

CCSD 
CLARK COUNTY
SCHOOL DISTRICT



BACK TO SCHOOL REPORTER

2011-2012

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We hope you find this issue of the Back to School Reporter to be helpful and informative. It serves as a convenient reference throughout the year. This publication is available in English and Spanish at www.ccsd.net. If you have additional questions, please visit our website, call your child's school or contact the CCSD Communications Office at 799-5304.

Useful CCSD Phone Numbers

(area code 702)

Adult Education 799-8650	Job Hotline (in-district) 799-5200
Board of School Trustees 799-1072	Job Hotline (out-of-district) 799-1000
Career and Technical Education 799-8462	Licensed Personnel (recruitment) 799-5427
Clark County Public Education Foundation 799-1042	School-Community Partnership Program 799-6560
Communications Office (general information) 799-5304	School Police Dispatch (crime reporting) 799-5411
Community and Government Relations 799-1080	Special Education Programs and Projects 799-7446
Demographics, Zoning and GIS 799-6430	Student Support Services (special education) 799-5471
Education Services Division (alternative education) 855-9765	Superintendent's Office 799-5310
Food Service 799-8123	Support Staff Personnel 799-5328
Instruction Unit (K-12) 799-5475	Testing 799-5402
	Transportation 799-8110

Visit www.ccsd.net for a vast array of news and information about the Clark County School District. Also check out the district's official Facebook page. Go to www.ccsd.net and click on the Facebook icon.

BACK TO SCHOOL REPORTER 2011-2012

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MESSAGE FROM THE SUPERINTENDENT



August 2011

Dear Families and Employees:

Welcome to a landmark year in the Clark County School District!

The 2011-2012 school year will be my first full year as your superintendent, and I am energized by the changes in our future. Since arriving here last December, I have been consumed with getting to know my new community.

There have been hundreds of meetings with community leaders, parents, staff, and students; private funds have supported several analyses of District operations; work on the Growth Model is well underway; key goals have been identified (please see "A Look Ahead," our Phase 1 report, at <http://ccsd.net/news/pdf/20110527-469751854.pdf>); and legislative, budget, and bargaining issues have been demanding. All in all, a challenging start to leading the nation's fifth-largest District!

While the leadership of the Board of School Trustees and administrators, as well as the expertise of teachers and support staff, are paramount to the District's success, a new school year is really about students. As parents and educators, our job is to support teaching and learning. Those of us in the system have clear roles and responsibilities when it comes to helping students achieve, but parents and guardians, as research has repeatedly shown, will always be the most critical factor in determining a child's success in school. If you have a student in school, please take the job seriously – your child's future depends upon you.

When it comes to doing right by the children of Clark County, all of us can play a part by embracing a simple, common vision, and that vision is to ensure that all children are Ready by Exit, without need for remediation. That means that graduates will be prepared for work, higher education, or both, right out of high school. One of my goals is to help create the community commitment and momentum that will make Ready by Exit a mission that all of us – every parent, student, taxpayer, employer, and employee – embrace and believe in. Success in school is not just about the work of a child; it is about a community culture that values and nourishes education. With your help, this vision can be a reality.

Serving as superintendent of the Clark County School District is both daunting and exciting. I believe our potential is limitless, and I want you to be a partner as we achieve new heights. I look forward to working with all of you, and I will do everything possible to help make the 2011-2012 school year a fantastic learning experience for every student.

Best wishes for a great year!

Sincerely,

A handwritten signature in black ink, appearing to read "Dwight D. Jones". The signature is stylized and written in cursive.

Dwight D. Jones
Superintendent of Schools

SCHOOL BOARD

Front row left to right:
Lorraine Alderman
John Cole
Carolyn Edwards

Back row left to right:
Erin E. Cranor
Deanna L. Wright
Dr. Linda E. Young
Chris Garvey

Vision Statement

All students will graduate from high school having the knowledge, skills, attitudes, and values necessary to achieve academically, prosper economically, and participate in democracy.



CCSD Board of School Trustees

The CCSD Board of School Trustees is a group of seven elected community leaders dedicated to providing the leadership necessary for Clark County public school students to accomplish their educational goals. Each trustee brings a wealth of experience and concern for children and is committed to ensuring the success of every student.

