

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

Tuesday, June 25, 2013

6:00 p.m.

CALL TO ORDER

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

ROLL CALL: Members Present
 Lynnette Conrad, President
 Ron Swirczek, Clerk
 Steve Reynolds, Member
 Joe Cacioppo, Member
 Laurel Crossman, Member
 Candace Stowell, Member
 Richard Stokes, Superintendent
 Ryan Russell, Legal Counsel

Members Absent
 Stacie Wilke-McCulloch, Vice President

Board Member, Candace Stowell led the Pledge of Allegiance.

ACTION TO ADOPT THE AGENDA

It was moved by Mr. Steve Reynolds, seconded by Mr. Ron Swirczek, **that the Carson City School District Board of Trustees adopt the agenda as submitted.** Due to the length of the presentation for Agenda Item 11, Mr. Stokes asked that Board consideration be given in moving Agenda Item 12 to follow Agenda Item 10, followed by Agenda Item 11. Mr. Reynolds withdrew the previous motion and moved that the agenda be adopted with the new agenda order. The motion was seconded by Mr. Swirczek. Motion carried unanimously. (Mrs. Wilke-McCulloch was not present for the vote.)

Board President Lynnette Conrad adjourned the meeting to closed session per NRS 288.220(4) to discuss labor relations with the District's Management Representatives.

Mrs. Wilke-McCulloch arrived at the meeting at 6:06 p.m.

The meeting reconvened from closed session at 7:00 p.m. Mrs. Conrad noted that the agenda had been adopted with the following correction; Agenda Item 12 will be heard prior to Agenda Item 11.

SUPERINTENDENT'S REPORT

- Mr. Stokes welcomed everyone to the meeting and noted the number of partnerships in the district
- Mr. Stokes introduced Mr. Ryan Russell, member of the law firm of Allison, MacKenzie and Pavlakis. In Mr. Pavlakis' absence, Mr. Russell attended the meeting.
- Summer school is currently in session in the district. Summer maintenance throughout the district is also underway.
- In observance of the 4th of July holiday, the District Office will be closed

BOARD REPORTS

Mr. Reynolds explained that he was the one that suggested only having one Board meeting in July, 2013.

Mrs. Conrad welcomed Mrs. Candace Stowell to the Board.

Mrs. Crossman provided the following report from the Early Childhood Center:

- The program had 17 kindergarten students that were promoted and they had two ceremonies
- To align with professional development in the district, parent contact days for next year have been changed from Friday to Monday. They are looking at ways to implement Curiosity Corner; Pre-K curriculum for Success for All (SFA). There will be a new psychologist next year along with a new teacher, replacing Ms. Lorey Santos.

Fritsch Elementary School:

- Staff has been relocating the office in preparation for Single Point of Entry construction
- Ms. Irene Waltz, Technology Teacher, Fritsch Elementary School, Ms. Lucy Kinder, Teacher, Seeliger Elementary School and Ms. Shelly Randall, Teacher, Carson Middle School recently attended a two day conference for computer using educators, where they learned about W2.0 applications.
- Congratulations to the following Fritsch Elementary Teachers; Ms. Laura Valley, Ms. Kay O'Neill, Ms. Christy Donaldson and Empire Elementary Teacher, Ms. Christine Bourne, for completing the 60 mile, Susan G. Koman 3-day walk for the cure

Mr. Swirczek reported on a recent meeting he attended at Partnership Carson City. In addition to the presentations of the Strategic Plan and the Race to the Top Grant, there was another agenda item that ties into the Strategic Plan. Partnership Carson City is initiating a program; Character Counts Carson City. The program is more than schools and youth, its building partnerships within the entire community. The program is based on six pillars of character; trustworthiness, respect, responsibility, fairness, caring and citizenship. Those attending the meeting included the Mayor, and representatives from the Chamber of Commerce, District Attorney's Office, Northern Nevada Development Authority, etc. Mr. Swirczek highlighted how this program fits into the Strategic Plan; in partnership with the community, make the most of everyday for each student, by empowering them with the skills, knowledge, values and opportunities to thrive. In addition, they went on to say how it would work, with the first goal of the Strategic Plan; Community in Full Partnership, where students are actively connected in learning beyond the classroom and Objective 1.2; create a dynamic environment where students develop marketable skills and social and civil competence. The Partnership Carson City project fulfills one of the objectives within the Strategic Plan by bringing the community together.

