superintendent

Raymond Ritchie
Chief Financial &
Administrative Officer

Corr:164:05

November 1, 2005

MEMORANDUM

TO: Board of Trustees

FROM: Raymond Ritchie, Chief Financial & Administrative Officer

SUBJECT: Request Approval of JP Morgan Chase Bank, Commercial Card Classic Agreement

Please find enclosed a Commercial Card Classic Agreement with JP Morgan Chase Bank. We would like to request approval to this agreement.

Should you have any questions, please don't hesitate to call me.

RR:ro

Cc: Dr. Roberts, Superintendent
Kay Decker, Asst. Superintendent
Dale Norton, Asst. Superintendent
Rod Pekarek, Asst. Superintendent

COMMERCIAL CARD CLASSIC AGREEMENT

This Agreement is entered into this _____ day of _____, 2005, between JPMorgan Chase Bank, N.A. (the "Bank"), a national banking association, and Nye County School District, a Nevada Educational Institution (the "Customer").

1. *Commercial Card Classic System.* The Commercial Card Classic System (the "System") has been designed to process small purchases and to reduce the need to process vendor invoices and issue checks. Subject to the terms of this Agreement, the Bank and the Customer hereby agree that commencing on the date of this Agreement the Bank will provide the Customer with commercial cards and related services and the Customer will be able to use the commercial cards to purchase goods and services from any merchant that accepts MasterCard® credit cards. "Card" shall mean an account number assigned to the Customer and the related account and any card bearing such account number.

2. *Conditions Precedent.* Prior to the commencement of any service rendered by the Bank pursuant to this Agreement, the Customer shall:

A. Furnish to the Bank an attestation evidencing the Customer's authorization to execute and deliver this Agreement.

B. Designate in a mutually agreeable manner (1) officers, employees and agents authorized to use the Cards pursuant to the System and (2) limits and reporting structures applicable to use of such Cards. The Bank may rely upon any such designation or instructions received in such mutually agreeable manner until such time as the Bank shall have received notice to the contrary.

C. Establish, fund, and maintain demand deposit account at a financial institution, account number 000220058507, account name: Nye County School District, financial institution name: Bank of America, ABA #026009593, which shall be utilized in connection with the settlement of obligations owed by the Customer to the Bank or by the Bank to the Customer (the "Account").

3. *Obligations of the Bank.* In connection with the Customer's participation in the System, the Bank shall:

A. Issue Cards to employees and/or agents of the Customer ("Cardmembers") designated by an Authorized Person. The Cards are non-transferable, non-assignable and shall remain the property of the Bank.

B. Implement the purchase limits (the "Purchase Limits") specified by the Customer from time to time and accepted by the Bank. The Purchase Limits and any changes to the Purchase Limits must be in writing or by such other method as may be mutually agreed upon by the Bank and the Customer. Changes to the Purchase Limits shall be effective when the Bank has had a reasonable opportunity to act thereon.

C. Provide the Customer with the reports and the daily transactions data (the "Daily Data File") by such method as the parties may agree.

4. *Obligations of the Customer.* In connection with the Customer's participation in the System, the Customer shall:

A. Designate at least ten (10) Cardmembers, specify Purchase Limits for the Cardmembers, and notify the Bank of any changes of the Cardmembers or in the Purchase Limits applicable to Cardmembers in a manner acceptable to the Bank.

B. Pay the Bank the amount of all transactions billed to a Corporate Account made using any Card. The Customer shall make payment monthly for all transactions posted to a Corporate Account as reflected on a periodic invoice during a cycle within twenty-five days of the cycle date or if such day is a Saturday, Sunday or a Bank holiday, the next business day (the "Payment Date"). The Customer authorizes the Bank to transfer funds to the Bank in the amount of the payment due on the Payment Date by debiting the Account. The

Customer agrees to deposit into, transfer to, or maintain on deposit in the Account immediately available and collected funds in an amount sufficient to fund those transactions and related fees which may be charged against the Account. If such Account does not contain immediately available and collected funds in an amount sufficient to fund such payment due, then the amounts outstanding shall bear interest, from the first day after the Payment Date to the date on which the Bank receives such payment in full, at a per annum rate equal to the rate of interest as announced from time to time by the Bank or its parent as its prime rate of interest which is not necessarily the lowest rate charged to its customers (the "Prime Rate") plus 2% per annum, changing when and as such Prime Rate changes. Such interest shall be calculated on the average daily outstanding balance for each day during such period and on the basis of a 360-day year.

C. Immediately notify the Bank by telephone of any lost, stolen, misappropriated or improperly used Cards or any Cards which the Customer no longer requires in its operation. The Customer shall not be liable for charges made with a Card after the Bank is notified that the Card has been lost, stolen, misappropriated or improperly used. The Customer shall use its best efforts to collect and destroy any Cards it no longer requires in its operations. The Customer shall not be liable for charges waived under the MasterCard® Liability Protection Program attached hereto as Exhibit A.

D. Notify the Bank in writing or by phone of any disputed or unauthorized transaction within sixty (60) days of the last day of the Cycle during which such transaction is charged to the Customer. "Cycle" shall mean the monthly period ending on the same day each month, or, if that day is a Saturday, Sunday or any Processor (as hereinafter defined) holiday, the following business day. If the Customer is liable to the Bank for such transaction pursuant to this Agreement, the Bank will use reasonable efforts to assist the Customer in attempting to obtain reimbursement from the Merchant; provided, however, that the Customer understands that if it is using Cards assigned to a department, rather than in a Cardmember's name, it is waiving certain dispute rights with respect to such department, where a Cardmember's signature is required according to the MasterCard chargeback policy. Cards assigned to a department will not receive the following MasterCard benefits: MasterCard® Liability Protection insurance, MasterCard® Insurance Coverage, MasterCard Assist Medical Protection®. The following MasterCard benefits are available with a department card: MasterCard® Travel Assistance, MasterCard® Roadside Service, MasterCard® Referral Service. If the Bank is liable to the Customer for such transaction pursuant to this Agreement, the Customer will use its reasonable efforts to assist the Bank in attempting to obtain reimbursement from the Merchant. The Bank shall not be liable for any transaction where notice of the disputed or unauthorized transaction is received from the Customer more than sixty (60) days after the last day of the Cycle during which such transaction is charged to the Customer. The Customer shall not make a claim against the Bank or refuse to pay any amount because the Customer or the person using the Card may have a dispute with any Merchant as to the goods or services purchased from such Merchant which has honored the Card for that purchase.