Board responsibilities

The Board of School Trustees is responsible for establishing policies and making decisions that direct the educational vision for the CCSD, the fifth largest school district in the country. The board hires and directs the Superintendent of Schools to execute its policies and decisions, which impact more than 300,000 students and their families, approximately 357 schools and approximately 38,000 employees. In addition, board members oversee a general operating fund budget of \$2.1 billion.

Board meetings

The Clark County School District Board of School Trustees holds regular meetings the second and fourth Thursdays of each month in the board room of the Edward A. Greer Education Center, 2832 E. Flamingo Road. Public notice of all board meetings, including special meetings, is posted at least three days in advance in accordance with the Nevada Open Meeting Law.

All board meetings feature a portion for public comments. Individuals who would like to address the board should call 799-1072 during business hours and at least three hours prior to the scheduled start of the meeting. Speakers may also sign up in person immediately prior to the beginning of the meeting. Information about board meetings is available at <http://ccsd.net/trustees/>.

In addition, each trustee hosts monthly Parent Advisory Committee (PAC) meetings or has Community Education Advisory Board (CEAB) meetings to enhance communication and to provide information about issues in

education. You may obtain meeting schedules by calling the School Board Office at 799-1072 or go to www.ccsd.net and click on "Trustees." Check the website's "Trustee Newsletters" section for information on Trustees' Parent Advisory Committee meetings.

Board districts

Trustees are elected to overlapping four-year terms, and each trustee represents a different geographic region of Clark County. After completion of each census, boundaries of all elected officials' districts must be redrawn. At the time of this publication, the Board of Trustees is in the process of redrawing trustee district boundaries. Once trustee districts are approved, each trustee will represent approximately 280,000 people.

For details, and to find out which trustee represents you, please call the Office of the Board of Trustees at 799-1072 or go to www.ccsd.net and click on "Trustees".

Impact on education

The CCSD Board of School Trustees carries out its role within a framework called Policy Governance. This method allows the board to set the vision for public education in the district and to develop policies that direct this vision.

Board governance clearly defines the roles and responsibilities for achieving this vision; provides a framework for ongoing communication with the superintendent, employees and the community; assures a process of systemic accountability; and enables the board to focus on the goals of public education.

The board's commitment to enhanced governance has been recognized by the Broad Foundation, an organization dedicated to improving urban public education. The Nevada Association of School Boards also recognized the CCSD Board of School Trustees for its leadership and for its role in improving academic excellence.

Community linkage

A key component of Policy Governance is Community Linkage, in which the Board of School Trustees engages directly with parents, business representatives, district staff and other community members. The board holds community linkage meetings to gather public input on a variety of education-related issues.

The board also invites the public to participate in *School Matters*, a televised call-in show that airs on Vegas PBS. Featuring various trustees and district staff, *School Matters* is another way the board communicates with the public on a wide range of topics.

Trustees continue to promote community awareness by speaking to local groups and organizations on topics related to CCSD and educational achievement. Additionally, each trustee hosts meetings to communicate with parents and community members and to provide information about important issues in education.

For the Community Linkage and *School Matters* schedules, go to www.ccsd.net and click on "Trustees." Check the website's "School Board Trustee Newsletters" section for information on trustees' parent advisory committee meetings.

CCSD welcomes your comments and suggestions

There are many ways for parents and other area residents to offer comments or suggestions to CCSD schools and departments. In addition to contact via telephone or e-mail, you can express yourself by using one of several forms available in school offices as well as the lobbies of the Greer Education Center, 2832 E. Flamingo Road, and the Administrative Center, 5100 W. Sahara Avenue, Las Vegas.

- RAVE Reviews acknowledge employees who have demonstrated a special effort, a job well done or a helpful, caring attitude. To make an online submission, go to www.ccsd.net/rave.
- Public Concern Forms are available to address school-related concerns when an issue cannot be resolved by talking with the school principal or when an informal process is not satisfactory. These forms may be obtained at your child's school or by calling 799-5005.
- Straight Talk affords the public an opportunity to ask a question, offer a suggestion, express a concern, and receive a response from appropriate personnel. To access Straight Talk, go to <http://ccsd.net/directory/talk/index.php>.