Mrs. Wilke-McCulloch provided a report from Nevada Association of School Boards (NASB):

- Looking for someone to participate in a discussion with the Nevada State Health Division in conjunction with the Nevada Public Health Foundation regarding the State Health System. The meeting will be held on Thursday, June 27, 2013 from 12:30 to 4:30 p.m. at the Governor's Mansion.
- Senate Bill 500 established a task force on K-12 public education funding; study on weighted funding for various categories of students groups during the 2013-2014 interim. If you want to be considered as the NASB representative, letters of interest must be submitted by noon on June 27, 2013.

Mrs. Conrad reminded everyone that the Food for Thought benefits will be held during the weekend; BBQ at the Governor's Mansion at 5:00 p.m. on June 28, 2013, along with a carnival on June 29, 2013 that begins at 9:00 a.m. The Food for Thought program provides food to needy children in the schools. In addition, during the summer the program will feed approximately 80 children daily in a local park near Empire Elementary School.

ASSOCIATION REPORTS

There were no Association reports.

PUBLIC COMMENT

There was no public comment.

PRESENTATION OF TEACHER RESEARCH STUDY FOR NON-ENGLISH SPEAKING PARENTS, FUNDED BY INTERNATIONAL READING ASSOCIATION

Ms. Joanna Kaiser taught at Mark Twain Elementary School and will be teaching at Bordewich Bray Elementary School next year. Prior to coming to the district this year, Ms. Kaiser previously worked in Douglas County for 12 years and was an involved parent at Bordewich Bray Elementary School for five years. Ms. Kaiser introduced Mrs. Michelle Cacioppo, Kindergarten teacher, Bordewich Bray Elementary School. Ms. Kaiser provided a power point presentation. (A copy is included in the permanent record.)

As a parent helper in Mrs. Cacioppo class, Mrs. Kaiser checked homework, etc. As an educator, Ms. Kaiser noted that parents may not have access to quality children's books. Ms. Kaiser completed the Master's program in literacy at University of Nevada, Reno (UNR) and while doing so, she continued to think about the achievement gap between students of color and white students. As a teacher, Ms. Kaiser kept thinking about what she could do.

For her thesis, Ms. Kaiser and Mrs. Cacioppo were co-researchers in a project; Instilling a Love of Books: Reaching for a Lifetime of Literacy Learning. Ms. Kaiser applied for a grant for the International Reading Association and was awarded the grant. The funding was used to provide bilingual books to Latino parents and families. As a teacher, Ms. Kaiser continued to think about what she could do to provide empowerment for families and collaboration amongst families.

Ms. Kaiser attended UNR for three years and during that time she deemed the "seeds of action research"; noticed in her research the documented information of the achievement gap. Ms. Kaiser shared several quotes associated with suggestions that this population group's educational needs are not being met in classrooms based on high drop-out rates and documented achievement gaps. In her readings, several items continued to appear; majority of learners from a diverse culture and linguistic backgrounds are in classes with teachers who are monolingual and unfamiliar with diverse cultural backgrounds. Researchers in education and second-language acquisition stress the connections between a competent cultural identity, including linguistic diversity and social interactions between home, school and society.

Ms. Kaiser summarized the meaning of teacher research; investigate something that one believes they can change. She also highlighted transformations in language and literacy; a collaborative approach. During her studies, Ms. Kaiser found another reoccurring theme; teaching with humanity. As teachers, Ms. Kaiser doesn't believe all students should be brought into a classroom and taught everything the same way. To build background knowledge, different things should be taught. Ms. Kaiser referenced a quote regarding educators giving consideration to linguistic and cultural differences in their instruction, along with possibilities of how a deficit mentality can develop with respect to children and families, which views diverse cultural and linguistic groups as the source of "the problem" as it relates to academic achievement. The idea of deficit mentality is perceived as it's not what we're doing that's wrong, it's that students are coming to school not ready to learn. Ms. Kaiser commented on the number of hours a day that she has the students and how she expects students, to make a year's worth of growth at the end of the year.

Ms. Kaiser's initial research question was to see what she could do differently for Hispanic students to increase student achievement. Her first thought was to provide quality literature; however, one of her professor's asked if she had looked into bilingual books. The final question for her study was: How does utilizing bilingual and/or culturally relevant books enact collaboration between home and school to increase literacy learning opportunities for students and families?