E. Not exceed the Credit Limit; provided, that if the Customer exceeds the Credit Limit, the Customer shall pay all amounts exceeding the Credit Limit. As used herein Credit Limit means, the upper limit established for an extension of credit that the Bank may authorize in connection with this program under this Agreement.

F. Upon request, provide the Bank with copies of its annual reports, Form 10-K filings and 10-Q filings within fifteen days (15) after such information is made publicly available and with such additional information and documents as the Bank may reasonably request.

G. Use the Cards established pursuant to this Agreement for procurement purchases, travel and entertainment, cash advances, and for purchases with Merchants that accept MasterCard credit cards. Cards authorized for travel and entertainment will be entitled to travel accident and lost luggage insurance benefits, and the travel and entertainment features described in the MasterCard® Travel Assistance Services brochure.

H. Retain the applications (paper or electronic) for any Card when such application is not provided to the Bank for a period of two (2) years after the application has been received and acted upon.

5. *Representations and Warranties of the Customer.* As of the date hereof, and the date of each transaction hereunder, the Customer represents and warrants to the Bank that:

A. The Customer is duly organized, validly existing and in good standing under the laws of its jurisdiction of organization and has all requisite authority to conduct its business in each jurisdiction in which its business is conducted.

B. The execution and delivery by the Customer of this Agreement and the performance of its obligations hereunder have been duly authorized by proper organizational proceedings, and this Agreement constitutes the legal, valid and binding obligation of the Customer enforceable against the Customer in accordance with its terms.

C. To the best of its knowledge, neither the execution and delivery by the Customer of this Agreement, nor the consummation of the transactions herein contemplated, nor compliance with the provisions hereof (i) will violate any law, rule, regulation, order, writ, judgment, injunction, decree or award binding on the Customer, (ii) will violate the Customer's organizational documents or (iii) will violate materially the provisions of any indenture, instrument or agreement to which the Customer is a party or is subject, or by which it, or its property, is bound, or conflict with or constitute a default thereunder. No order, consent, approval, license, authorization, or validation of, or filing, recording or registration with, or exemption by, any governmental or public body or authority, or any subdivision thereof, is required to authorize, or is required in connection with the execution, delivery and performance of, or the legality, validity, binding effect or enforceability of, this Agreement.

D. The Cards to be issued under this Agreement are substitutes for an accepted credit card or will be issued in response only to a written request or application for such Card, by a prospective Cardmember, which the Customer has obtained in accordance with the requirements of Section 226.12(a) of Regulation Z of the Federal Truth in Lending Act.

6. *Fees.* The Customer agrees to pay the fees and charges incurred by the Customer as specified by the Bank, from time to time, on a monthly invoice. The fees initially applicable are specified in Exhibit B attached hereto. The Bank may change the fees and charges payable by the Customer at any time provided the Bank notifies the Customer at least thirty (30) days prior to the effective date of the change. The schedule of fees reflects the cost for services agreed to for this Program. Should there be a need to perform other services, not included in Exhibit B, the Customer agrees to pay the fee associated with that service.

7. *Termination.* This Agreement shall have an initial term of three (3) years from the date first written above unless otherwise terminated pursuant to the provisions of this paragraph. Thereafter, this Agreement shall be successively renewed for three-year terms upon the anniversary of its effective date. Notwithstanding the foregoing, either party may terminate this Agreement at any time for any reason and the Bank may refuse to allow further transactions or revoke any or all of the Cards at any time and for any reason. In the event this Agreement is terminated for any reason, the Customer shall immediately pay all amounts owing under this Agreement, without set-off or deduction, and destroy all physical Cards furnished to Cardmembers. The Customer shall be liable as provided in this Agreement for any charges made through use of the Cards. Sections 4.B, 4.C, 4.D, 4.E, 4.G, 4.H, 6, 7, 8, 10, 11.C, 11.D, 11.E, 11.F, 11.G, 11.H and 11.J shall survive the termination of this Agreement. In the event collection is initiated by the Bank, the Customer shall be liable for payments of reasonable attorneys' fees, including but not limited to reasonable in-house counsel fees incurred by the Bank.

8. *Limitation of Liability.* The Bank will be liable only for direct damages if it fails to exercise ordinary care. The Bank shall be deemed to have exercised ordinary care if its action or failure to act is in conformity with general banking usages or is otherwise a commercially reasonable practice of the banking industry. The Bank shall not be liable for any special, indirect or consequential damages, even if it has been advised of the possibility of these damages. This provision shall survive termination of this Agreement as to matters that occurred during its terms.

9. *Notices.* All notices and other communications required or permitted to be given under this Agreement shall be in writing except as otherwise provided herein and shall be effective on the earlier of the date on which such notice is actually received by the party to which addressed or three days after such notice has been deposited in the United States mail, postage prepaid. All notices shall be sent to the address set forth below or such other address as specified in a written form from one party to the other.

To the Bank: JPMorgan Chase Bank, N.A.
300 South Riverside Plaza, Suite 1L1-0199
Chicago, Illinois 60670-0199
Attn: Corporate Card Services

Copy to : JPMorgan Chase Bank, N.A.
2500 Westfield Drive
Elgin, Illinois 60123
Attn: Commercial Card Services

To the Customer: Nye County School District
484 South West Street
Pahrump, Nevada 89048
Attn: Raymond Ritchie

10. *Data Processing.*

A. Data processing services will be provided by one or more third party processors retained by the Bank to assist by providing processing services in connection with the System (the "Processor"). The Bank is hereby authorized to provide Information from the System to any Processor and any other third party in connection with this Agreement.