Treatment of students, families outlined

With respect to interactions with students and their families or those enrolling to be students, the Superintendent will not cause or allow conditions, procedures, or decisions, which interfere with student achievement or which are unsafe, undignified, inequitable, discriminatory, or unnecessarily intrusive in his interactions.

Further, without limiting the scope of the foregoing by this enumeration, he or she will not:

1. Fail to inform students and their families of this policy in a timely manner, or to provide a Public Concern form to persons who believe they have not been accorded a reasonable interpretation of their protections under this policy.
2. Fail to inform students and their families of the curriculum and benchmarks for the appropriate grade level and any pertinent changes to the school's curriculum, including related services provided by the CCSD to assist students in meeting educational requirements.
3. Fail to communicate to students and their families, through the utilization of all available and appropriate means, pertinent information regarding the District, schools and related activities.
4. Fail to create an environment that welcomes and encourages parents to participate in their child's education.
5. Fail to implement policies, procedures, and practices, which promote the health and safety of the students.
6. Fail to be considerate of and sensitive to racial, ethnic, cultural, and community values regarding school activities and facilities.
7. Use methods for collecting, reviewing, transmitting, or storing student and family information that fail to protect against improper access to the material elicited.
8. Fail to build and operate facilities with appropriate accessibility for all students and their families.
9. Use forms at school that elicit information for which there is no clear necessity and is not approved by the District.
10. Fail to have clear accountability measures which include a summary report provided to parents regarding fundraising activities that require the participation of students.



School-Community Partnership Program

Bringing local businesses and community leaders together to support area schools.

799-6560

www.partnership.ccsd.net

GLOSSARY OF TERMS

NO CHILD LEFT BEHIND

AYP-Adequate Yearly Progress

Adequate Yearly Progress is the minimum level of improvement that school districts and schools must achieve each year as determined under the federal No Child Left Behind Act.

Choice

Gives options to students enrolled in Title I schools that have failed to meet AYP for two or more consecutive years.

Disaggregated Data

Test results sorted according to student characteristics, including socio-economic status, ethnicity, students with special needs and limited English proficiency.

ELA-English/Language Arts

English/Language Arts is one of two areas where students are tested regarding their proficiency. The other area is math.

Exemplary

Percentage of students in each subgroup that score at or above the level of "meets standard" in each subject area must be significantly greater than the annual proficiency targets. Also, for the school as a whole, the reduction in the percentage of non-proficient students in each subject area must decrease by significantly more than 10 percent from the previous school year.

FRL-Free and Reduced Lunch

Free and reduced price lunches are provided to students whose families fall below a minimum income threshold.

High Achieving Schools

These schools must meet one of the two criteria established by Nevada's No Child Left Behind standards. These schools either have a significantly higher percentage of students in each subgroup that are proficient than the state target or have significantly reduced the percentage of non-proficient students by more than 10 percent.

Highly Qualified Teacher

A teacher who has obtained full state teacher certification or who has passed the state teacher licensing exam, holds a minimum of a bachelor's degree and has a demonstrated subject-area competence.

Hold

Schools that make AYP after being designated as Needing Improvement are placed in hold status. They must make

AYP again the following year to be removed from Needing Improvement status.

IEP-Individualized Education Program

Individualized Education Programs are developed for students with disabilities under the federal Individuals with Disabilities Education Act and are specially designed to address unique needs.

LEP-Limited English Proficient

The State Board regulations refer to LEP students as English Language Learners. The term English Language Learners or ELL will be used to refer to students who are non-English proficient or limited English proficient. Limited English Proficiency means a pupil whose:

1. Primary language is not English;
2. Proficiency in English is below the average proficiency of pupils at the same age or grade level whose primary language is English; and
3. Probability of success in a classroom in which courses of study are taught only in English is impaired because of the student's limited proficiency in English.