Kindergarten students and Hispanic Parent group participants at Bordewich Bray Elementary School were targeted for the study. All English as a Second Language (ESL) kindergarten students were invited to receive the “bags of books”, which were sent home on a weekly basis. The students received 5 books a week, returning them for 5 more the following week. Families attending the parent group meetings were invited to receive the “bins of books”, which were sent home on a monthly basis. The books were bilingual and some were about the Latino culture.

The group meetings were held monthly and led by Mrs. Valerie Dockery, Principal, Bordewich Bray Elementary School and translated by Mrs. Lynnette Conrad. There were 13 families out of 18 who requested the books for reading at home. There were 20 mothers and fathers attending the meetings and of those, 17 requested books.

The data resources included the following:

- Letters were sent to families inviting them to participate
- Home reading logs on time spent reading and parent opinions
- Pre-survey about at-home reading before the books
- Post-survey about at-home reading after the books
- Parent interviews took place
- Student journals

Mrs. Cacioppo highlighted how the program affected students; choose 5 books weekly, returning them on Monday. Student journals were also included in their book bags. At the beginning of the year, students drew pictures about the book and by the end of the year, students were writing about characters, settings, etc. Mrs. Cacioppo also had several student examples; came to school speaking limited English, responded in one word answers and wanted to go home. Mrs. Cacioppo commented on the importance of the book “Pepita Talks Twice”, and the impact it had on students and the references made regarding the Latino culture. The book really transformed the student; she became engaged in the classroom, etc. Another student, after reading the book, used full complete sentences and shared his experiences with the Mexican Popsicle. The books are in English and Spanish; his dad read to him in Spanish and mom read to him in English. By the end of February, the student was trying to read to his parents. Mrs. Cacioppo commented on the importance of creating links between home and school. Mrs. Cacioppo will continue using the program in her classroom and is hopeful it will grow throughout the district.

Ms. Kaiser highlighted several findings:

- Had an increase in at-home reading, requests for more at-home reading
- Home reading log showed that parents were reading with their kindergarten student an average of 5 times per week; over the 5 week period, 6.6 to 12.4 hours of reading at home
- Positive comments from parents; mother wrote the following, “The books are great in our house. Mom is bilingual, dad is Spanish speaking only but he’s been taking English classes and it was great to hear him reading the books to our son. So our family is taking advantage of this program. Thank you.”

Ms. Kaiser commented on how easy it is to incorporate this in the classroom, along with the Common Core Standards. Ms. Kaiser commented on how she believes it is important to be bilingual. The books are continuing to be used at Bordewich Bray Elementary School and Mrs. Laura Austin, Principal, Mark Twain Elementary School has purchased the books for Mark Twain Elementary School.

Ms. Kaiser shared one of her favorite quotes by Tomlinson, 2003; “I am a child. I come to you, a teacher. Can you teach me to chart my journey or must you use a standard measure to place me always in the shadow of others? I am a child. I come to you, a teacher. Will I go away from you ascending my strengths or hobbled by my weaknesses? I am a child. I come to you, a teacher. I bring you all that I am, all I can become, do you understand the trust?”

In closing, Ms. Kaiser commented on what the study consistently showed; Latino students and parents were actively engaged in literacy learning when given access to bilingual and/or culturally relevant books which build on their language and culture. Ms. Kaiser thanked the district and staff for supporting the project.

Ms. Kaiser and Mrs. Cacioppo presented their information at the International Reading Association Conference in San Antonio, Texas. They presented Mrs. Susan Squires, Vice Principal, Bordewich Bray Elementary School with the book "Make Way for Duckling" for her leadership and for traveling with them to San Antonio.

Mrs. Crossman asked for the amount of the grant. Ms. Kaiser explained that the grant amount was \$3,500 to \$4,000. The money was spent to purchase the books. Mrs. Crossman commented on the possibility of having the program at other schools and suggested that the information and proposals be submitted to the Parent Teacher Associations (PTA).

Mr. Swirczek recognized Ms. Kaiser, Mrs. Cacioppo and Mrs. Squires for what they did with this project. He also asked if the information has been presented to staff throughout the district. In preparation of using the program next year, Ms. Kaiser shared the information with staff at Mark Twain Elementary School. Mrs. Susan Keema, Associate Superintendent of Educational Services explained that agenda item #13 might provide information on supporting the program. Mrs. Conrad believes the program is important and expressed her appreciation in translating at the Hispanic Parent meetings. Mr. Swirczek asked that Ms. Kaiser and Mrs. Cacioppo be invited to make a presentation once they have shared their information with the staff at other school sites.