B. "Authorize" or "Authorization" shall mean the approval of a purchase transaction for which a MasterCard merchant (the "Merchant") has requested authorization, in accordance with the Purchase Limits specified by an Authorized Person. The Customer understands that Cardmembers will be able to use the Cards for, and the Customer will be liable for, certain transactions where Authorization is not required by the MasterCard system (e.g., transactions which are under the floor limit set for the Merchant) and that such transactions may exceed or violate the Purchase Limits specified by the Customer. The Purchase Limits shall be deemed to have been followed when Authorization occurs at a Merchant classified on the MasterCard system as having a merchant classification code defined as acceptable by a Cardmember's Purchase Limits even if the merchant classification code has been incorrectly assigned or when a Merchant is not required to obtain Authorization. The Customer understands that if any Processor's Authorization system is not working, all transactions will be declined Authorization.

C. During the course of this Agreement it may be appropriate and necessary for the Bank and any Processor, to have access to certain confidential business information ("Information"), particularly purchase transaction information, and the identity, telephone numbers or mailing address and other personal identifying information of any Authorized Person or Cardmember. Accordingly, the Bank agrees, and the Bank agrees to request any Processor to agree, to consider the Information as confidential and to take all reasonable precautions to prevent disclosure of the Information to third parties and not to use the Information without the Customer's consent. This confidentiality provision shall extend to any Information the Bank and any Processor may learn, observe or otherwise obtain concerning the Customer incidental to the performance during the course of this Agreement. The Bank may also provide, without any limitation, any Information to its parent, or any of its subsidiaries or affiliates or their successors. This provision shall not prevent the Bank from disclosing any Information to its regulatory authorities or pursuant to subpoena or other legal process.

11. *Miscellaneous.*

A. If any provision in this Agreement is held to be inoperative, unenforceable or invalid, such provision shall be inoperative, unenforceable or invalid without affecting the remaining provisions, and to this end the provisions of this Agreement are declared to be severable.

B. The terms and provisions of this Agreement shall be binding upon and inure to the benefit of the Customer and the Bank and their respective successors and assigns. This Agreement, or any of the rights or obligations hereunder, may not be assigned by the Customer without the prior written consent of the Bank. In

no event shall the Customer be relieved of liability to the Bank arising hereunder unless and until a purchaser, transferee, assignee or other successor in interest to the Customer's business shall expressly assume such liability in writing and the Bank accepts such assumption of liability in writing, which acceptance by the Bank shall be solely within the Bank's discretion.

C. The Bank shall not be held responsible for any act, failure, event or circumstance addressed herein if such act, failure, event or circumstance is caused by conditions beyond its reasonable control.

D. This Agreement embodies the entire agreement and understanding between the Customer and the Bank and supersedes all prior agreements and understandings between the Customer and the Bank relating to the subject matter thereof. All representations and warranties of the Customer contained in this Agreement shall survive the execution of this Agreement and consummation of the transactions contemplated hereunder.

E. Without limiting the rights of the Bank under applicable law, the Customer authorizes the Bank to apply or offset any sums standing to the credit of the Customer with any office branch, subsidiary or affiliate of the Bank to the payment when due of any amount owing by the Customer under this Agreement.

F. This Agreement may be amended or waived only by notice to the Customer in writing from the Bank. All remedies contained in this Agreement or by law afforded shall be cumulative and all shall be available to the parties hereto.

G. Anything contained in this Agreement to the contrary notwithstanding, the Bank shall not be obligated to extend credit to the Customer in violation of any limitation or prohibition imposed by applicable law.

H. Any taxes (excluding federal and state income taxes on the overall net income of the Bank) or other similar assessments or charges payable or ruled payable by any governmental authority in respect of the Agreement or the transactions contemplated hereunder shall be paid by the Customer together with interest and penalties, if any.

I. Section headings in this Agreement are for convenience of reference only, and shall not govern the interpretation of any of the provisions of the Agreement. The words "hereof", "herein", and "hereunder" and words of similar import when used in this Agreement shall refer to this Agreement, as it may be amended or modified from time to time, as a whole and not to any particular provision of this Agreement. The terms defined in this Agreement have the meaning assigned to them in this Agreement and include the plural as well as the singular.

J. If a purchase or cash advance is made in a foreign currency, it will be converted by MasterCard into U.S. Dollars by using its currency conversion procedure. The currency conversion rate that MasterCard typically uses is either a wholesale market rate or a government-mandated rate provided to MasterCard increased by a percentage (currently 1%). The currency conversion rate that MasterCard uses for a particular transaction is the rate MasterCard uses for the applicable currency when the transaction is processed. This rate may differ from the rate in effect when the transaction occurred or when it was posted to the cardholder's account. The Customer understands that the Bank does not determine the currency conversion rate used and does not receive any portion of the currency conversion rate.

K. Payments under this Agreement shall be made in U.S. dollars.

L. This Agreement may be signed in one or more counterparts, each of which shall be an original, with the same effect as if the signatures were upon the same Agreement. This Agreement shall become effective as of the date first appearing above when each of the parties hereto shall have signed a counterpart hereof.

M. *USA Patriot Act Disclosure.* The USA Patriot Act requires the Bank to obtain, verify and record information that identifies each business or person that opens a new account. By signing this Agreement the Customer agrees to provide and consents to the Bank obtaining, if necessary from third parties, Cardmember's name, residential address, date of birth and social security number to verify Cardmember's identity.

N. CHOICE OF LAW. THIS AGREEMENT SHALL BE GOVERNED BY AND CONSTRUED IN ACCORDANCE WITH THE INTERNAL LAWS (AND NOT THE LAW OF CONFLICTS) OF THE STATE OF OHIO, BUT GIVING EFFECT TO FEDERAL LAWS APPLICABLE TO NATIONAL BANKS.

JPMORGAN CHASE BANK, N.A.

NYE COUNTY SCHOOL DISTRICT

By

By

Name

Name

Title

Title

Customer Attestation:

The undersigned, a duly authorized officer or representative of the Customer, does hereby certify that the Customer has been duly authorized to enter into and perform this Agreement and that the person signing above on behalf of the Customer, whose execution of this Agreement was witnessed by the undersigned, is an officer, partner, member or other representative of the Customer possessing authority to execute this Agreement.

By:

—

Name:

Title:

*Note: The person signing the attestation shall be someone different from the person signing above on behalf of the Customer.

H:\FMS\Card\Compliance\Credit\Documents\CLASSIC...2002.DOC

EXHIBIT A

MASTERCOVERAGE® LIABILITY PROTECTION PROGRAM GUIDE

(separate document sent electronically)

EXHIBIT B

NYE COUNTY SCHOOL DISTRICT INCENTIVES & FEES

DEFINITIONS

"Average Transaction Size" means Charge Volume divided by the total number of transactions included in the calculation of Charge Volume for any given period.

"Charge Volume" means total US dollar charges made on a Bank Commercial Card, net of returns, and excluding cash advances, convenience check amounts, and fraudulent charges.

"Credit Losses" means all amounts due to Bank in connection with any Card that Bank has written off as uncollectable, excluding Fraud Losses.

"Fraud Losses" means all amounts due to Bank in connection with any Card that Bank has written off as uncollectable as a result of a card being lost, stolen, or compromised.

"Losses" means all Credit Losses and Fraud Losses.

"Settlement Terms" means the combination of the number of calendar days in a billing cycle and the number of calendar days following the end of a billing cycle to the date the payment is due. Settlement Terms are expressed as X & Y, where X is the number of calendar days in the billing cycle and Y is the number of calendar days following the end of a billing cycle to the date the payment is due.

"Speed of Payment" means the Fileturn minus half the number of calendar days in the billing cycle, as specified in the Settlement Terms.

REBATES

Volume Rebate

Bank will pay the Customer a rebate based on the annual Charge Volume achieved according to the following schedule. The rebate will be calculated as the Rebate Rate times the annual Charge Volume.

Annual Charge Volume	Rebate Rate
\$ 1,000,000	0.30%
\$ 2,000,000	0.35%
\$ 3,000,000	0.40%
\$ 4,000,000	0.48%
\$ 5,000,000	0.55%
\$ 6,000,000	0.59%
\$ 7,000,000	0.63%
\$ 8,000,000	0.67%
\$ 9,000,000	0.70%
\$ 10,000,000	0.73%
\$ 11,000,000	0.75%
\$ 12,000,000	0.77%
\$ 13,000,000	0.79%
\$ 14,000,000	0.80%
\$ 15,000,000	0.81%

Individual Bill and Individual Pay Rebate Adjustment

For travel Charge Volume that is individually billed and individually paid, subtract 0.05%.

OPTIONAL REBATE QUALIFIER

Speed of Payment Adjustment

The Bank will pay Customer an additional rebate based on its average Speed of Payment throughout the year. If, on average, payment for the prior period full balance is received 14 days from cycle end a speed-to-pay escalator of 0.10% will be earned.

General Rebate Terms

Rebates will be calculated annually in arrears. Rebate amounts are subject to reduction by all Losses. If Losses exceed the rebate earned for any calendar year, Bank will invoice the Client for the amount in excess of the rebate, which amount shall be payable within 14 days. Upon termination of the Program, the Losses for the six-month period immediately preceding the termination will be deemed to be equal to the Losses for the prior six-month period. If the Client is participating in more than one program, Bank reserves the right to offset any losses from one program against any rebate earned under any other program.

Rebate payments will be made in the first quarter for the previous calendar year via Automated Clearing House ("ACH") credit to an account designated by the Client.

To qualify for any rebate payment, all of the following conditions apply.

- a. Settlement of any centrally billed account(s) must be by automatic debit.
- b. Payments must be received by Bank in accordance with the Settlement Terms. Delinquent payments shall be subject to a Finance Charge as specified below. Settlement Terms are 30 & 25.
- c. The Average Transaction Size must be greater than \$100 for the calendar year.
- d. The Client must maintain investment grade ratings with S&P and Moody's or a satisfactory Bank credit risk rating (investment grade equivalent) as of December 31 each year.
- e. Account(s) must be current at the time of rebate calculation and payment.

FEES

Annual Card Fees*

*(Assessed in January based on prior year spend; 10-card minimum required)

Less than \$500,000 annual Charge Volume	Waived
Greater than or equal to \$500,000 annual Charge Volume	No charge

Incidental Fees

Plastic Design (assessed per order)	
Standard	No Charge
Graphix Card Design (one standard color)*	\$350 per side per proof
*(Available only for programs with 20 or more cards)	
Copy Retrieval Fee (applies only to non-disputed items)	\$8.00 per receipt
FAST Card (24-hour card replacement)	\$20 per card
Cash Advance	2% (\$3.00 minimum)
Finance Charge Rate (applies only to past due accounts)	Prime Rate + 2%

Reporting Fees

Smart Data OnLine – Monthly Subscription Fee	Waived
--	--------

Cardholder Fees (applies to individual billing only)

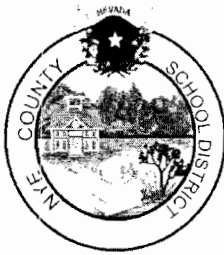
Late Payment Fee	\$15 per Card per past due payment by Cardmember
Returned Check Fee	\$15 per Cardmember check returned
Finance Charge Rate (applies only to past due accounts)	Prime Rate + 6.4%

Data File Fees (T&E Expense System or ERP System)

Set Up Fee	\$300 per program
Monthly Fee	\$50 per program per month

Other

Should Customer request services not in this schedule, Customer agrees to pay the fee associated with such service.



Nye County School District

Office of the County Superintendent

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

Southern Administration Office

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

Dr. William E. "Rob" Roberts
Superintendent

BOARD OF TRUSTEES

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

Raymond Ritchie
Chief Financial &
Administrative Officer

Corr:165:05

November 1, 2005

MEMORANDUM

TO: Board of Trustees

FROM: Raymond Ritchie, Chief Financial & Administrative Officer

SUBJECT: Request Approval of Bank of America - Customer Agreement for Commercial Automated Investment Account

Please find enclosed a Customer Agreement for Commercial Automated Investment Account with Bank of America. We would like to request approval to this agreement.

Should you have any questions, please don't hesitate to call me.

RR:ro

Cc: Dr. Roberts, Superintendent
Kay Decker, Asst. Superintendent
Dale Norton, Asst. Superintendent
Rod Pekarek, Asst. Superintendent



Bank of America, N.A.