Mr. Cacioppo commented on how this program fits into two areas of the Strategic Plan; community partnerships and parent engagement.

Mrs. Conrad recognized the number of parents the project was able to reach.

PRESENTATION OF STAR SCHOOL RANKING SYSTEM FOR 2011-2012, INCLUDING INFORMATION ON THE NEVADA SCHOOL PERFORMANCE FRAMEWORK (NSPF) PROCESS FOR THE 2012-2013 SCHOOL YEAR

Mrs. Susan Keema, Associate Superintendent of Educational Services introduced Dr. Ricky Medina, Director of Accountability and Assessment. Dr. Medina serves on the Nevada School Performance Framework (NSPF) Technical Assistance Committee, as a liaison to the Nevada Department of Education (NDE).

Dr. Medina presented a power point on the Nevada School Performance Framework Results for 2011 – 2012, along with the differences between this system and Adequate Yearly Progress (AYP). (A copy is included in the permanent record.)

Dr. Medina reported that this is first time that the data has been released by the NDE. The NDE worked in collaboration with representatives throughout the State; large districts, small districts, Superintendents, etc. However, Clark County School District and Washoe County School District are using their own ranking systems and released their results earlier this year. The District is using the NDE system.

Dr. Medina outlined the transition from AYP to NSPF:

- July, 2012, Nevada applied for Elementary and Secondary Education Act (NSEA) Flexibility request with the U.S. Department of Education; waiver to change requirements of No Child Left Behind (NCLB)
- NSPF replaces the old AYP accountability system
- Schools can now earn classifications of 1 – 5 stars; 1 being the lowest; school needs assistance, with 5 being the highest

Dr. Medina explained that there is another classification, as the NDE wanted to include more schools; however, some schools do not fit the model. Student Support Services (SSS) does not fit the model, as there are no assessments; therefore they do not receive a star ranking. In addition, schools serving severely disabled students do not receive a star ranking. At this time there is no classification for Pioneer High School; therefore they do not receive a star ranking. The model is for traditional schools.

The NDE has established an index score ranging from 0 to 100 for the elementary and middle schools. The score is comprised of the following:

- Receive points based on student growth on State assessments
- Receive points based on student achievement on State assessments
- Reduce points in subgroup achievement gaps in the following areas; Individualized Education Plans (IEP), English Language Learners (ELL) and Free and Reduced Lunch (FRL)

Previously, AYP only focused on achievement; schools that started behind, with students making more than a year's worth of growth, were not rewarded unless the student met the proficiency target. In addition, there was no partial credit with AYP; schools either made AYP or they didn't. There are different degrees for student growth; fewer points are awarded if you didn't do as well as others vs. more points if the school does better than the other schools in the State. All points are totaled and an overall index score is given from 0 to 100.

The index for high schools is the same except they also look at graduation rates and college and career readiness. In looking at college and career readiness, they look at the remediation rate when students go on to schools within Nevada. They also look at the number of students passing Advanced Placement (AP) tests or taking dual credit classes.

Dr. Medina presented information on where Nevada schools are:

- 1 Star schools receive an index score of 0 to 32; 5% of schools
- 2 Star schools receive an index score of 32 to 50; 20% of schools
- 3 Star schools receive an index score of 50 to 68; 50% of schools
- 4 Star schools receive an index score of 68 to 77; 15% of schools
- 5 Star schools receive an index score of 77 to 100; 10% of schools

The 3 Star category is so large because the Committee was not able to prioritize which schools needed the most assistance. The new system has more schools in the 50% range; however, schools in the 1 and 2 Star range are identified as needing the most help. Schools identified in the 5 Star range are excelling and students are meeting their proficiency targets, etc. The State choose a large range in the middle to allow for a smaller error ratio.

Mr. Reynolds confirmed that as scores change using the current bell curve, that the bottom 25% will always be in the 1 and/or 2 Star category. Dr. Medina explained that there is the potential for the scores to shift, due to a change in the bell curve that was established for the first year. If proficiency scores increase, there could be more schools moved into the 3, 4 or 5 Star range. Mr. Reynolds verified that there won't always be 5% of Nevada schools in the 1 Star range.

Prior to presenting the classifications for the district, Dr. Medina noted that the lowest score in the district was 64. Most of the schools are at the upper end of the 3 Star range.