**Customer Agreement for Commercial
Automated Investment Account**

(the "Customer") and Bank of America, N.A. ("Bank of America") hereby agree to establish one or more Commercial Automated Investment Accounts (each, an "Investment Account") for the Customer upon the following terms:

- 1. The Customer Agreement.** This Customer Agreement for Commercial Automated Investment Account, together with each Investment Selection Form for the investment options selected by the Customer (each, an "Investment Option") and each Secondary Investment Addendum completed by the Customer, if any, comprise the "Agreement".
- 2. Checking Account.** For each checking account which the Customer maintains in its name with Bank of America and identifies on an Investment Selection Form (a "Checking Account"), Bank of America will establish in the Customer's name a commercial automated investment account ("Investment Account"). For the investment described in a given Investment Selection Form (the "Investment"), the Customer may maintain more than one Checking Account. Each Checking Account is governed by the terms and conditions set forth in the Bank of America Deposit Agreement and Disclosures, as amended from time to time.
- 3. Investment of Excess Funds.** Beginning a reasonable time after the date Bank of America receives both this Agreement, properly executed by the Customer, and a certificate confirming the Customer's authority to enter into the Agreement, amounts from each Checking Account will be transferred to and from its specified Investment in accordance with the following procedures:
 - a.** At the end of each banking day, upon the completion of the process of posting, Bank of America will determine the amount by which the collected balance in each Checking Account exceeds its respective target collected balance ("Target Balance") established jointly by Bank of America and the Customer. The initial Target Balance for each Checking Account is set forth in its respective Investment Selection Form(s). The amount by which the collected balance in the Checking Account at the end of each banking day exceeds the Target Balance for such Checking Account (as adjusted from time to time) is hereinafter called the "Excess Funds Amount". Subject to the terms in subparagraph b for Money Market Fund and Repurchase Agreement Investments, the Excess Funds Amount will be applied to the Investment.
 - b.** Money Market Funds and Repurchase Agreements have cut-off times for the placement of purchase and redemption/repurchase orders that are earlier than Bank of America's close of business. In order to provide same-day investment of your excess funds in a Money Market Fund or Repurchase Agreement Investment Option, Bank of America must place, on behalf of all customers investing in a particular Investment Option through their respective investment accounts and on behalf of itself, an aggregate net purchase or redemption order for Money Market Fund shares and/or an aggregate net purchase or repurchase order for securities underlying a Repurchase Agreement before the close of Bank of America's business day. Bank of America then will allocate the individual purchase and redemption/repurchase amounts of each such customer as of the close of business, when the final collected Checking Account balances of each customer are determined for that business day.

Accordingly, for the Customer and all other customers investing in a Money Market Fund and/or a Repurchase Agreement through an investment account, Bank of America will set a daily cut-off time at which time it will estimate the amount by which, for each banking day, the anticipated collected balance in each Checking Account as of the completion of the process of posting at the end of the banking day (the "Anticipated Collected Balance") will exceed or fall below its respective Target Balance.

If the Anticipated Collected Balance exceeds the Target Balance, Bank of America will add the amount of the excess to its net purchase (or deduct it from its net redemption or net repurchase, as the case may be) for that banking day.

00-35-2212NSB

If the Anticipated Collected Balance is less than the Target Balance, Bank of America will deduct the amount of the difference, up to the amount of Customer's then current Money Market Fund or Repurchase Agreement balance, as the case may be, from its net purchase (or add it to its net redemption/repurchase) for that banking day. Bank of America, in its sole discretion, will also include in its daily net transaction for each Money Market Fund and for Repurchase Agreements an additional amount which will serve as a reserve against underestimation of the aggregate of Anticipated Collected Balances from all customers investing in such Money Market Fund or Repurchase Agreements through investment accounts (the "Residual Amount"). Individual customer purchase and redemption/repurchase amounts are then allocated by Bank of America after the close of each banking day in accordance with the following procedures.

Following the close of each banking day, Bank of America will determine the amount by which the actual collected balance in a Checking Account is greater or less than its respective Target Balance. The amount by which the business day-end collected Checking Account balance exceeds the Target Balance will be treated as the Customer's Money Market Fund or Repurchase Agreement purchase for the respective Checking Account for that day (the "Excess Funds Amount") and will be added to the Customer's Investment balance for such Checking Account. If the Customer's business day-end collected Checking Account balance is less than its respective Target Balance, the amount of the difference, up to the Customer's available Money Market Fund or Repurchase Agreement balance, will be treated as the Customer's Money Market Fund redemption or Repurchase Agreement repurchase, as the case may be, for the respective Checking Account for that day and will be subtracted from the Customer's Investment balance.

c. In the event that Bank of America's aggregate purchase of Money Market Fund shares or underlying securities for Repurchase Agreements, including the Residual Amount and net of any redemptions or repurchases, as the case may be, is insufficient to cover the aggregate of the Excess Funds Amounts for all customers investing in such Investment Option on such banking day, the amount of the difference will be proportionately allocated among customers by Bank of America as reductions in the amount of each customer's purchase order that banking day. (If the Customer has multiple Investments in such Investment Option, such allocation to the Customer will then be allocated pro rata among its related Investment Accounts.) Any such deducted amount will not be invested in the Investment Option or earn dividends or interest that banking day. In the event that the respective Residual Amount exceeds the amount necessary to cover all customer purchases of Money Market Funds or Repurchase Agreements on any banking day, Bank of America will hold the remainder amount for its own account.

d. The Customer understands and agrees that a Target Balance may be adjusted from time to time with the mutual consent of the Customer and Bank of America. Bank of America will notify the Customer of any Target Balance adjustment.

e. If the Customer designates two or more Checking Accounts for investment in one or more Investment Options, Bank of America will aggregate each day the Excess Funds Amounts for those Checking Accounts for purposes of determining the tiered net interest/dividend rate which will be paid to the Customer on each Investment, even if each Investment is made in a different Investment Option. Such aggregation is for interest/dividend rate calculation purposes only. The Excess Funds Amount of each such Checking Account will still be invested in a separate Investment.

With multiple Checking Accounts being invested, the Customer must specify, on an Investment Selection Form for an Investment Option in which one of the Checking Accounts is being invested, a "Master Account" for which Bank will issue a consolidated monthly statement reflecting the aggregate Excess Funds Amounts for all such Checking Accounts. The Customer must still complete a separate Investment Selection Form for each Investment Option selected by the Customer.

f. The Customer may elect to have the Excess Funds Amount for any given Checking Account split between investments in two different Investment Options. The Customer must designate such Checking Account on the Investment Selection Forms for both Investment Options and must complete a Secondary Investment Addendum indicating the primary and secondary Investment Options. In the Form for the primary Investment Option, the designation must indicate that the Excess Funds Amount will first be invested in such Option but only up to a specified maximum amount. The amount of the Excess Funds Amount exceeding each specified maximum will be

invested in the designated secondary Investment Option.

Such a split investment will constitute two separate Investments, each with its separate investment confirmation. Investment of the Excess Funds Amount for a given Checking Account may not be split more than two ways and may not, in any event, be split between two or more Money Market Fund Investments.

g. The Customer authorizes Bank of America to purchase and liquidate or redeem an Investment as provided in its respective Investment Selection Form and this Agreement and transfer the proceeds of any whole or partial liquidation or redemption of such Investment to its respective Checking Account.

4. Yield. The interest rate (for Repurchase Agreements and Eurodollar deposits) or dividend rate (for Money Market Funds) to be paid to the Customer on any Investment will be the opening overnight \$5,000,000 rate established each day by Bank (the "Base Rate"), less the Bank remuneration percentage as it may change from time to time.

The Base Rate will be set by Bank each morning, and will be an approximation of the rate Bank expects to pay on overnight \$5,000,000 transactions in the Investment Option purchased that day in local financial markets. In the case of the Repurchase Agreement Investment Option, the interest rate paid to the Customer is not that of the underlying security, and any and all interest paid on the underlying securities will accrue to the benefit of Bank and not to the Customer. Any gain or loss in the market value of the underlying securities in such case will inure solely to the benefit or detriment of Bank.

5. Amendment Upon Notice. Bank of America has the right to amend this Agreement at any time, provided that any such amendment will take effect on the 10th day following the mailing by Bank of America by regular mail to the Customer of a notice of the terms of such amendment.

6. Assignment. This Agreement may not be pledged, transferred or assigned by the Customer, but may be assigned by Bank of America.

7. Best Efforts to Invest and Liquidate. Bank of America will have no liability to the Customer for lost income or otherwise if Bank of America is unable in its best efforts, to invest the Excess Funds Amount, to liquidate or redeem an Investment pursuant to this Agreement, or because of the unavailability of any Investment or for any other reason. For Money Market Fund and Repurchase Agreement Investments, Bank of America will utilize such methodologies as it may deem necessary or appropriate in its sole discretion from time to time to estimate the amount of Anticipated Collected Balances. However, Bank of America shall have no liability for any under-investment of Customer funds resulting from its estimation of Anticipated Collected Balances.

8. Service Fee. The Customer agrees to pay Bank of America a monthly fee in an amount as set forth in Bank of America's fee schedule as it may change from time to time.

9. Termination. Either the Customer or Bank of America may terminate this Agreement. Termination by the Customer shall be effective two business days after written notice of termination is received by Bank of America. Termination by Bank of America shall be effective two business days after written notice is hand-delivered or mailed registered or certified mail, or by special courier, postage prepaid, to the Customer's address contained at the end of this Agreement.

10. Authority. The Customer represents and warrants to Bank of America that all necessary corporate or other action required to authorize the Customer to enter into this Agreement has been taken, and is evidenced by the certificate attached to this Agreement, that the undersigned individual has full authority to execute this Agreement on behalf of the Customer, and that the execution and performance of this Agreement does not contravene the Customer's charter, bylaws, partnership agreement, or any agreement to which the Customer is a party or by which it is bound. Bank of America represents and warrants to the Customer that necessary corporate or other action has been taken to authorize this Agreement, the undersigned individual has full authority to execute this Agreement on Bank of America's behalf, and this Agreement does not contravene its charter or by-laws.

[Adviser - M]

11. Customer acknowledges that Customer is not relying on any communications (written or oral) by Bank of America or any of Bank of America's officers, employees or agents as investment advice or as a recommendation to enter into an Investment, it being understood that information and explanations related to the terms and conditions of any Investment shall not be considered investment advice or a recommendation to purchase such Investment. No communication (written or oral) received from Bank of America shall be deemed to be an assurance or guarantee as to the expected results of the Investment.

12. The Customer's funds that are invested in an Investment are not a deposit and are not insured by the Federal Deposit Insurance Corporation. The Investment is subject to investment risk, including possible loss of the principal amount invested.

13. Indemnification and Liability. If Bank of America refers this Agreement to its attorneys for collection or enforcement, the Customer shall pay Bank of America's attorneys' fees and other costs of collection or enforcement. The Customer shall indemnify, defend and hold Bank of America harmless from and against any and all claims of any person which might arise or result from, or in any way relate or pertain to, actions taken or not taken by Bank of America pursuant hereto. Bank of America shall not be liable for any failure to perform or delay in the performance of the services provided for under this Agreement due to any causes beyond its control, including, but not limited to, riots, fires, floods, acts of God or public enemies, degradation or interruption of telephone or other communication service, utility power outages or surges, or unusually severe weather conditions. The Customer agrees that Bank of America shall not be liable on account of any action, omission or information in connection with any Investment, except for Bank of America's gross negligence or willful misconduct.

14. Monthly Investment Account Statement. Bank of America will furnish to the Customer monthly statements of each Investment Account. The Customer agrees that the form and timing of the periodic statements are acceptable to the Customer as confirmation of the Investments. The Customer understands that, under applicable law, if the Customer retains investment discretion, the Customer is entitled to receive, at no extra cost, a written notification at or before completion of each Money Market Fund and Repurchase Agreement Investment transaction which lists Bank of America's remuneration for such transaction or, if Bank uses a registered broker-dealer's confirmation, a copy of such confirmation within one business day from Bank's receipt thereof. The Customer agrees to waive this right, although Bank of America will provide to the Customer a written notification (not including disclosure of Bank of America's remuneration) at or before completion of each Repurchase Agreement Investment Transaction.

15. Monthly Master Account Statement. Bank of America will also generate a monthly consolidated account statement for any Checking Account identified as a Master Account. Customer understands that the aggregate Excess Funds Amounts from all the Checking Accounts, together with the account number, account name, and other information appropriate to such a statement will appear on the consolidated statement. However, for consolidated Investments in different Investment Options, such statement will not show a consolidated average investment rate or each separate Investment.