- Bordewich Bray Elementary School; 3 Star, 67.33 Index Score, 68 needed for next Star
- Empire Elementary School; 3 Star, 64.67 Index Score, 68 needed for next Star
- Fremont Elementary School; 3 Star, 64.00 Index Score, 68 needed for next Star
- Fritsch Elementary School; 5 Star, 78.67 Index Score,
- Mark Twain Elementary School; 3 Star, 64.67 Index Score, 68 needed for next Star
- Seeliger Elementary School; 3 Star, 66.33 Index Score, 68 needed for next Star
- Carson Middle School; 4 Star, 76.67 Index Score, 77 needed for next Star
- Eagle Valley Middle School; 4 Star, 70.34 Index Score, 77 needed for next Star
- Carson High School; 3 Star, 66.00 Index Score, 68 needed for next Star
- Pioneer High School; Not Rated

- Carson Montessori; 4 Star, 73.75 Index Score, 77 needed for next Star

Dr. Medina believes all district schools can be 4 Star schools; district needs to work to get schools into next category.

Mrs. Wilke-McCulloch asked if the cohort graduation rate for Carson High School was included in this ranking or will it be used in the next one. Dr. Medina explained that the cohort graduation did go into this ranking.

The NDE has a website to access the results, information on NSPF, videos explaining the model, Frequently Asked Questions (FAQ) page, etc. The website also allows the user to sort and filter different schools to compare rankings, etc. The website is www.doe.nv.gov; click on the Nevada School Performance Framework.

Mrs. Wilke-McCulloch confirmed that there were two ratings for the 2011-2012; AYP and NSPF. Mrs. Wilke-McCulloch asked if there would be a loss of funding if the Star rankings were not met; similar to what happened if AYP was not met. Dr. Medina explained that the perception for not making AYP was that schools were shamed and threatened with sanctions; however, with NSPF the focus is on support vs. feeling like a punishment. If a school has a ranking of 1 or 2 Stars, the State must provide support to get the school to the next level.

Mrs. Conrad asked when the Star ratings will be available for the 2012-2013. Dr. Medina explained that the information is scheduled to be released on September 15, 2013; later in the year due to the delay of Criterion Reference Tests (CRT), summer school ends before the new school year begins, etc.

Mrs. Crossman confirmed that Washoe County School District is using a different system; one they created, using different criteria. Dr. Medina explained that everyone has been assigned a State ranking and given an NSPF score. Districts are held to the same State requirements; if a Washoe County school has a 2 Star ranking on the State model, there will be certain items they will be required to complete. Due to the number of students in Clark County School District and Washoe County School District, they are able to run their own statistics. Clark County School District has eliminated the initial system they developed; however, Washoe County School District is operating two systems. The State website provides comparable information.

Ms. Stowell asked if the State website provided information on the criteria associated with the rankings. Dr. Medina explained that the website provides the breakdowns for the criteria, along with other information.

Mr. Cacioppo expressed concerns with the emphasis being placed on student growth vs. slower level of growth. Dr. Medina provided an example of the two types of growth he looks for in his daughter. The first one is he compares her height to other students in her class and wants to make sure she has grown at the same rate that other students have by the end of the year. The other would be that she is so tall, but needs to be a little taller; is she catching up to where she needs to be. The model accounts for both types of growth, as well as proficiency and other measures. There is more weight for growth given at the elementary level; however, at the high school level, the growth is aimed at proficiency. Dr. Medina stressed the importance of having student's, at the end of their senior year, being college and career ready.

Mr. Reynolds asked Dr. Medina if the district has a good interface with the replacement exams, etc., that will take the place of the High School Proficiency Exams (HSPE). In comparison to the State, Dr. Medina believes the district is well placed and ahead of other districts based on the Race to the Top initiative. Mr. Reynolds asked if there would be an interface between the Star ranking system and the new systems that are being developed. Dr. Medina explained that the current model will work with the new assessments, as the statistics will transfer. Dr. Medina expects the State scores to be lower due to the rigor of the new assessments; however, he believes the dip in the District's scores will be smaller than others.

Mrs. Conrad recognized Mrs. Dockery for all her work with the Hispanic Parent group meetings.

RECOGNITION OF COMMUNITY PARTNERS FOR THE 21ST CENTURY AFTER-SCHOOL PROGRAM AT BORDEWICH BRAY ELEMENTARY SCHOOL

Mrs. Valerie Dockery commented on the Strategic Plan and the importance of community partnerships. Mrs. Dockery summarized the 21st Century Grant; federal program, funded under No Child Left Behind (NCLB) and in existence prior to NCLB. The grant became available in 2002 for before and after-school programs to provide academic support, enrichment and extending the school day. Prior to the program at Bordewich Bray Elementary School, a similar project existed at Empire Elementary School.