16. Miscellaneous. The foregoing terms and conditions of this Agreement constitute the entire understanding of the parties with respect to the subject matter hereof. If an Investment is a Repurchase Agreement, this Agreement will be governed by and interpreted, construed and enforced under the internal laws of New York with respect to such Investment. If an Investment is any type other than a Repurchase Agreement, this Agreement will be governed by and interpreted, construed and enforced under the laws of the State of with respect to such Investment.

[Adviser - M]

Accordingly, the Customer and Bank of America have executed this Agreement under seal as of this day of , 200.

(Customer)

By: _____
(Signature)

Name: _____
(Print or Type)

Title: _____
(Print or Type)

Customer's Address:

BANK OF AMERICA, N.A.

By: _____
(Signature)

Name: _____
(Print or Type)

Title: _____
(Print or Type)

Bank's Address for Notices:
Bank of America, N.A.

[Adviser – M]



Bank of America, N.A.

**Nations Reserves
Investment Selection Form**

<u>Checking Account Number¹</u>	<u>Initial Target Balance</u>
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____

Master Account Number:

The Investment selected by the Customer is (check one, only):

- Nations Cash Reserves Fund – Adviser Shares (Adviser – M)
- Nations Government Reserves Fund – Adviser Shares (Adviser – M)
- Nations Treasury Reserves Fund – Adviser Shares (Adviser – M)
- Nations Municipal Reserves Fund – Adviser Shares (Adviser – M)
- Nations Money Market Reserves – Adviser Shares (Adviser – M)

Nations Reserves Funds:

- are NOT insured or guaranteed by the U.S. government, the FDIC, or any other government agency;
- are NOT deposits or other obligations of Bank of America;
- are NOT issued, endorsed or guaranteed by Bank of America; and
- involve investment risk, including the possible loss of principal.

Customer should review the prospectus for any Money Market Fund carefully before investing through the Investment Account.

1. This Investment Selection Form contains terms and conditions which relate to the purchase by the Customer, under the Customer Agreement for Commercial Automated Investment Account dated , 200, of or more Investments. Each Investment is shares of the mutual fund portfolio referenced above ("Money Market Fund"). A separate Investment Selection Form must be completed for each Money Market Fund in which the Customer wishes to make one or more Investments. The terms and conditions contained in this Investment Selection Form are part of the Agreement, and capitalized terms used herein and not otherwise defined have the meanings ascribed to them in the Agreement.

2. The Investment is more fully described in its Prospectus delivered to the Customer by Bank of America. By signing the Agreement, the Customer acknowledges that Customer has received and reviewed the Prospectus. The Customer acknowledges that the Investment has been made voluntarily after review of the Prospectus. The

¹ If the Customer wishes to list more than five Checking Accounts for investment in a Money Market Mutual Fund, the Customer should attach a supplemental sheet listing the additional Checking Accounts in the same format as above. If the Customer lists two or more Checking Accounts on this Form and in conjunction with one or more other Investment Selection Forms, the Customer must specify here (or on one of the other such Forms) which account will serve as the Master Account for purposes of a consolidated monthly statement. If a Checking Account excess balance is to be split between two Investments, the Customer must list such Account on the Investment Selection Form for each Investment and on the Secondary Investment Addendum for such Checking Account.

00-35-2212NSB

[Adviser - M]

Customer acknowledges and understands that affiliates of Bank of America, N.A. serve as investment adviser, administrator, and distributor of the Money Market Fund and receive fees from the Money Market Fund for their services. The fees and expenses charged by the Money Market Fund are disclosed in the Prospectus, including those received by affiliates of Bank of America, and they may change from time to time. Affiliates of Bank of America, N.A., may provide other services to the Money Market Funds from time to time and be compensated for such services.

The Investment Account is charged an account fee by Bank of America, N.A., for the services that it provides to the Investment Account. The account fee is assessed on a daily basis, is deducted by Bank of America, N.A. from the yield on the Money Market Fund shares and will not exceed an annual rate of 0.45% of the daily net asset value of the Money Market Fund shares in the Investment Account. Some portion of this fee may be shared with affiliates of Bank of America, N.A.

3. The Customer authorizes Bank of America to purchase and redeem shares of the Money Market Fund in accordance with the Customer Agreement for Commercial Automated Investment Account. The redemption proceeds shall be transferred to the listed Checking Accounts. Each Investment will be made in the name of Bank of America which acts hereunder as agent for the Customer. The Customer understands that each Investment may only be accessed through the Customer's respective Checking Account.

4. In connection with shareholder services, Bank of America will send to the Customer all Money Market Fund proxy solicitation material and proxies. The Customer understands that the Customer is expected to vote them in such manner as the Customer considers desirable and then return them in accordance with the instructions received. The Customer understands that, if the Customer's written proxy instructions have not been received by Bank of America by the fifth business day prior to the meeting at which the proxy is to be voted, Bank of America is authorized pursuant to applicable agreements with the Money Market Funds to vote the Customer's outstanding shares in the same proportion as the proxies received from the other Customers. The Customer relieves Bank of America of liability if proxies inadvertently do not reach the Customer.

5. Earnings and distributions on any Investment (less the account fee) will be credited to its respective Checking Account on the first banking day of the month following the month in which such Investment is made.

6. The Customer shall reimburse Bank of America immediately for any items paid by Bank of America in excess of collected funds on deposit in a Checking Account through redemption of Money Market Fund shares or otherwise. The Customer agrees that Bank of America shall have the right, without prior notice to the Customer, to set off any funds received from the Money Market Fund against indebtedness owed to Bank of America. If items drawn on a Checking Account are dishonored by Bank of America because of insufficient collected funds deposited in such Checking Account or available for credit to such Checking Account pursuant to the terms hereof, the Customer shall be fully responsible therefor and shall indemnify and hold Bank of America harmless on account of such dishonor.

7. Bank of America reserves the right, upon ten (10) days advance written notice to the Customer, to add or eliminate mutual funds as options for investment through an Investment Account. Bank of America may treat your failure to respond to such notice as consent to the redemption of your existing investments and to the purchase of shares of the substitute mutual fund with the proceeds of that redemption and with all future money deposited to your Checking Account in excess of the Target Balance. Any new mutual funds available through the Investment Account will be considered "Money Market Funds" for all purposes in the Agreement.

8. The Customer understands that the Money Market Fund seeks to maintain a stable net asset value of \$1.00 per share; however, there can be no assurance that it will meet this objective. The yield for money market mutual funds varies with market conditions.

IMPORTANT NOTICE

Customer's Checking Account statement may show daily transfers to and from one or more Investment Accounts that reflect the value of a complete redemption of Customer's Money Market Fund shares and a day-end purchase of

Money Market Fund shares. This is intended only to reflect the availability of funds from the Customer's investment in Money Market Funds, and is not intended to represent actual transfers. Only the net amount of these two transactions is actually transferred to or from a Checking Account at the end of the day, and only that net amount increases or decreases the amount of the Customer's Checking Account balance. You should consult each Investment Account statement for the actual amount of purchases and redemptions of Money Market Fund shares. If Bank of America is unable for any reason to fully invest funds transferred from a Checking Account on any day, the amount of the purchase of Money Market Fund shares shown on the Customer's related Investment Account statement may be less than the net transfer from such Checking Account on the Checking Account statement. Any such difference will be held in a Bank of America suspense account. Please contact your Treasury Management Officer if you have any questions regarding transaction reporting.

Date: _____

By: _____
(Customer)

(Signature)

Name: _____
(Print or Type)

Title: _____
(Print or Type)

Authorization and Agreement Certification

The undersigned certifies that the signature appearing for the Customer on the Customer Agreement for Commercial Automated Investment Account, dated , 200, between (the "Customer") and Bank of America, N.A., is a true signature of a person authorized to execute such Agreement on behalf of the Customer, and further certifies that the undersigned has full authority to execute this certification. Bank of America is entitled to rely upon this certification until written notice of its revocation is delivered to Bank of America.

Guidelines for completion: If the Customer is a corporation, the chairman, president, chief executive officer, chief financial officer, treasurer, corporate secretary or an assistant corporate secretary who did not sign the Agreement must sign this Certification; if the Customer is a partnership, limited liability company or limited liability partnership, one of the general partners or members must sign this Certification; if the Customer is a governmental entity, the entity's counsel must sign this Certification. Sole proprietors do not need to complete this Certification.

[CUSTOMER'S LEGAL NAME]

[Signature]

[Print Name]

[Print Title]

Date:

00-35-2212NSB

Dr. William Roberts
Superintendent of Nye County
484 S. West Street
Pahrump, NV 89048

Dr. Roberts:

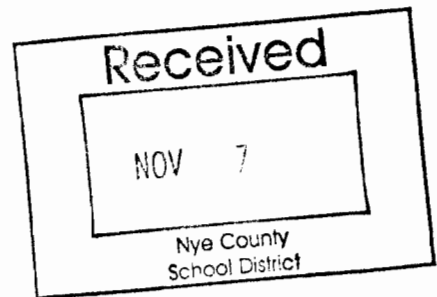
1st grade

This is a formal request to allow my daughter, Breanne Nowak, to attend Goldfield Elementary. I am currently teaching at Goldfield and it would be beneficial for her to attend the school where I am working in order to spend more time together. We recently moved here and she is having a difficult time spending so much time away from me. It would also be beneficial to have her on the same school schedule that I am on. Please notify me as to your decision.

Respectfully,
Bethany Nowak

Bethany Nowak

P.O. Box 446
Tonopah, NV 89049
(231) 633-0422



STAFF FRINGE BENEFITS

Personnel subject to collective bargaining agreements will have and be limited to those benefits authorized by the agreement.

All employee benefits, except for those required by State or federal law, are subject to Board approval. The Superintendent/designee will provide for the interpretation and application of the Board's policies and decisions regarding benefits.

Reviewed: June 30, 2005
Adopted: May 21, 1997
Revised: August 12, 2005

NEPN/NSBA Classification: GCBD, GDBD

Legal Reference: NRS 287.010-287.040, 287.286, 287.288, 287.616, Federal Family Leave Act

MIDDLE SCHOOL ATHLETIC PROGRAM PHILOSOPHY

Activities should function as an integral part of the total school curriculum. In striving for excellence, the District's goals are to produce young men and women who have the capacity to become successful citizens in our highly competitive society.

Young people gain a great deal from participating in interscholastic athletics and activities. Accordingly, dedication should be stressed, and appropriate skill levels should be established and taught so that students can participate with pride in athletics.

Lessons in sportsmanship, teamwork, competition and how to participate, win and lose gracefully are a vital part of each team in the District's athletic program. The Board of Trustees does not condone "winning at any cost" and discourages any pressures which might tend to neglect good sportsmanship, as well as physical and mental health.

The interscholastic program shall be conducted in accordance with existing Nye County School District Board of Education policy.

Reviewed:

Adopted:

Revised:

NEPN/NSBA Classification: JJIB

Legal Reference:

Title: 7472 – Middle School Athletic Program Philosophy

Purpose and Background: To provide procedures to govern middle school student participation in extra-curricular athletic activities

Applicability: All students in middle school

Monitoring Responsibility: Site administrators, athletic directors, coaches and sponsors

Outline of Procedure: The Middle School Athletic Program in NCSD provides interscholastic activities for both boys and girls. The District believes that all students should have the opportunity to try out and to participate in sports in an educational environment under the direction of the most qualified staff. NCSD values the Middle School Athletic Program as an integral part of the overall education program. The Middle School Athletic Program is progressive in scope, provides age appropriate opportunities and appropriate playing time for all players at the coaches' discretion, teaches appropriate skills and enhances students' connection to the school.

1. The Middle School Athletic Program exists to promote the following values for students:
 - To develop and maintain sportsmanship
 - To develop proper attitudes towards competition
 - To encourage and develop respect towards fellow competitors and the game
 - To promote mental and physical well being for participants
2. The student participants in the Middle School Athletic Program must, in order to participate in any athletic activity, be in good standing in the following areas:
 - Attendance (District Policy 7222 and Coaches' rules)
 - Academic Eligibility (District Policy 7480/3-week grade checks)
 - Citizenship

References:

Revisions:

Effective Date: December 2, 2005

NEPN/NSBA Classification: JJIB