Mrs. Keema, Bordewich Bray Elementary School Principal at the time, contacted Mrs. Dockery who was the Grants Coordinator then and they began working on the application to have the program at Bordewich Bray Elementary School. From the beginning of the project, they realized that they could not be everything, to everyone, to every student. They also recognized the importance of community partners.

Mrs. Dockery summarized the program; operates Monday through Friday from 6:30 a.m. to 6:30 p.m. There is a small portion of the grant that supports the partnerships; however the services they provide are not paid for by the grant. The program was recognized two years ago and featured in Washington, D.C. at the Nationals Conference as a model after-school program. An application has been submitted, reapplying for the grant, with the hopes of extending the program to Empire Elementary School.

Mrs. Dockery introduced the partners associated with the program:

- Nevada State Museum – Ms. Deborah Stevenson, Educational Director; once a month students walk to the museum for after school activities
- Salvation Army – Lt. Mark Cyr and Lt. Leslie Cyr; program begins at 6:30 a.m. to 8:25 a.m. every day for morning latch-key for a minimal fee. 46 students were enrolled in the program. Mrs. Dockery represents the District by serving on their Advisory Board.
- Brewery Arts Center – Ms. Tami Shelton and Mr. John Shelton; worked with the program for ten years. Once a month, students go across the street to participate in Claymation, drama, art, etc.
- University of Nevada Reno Cooperative Extension – Mr. Jim Barcellos meets once a month with 3rd – 5th grade students to do activities in the area of Science, Technology, Engineering and Math (STEM).
- Boys and Girls Club of Nevada – Ms. Laurie Gorris, Ms. Stephanie King and Ms. Diane McCoy have been instrumental in the success of the program. Ms. King serves as the program coordinator, providing various activities for students to do; snack is provided at 3:15 p.m., teachers gather students at 3:30 p.m. for an hour of academics and at 5:30 p.m. students either take the bus to the Boys and Girls Club or ride the bus home.

The partners meet with Mrs. Dockery at least four times throughout the year.

Mr. Swirczek publicly thanked Mrs. Dockery for laying the foundation for which the district can build upon. He also thanked all the partners for their involvement in the program.

DISCUSSION AND POSSIBLE ACTION TO APPROVE THE CHARTER SCHOOL AGREEMENT (RENEWAL) BETWEEN CARSON MONTESSORI SCHOOL AND THE CARSON CITY SCHOOL DISTRICT FOR A 6 YEAR TERM COMMENCING, JULY 1, 2013

Mr. Swirczek announced that he plans on voting on this agenda item; however, he disclosed that his daughter teaches kindergarten at Carson Montessori School.

Mr. Stokes introduced Mrs. Jessica Daniels, Principal, Carson Montessori School and recognized their Board Members for attending the meeting. The Carson City School District sponsors Carson Montessori School. Mr. Stokes reminded Board members that this agenda item required Board action to approve the Charter School agreement.

The students from Carson Montessori School presented a power point presentation on the renewal process, which is for a six year term. (A copy is included in the permanent record.) Assembly Bill 205 (AB205) clarified Nevada Revised Statute (NRS) 386.527; Charter School Law, outlining the term of a Charter School Contract, which is six years.

The students highlighted several events and activities that took place during the 2012-2013 school year:

- Students represented K- 6 public education during the 77th Legislative Session
- Safe learning environment, rich in Common Core State Standards and hands on curriculum
- Used the STEM program
- Community Partnerships are an asset to the students; harvest products from Greenhouse Project, work with engineering students from University of Nevada, Reno (UNR), futuristic city program was brought to students by Mr. Joe Cacioppo from Resource Concepts, Inc., etc.
- Students participated in Technology, Entertainment and Design (TEDx), which featured a math lesson called Car Math. The lesson is featured on the website for Dolan Automotive.
- Studies are hands-on, meaningful, reflective of the world of today; students participate in field trips, including special events

Carson Montessori School is hopeful in finding a new site; students will be involved in the process. The school is fiscally responsible; therefore, financially sound. Students also learn about fiscal responsibility through financial literacy and an overlapping consumer education program.

The school also has a student Legislative Team who worked on Senate Bill 384 (SB384); which now allows Nevada Charter Schools to bond, affecting every Charter School in Nevada.

Over the last several years, student population has grown. Carson Montessori School is a 4 star school and has made Adequate Yearly Progress (AYP) for the last five years and was designated "High Achieving" twice during that time.

Ms. Sara Choat, 1st Grade Teacher and Certified Montessori Teacher Guide shared a quote from the Montessori International Council; "Often people think of the Montessori materials as the Montessori method. The Montessori materials are however, the result of the method. The method is observation." Carson Montessori School follows the lead of the child, which includes Seven Steps of Data, Collection and Accountability; first step is observation, second step is portfolios, third step is student led conferences, fourth step is data collected through peer to peer and student to staff interviews, fifth step is performance and products, sixth step is testing; Criterion Reference Tests (CRT) and writing assessments and the seventh step is collection of individual annotations, observations, etc. collected from each teacher throughout their learning and placed in black boxes.

The Teacher Guides at Carson Montessori are highly qualified, clever, creative and utilize every area of the school. The Board members are hands-on participates as well. Carson Montessori School is committed to putting the student first.

The Enhancement Plan allows the student, teacher and parent to connect. Home Connections are family centered home projects. Art is also included in the curriculum at Carson Montessori School. The Legislative Team worked on SB182, Full-Day Kindergarten; SB163, Mandated Civics for grades K-12; SB345, STEM Committee and SB384, Bonding for Charter Schools.

Ms. Choat explained the concept of the 48 hour launch; anyone can present an idea they believe will benefit the school. If the idea is practical, doable, with the ability to financially see it through, it is launched within 48 hours.

Carson Montessori families are encouraged to take advantage of every travel opportunity, which is made possible with the use of travel packets, teddy bears and Skype. The curriculum is personalized by Mrs. Daniels, which included 36 offsite excursions this year; Germany, El Salvador, Paris, France, etc. Several students had military parents that were deployed; however, due to the use of Home Connections, the students were able to continue attending at Carson Montessori School. For their support during the deployment of families, Carson Montessori received the Seven Seals Award.

Mrs. Daniels provided an example and the meaning of the program; "Filling Buckets for Random Acts of Kindness"; to return something someone thought they lost. During a lesson, Mrs. Daniels returned to Mrs. Karen Abowd, owner of Adele's Restaurant, her grandmother's wedding dress, which Mrs. Abowd thought had been lost. While teaching at Carson Middle School, Mrs. Daniel's had borrowed the dress for a lesson she presented twenty years ago.

Mrs. Daniels recognized Mr. Lee and Mrs. Maryellen Radtke for their years of volunteering at the school. In granting a final wish made by Mr. Radtke, Mrs. Daniels and all the students at Carson Montessori filled the parking lot. On June 3, 2013, Mr. Radtke passed away and Mrs. Daniels shared remarks made by Mr. Radtke during his last visit to Carson Montessori School.

Mr. Swirczek commented on how the school does what they say and how they create a project-based learning environment.

Mrs. Conrad publicly thanked Mrs. Daniels for her testimony during the legislative session.

Mr. Cacioppo extended his appreciation to Mrs. Daniels for what they do at Carson Montessori School.

It was moved by Mrs. Laurel Crossman, seconded by Mrs. Stacie Wilke-McCulloch, **that the Carson City School District Board of Trustees approve the Charter School Renewal Agreement with Carson Montessori School and the Carson City School District for a 6 year term, commencing July 1, 2013.** Motion carried unanimously.

DISCUSSION AND POSSIBLE ACTION TO DIRECT STAFF TO BEGIN PLANNING TO APPLY FOR STATE FUNDED GRANT MONEY FOR ENGLISH LANGUAGE LEARNERS (ELL), AS MADE AVAILABLE BY SB504

Mrs. Keema explained that through the 2013 Legislative Session, funding was allocated through SB504, for English Language Learners (ELL). The purpose of the presentation is to seek approval to apply for the funding. Mrs. Keema reminded Board members that Board approval was given in January, 2013 to manage and seek outside grants, funding, etc. However, Mrs. Keema believes Board approval and support is important, considering this is a new grant opportunity.

The goal of the grant is to close the achievement gap, therefore, graduating more ELL students and providing students the opportunity to be college and career ready. The funding was established in two parts; Clark County School District and Washoe County School District received the largest portion of funding. Funding of \$1,497,000 for 2013-2014 and 2014-2015 will be divided amongst the other 15 districts. The district has approximately 1,221 ELL students, which is 17% of the district's demographics. Mrs. Keema explained that the demographics in Washoe County School District closely resemble those in the district. Washoe County School District has 16.8 % ELL students vs. 17% for the district, with Clark County School District having 17.6%. The funding will be made available through an application process, not competitive grant funding and reported on E-note accountability with the State. The district will apply for approximately \$400,000 each year; \$342 per student.

The funding set aside for Clark County School District and Washoe County School District included specific parameters in which the money could be applied; expand Pre-Kindergarten, institute Full-Day Kindergarten, provide package services for ELL students, etc.

Mrs. Keema presented the programs and services for the other 15 school districts:

- Expand Pre-Kindergarten, with the option to expand full-day kindergarten. The district has full-day kindergarten funding that she believes will satisfy the needs in the district.
- Purchase technology tools to promote reading
- Purchase assessment tools to determine reading levels
- Professional development on effective practices; further the Department of Justice agreement
- Before and after school programs and services, including Summer School

Mrs. Keema explained that if approved by the Board, she will present the information to the elementary school Principals' during her meeting on June 26, 2013. In addition, Ms. Kaiser and Mrs. Cacioppo will share information on their project; Reaching for a Lifetime of Literacy Learning. The State Board of Education is planning on approving the applications on July 15, 2013.

Mrs. Keema reviewed the timeline:

- Present plan at a future board meeting
- Plan is due to the NDE by August 15, 2013
- Report identifying improvements is due to NDE in June of both years; 2014 and 2015

Mr. Reynolds asked if the district has any knowledge that other districts might not have, due to the Department of Justice (DOJ) agreement. Based on the agreement, Mrs. Keema believes the district is in a good place. Mrs. Keema clarified that the DOJ agreement is for the district, not just Eagle Valley Middle School. Mrs. Keema recently attended the Title III Director's meeting and was asked to send the district's English as a Second Language (ESL) plan to Clark County School District and the Title III Director for Washoe County School District. The district's agreement with the Department of Justice is the State's model plan for other districts. In December, 2012, Mrs. Keema and Mrs. Chris Butson, ESL Director presented at a Title III Director's meeting. Mrs. Keema highlighted the teacher training and work that has been provided by the district. Mrs. Keema commented on several possibilities; adding Pre-K classes at Empire Elementary School, partnering with Early Childhood Program and Bordewich Bray Elementary School for a Pre-K class, etc. In addition, Mrs. Keema commented on the district-wide reading program that supports ELL students.

It was moved by Mr. Ron Swirczek, seconded by Mrs. Laurel Crossman, **that the Carson City School District Board of Trustees authorize district staff to begin the application process for State Funded Grant Money for English Language Learners (ELL), made available by Senate Bill 504.** Motion carried unanimously.

APPROVAL OF CONSENT AGENDA

It was moved by Mrs. Stacie Wilke-McCulloch, seconded by Mrs. Laurel Crossman, **that the Carson City School Board of Trustees approve consent agenda items (A), (B), (J) and (K) as submitted.** Motion carried unanimously.

REQUEST FOR FUTURE AGENDA TOPICS

Present agenda items to Mr. Richard Stokes or President Lynnette Conrad.

Mrs. Crossman inquired about the request that was made from the Nevada Association of School Boards (NASB) regarding nominations for their upcoming conference. Mrs. Conrad explained that nominations can be submitted by submitting the form via email. Mrs. Crossman asked if nominations are made as a Board or as individuals. Mrs. Conrad explained that it can be done either way; however, nominations have previously been submitted individually.

Mr. Reynolds explained that it is not necessary to have the topic placed as an item on the agenda for a future Board meeting.

As the NASB representative, Mrs. Wilke-McCulloch suggested that nominations be sent to her by August 1, 2013 to collaborate and submit on behalf of the District. As a follow-up, Mrs. Wilke-McCulloch will prepare and provide a summary to Board members by the second week of August, 2013.

Mr. Reynolds requested that the process and timing of completing the Superintendent's evaluation for 2013 be placed on an agenda in the near future. In addition, Mr. Reynolds expressed an interest in having a presentation on how students receive one high school credit for work.

ANNOUNCEMENT OF MEETINGS

The next regular meeting of the Carson City School District Board of Trustees will be on Tuesday, July 9, 2013.

ADJOURNMENT

There will be no further business to come before the members of the Board in public meeting; President Conrad declared the meeting adjourned at 9:06 p.m.

Ron Swirczek, Clerk

Date