NCLB-No Child Left Behind

The most recent authorization of the Elementary and Secondary Education Act, which is the principal federal law affecting K-12 education.

Needing Improvement

Designation for schools that miss an AYP target two years in a row.

Participation

NCLB requires 95 percent of the students in each subgroup to be tested.

Percent Proficient

Set by the state, this is the percentage of students that must be proficient on exams each year for a school or subgroup to make AYP.

Performance Standards

The progress a student is expected to make by the end of a particular grade.

Proficiency

Proficiency is mastery or the ability to do something at grade level.

Supplemental Services

Tutoring or academic assistance provided at Title I schools that have not met AYP for three years in a row. Participating students are those from low-income families who have been identified as needing additional assistance in the areas of reading, language arts and math.

Title I

Title I provides federal funding for schools to help students who are behind academically or at risk of falling behind. Funding is based on the number of students receiving free and/or reduced lunch. Title I is intended to supplement, not replace, state and district funds. Schools receiving Title I money involve parents in deciding how these funds are spent.

Watch List

List of schools that do not meet one or more AYP targets for one year.



CCSD COMMITTEES AND PARENT GROUPS

AZAC-Attendance Zone Advisory Commission

AZAC reviews attendance zones every year and provides recommendations to trustees concerning necessary changes to attendance boundaries. The 15-member committee consists of individuals from the community, appointed by the Board of School Trustees. All meetings are open to the public.

BOC-Bond Oversight Committee

An independent 19-member body that monitors compliance with building program goals, advises the Board of School Trustees on capital bond fund construction programs and keeps the public informed. The Board of School Trustees appoints BOC members. The public is invited to attend these meetings.

LEA-Local Education Agency

A public board of education or other public authority within a state that maintains administrative control of public schools in a city, county, township, school district or other political subdivision of a state.

LIT-Learning Improvement Team

The Learning Improvement Team, with two

positions for parents, develops a school improvement plan, designed to increase student learning, which is coordinated with the Professional Development Center and the Academic Council.

PAC-Parent Advisory Committee

Each trustee organizes a PAC designed specifically to encourage communication between parents and board members. Call the School Board Office or the appropriate Area Service Center office to learn about the time and location of your trustee's PAC meetings.

SEA-State Education Agency

A public board of education or other public authority that is responsible primarily for the supervision of a state's public schools.

TESTING TERMS

ACT-American College Testing www.act.org

CRT-Criterion-Referenced Test

The CRT is a test to measure students in reading and mathematics in grades three

through eight, and science in grades five and eight. The CRT in reading measures word analysis, comprehension, and interpretation of literary, informational and functional texts. The mathematics test measures numbers and operations, algebra and patterns, measurement, geometry, statistics and data analysis. The science test measures physical science, life science earth/space/environmental science, skills and processes and investigations.

ITBS-Iowa Tests of Basic Skills www.education.uiowa.edu

NAEP-National Assessment of Educational Progress

NHSPE-Nevada High School Proficiency Examination

SAT-Scholastic Aptitude Test www.sat.org

PROGRAMS AND GENERAL TERMS

AP-Advanced Placement

Advanced Placement courses are college level courses offered to students, taught by teachers that have been certified by a college to teach specific courses. Students can complete a test at the end of the year that allows the student to receive college credit.

CTA-Career and Technical Academies

CTA's provide students with opportunities to explore the many career options available to them after graduation from high school. Programs include high tech training with the industry's newest equipment, college credit for all qualifying programs, industry certification, job shadowing and internships.

Edison Schools

The six schools in the district currently managed by Edison Schools Inc., the nation's largest private manager of public schools.

ELL-English Language Learner

As allowed by state regulation, CCSD offers Content-Based ESL and Dual Language programs at the elementary level. At the secondary level, CCSD offers Sheltered-Content ESL. The goals of all these programs are: (1) to help ELL students achieve comprehension, speaking, reading and writing competence in the English language; (2) to enable students to maintain grade level status; and (3) to enable students to meet graduation standards. Dual Language Programs are programs in which native English speakers and English Language Learners are grouped in classrooms and learn literacy skills in both English and Spanish. Students are shared between two teachers, one delivering instruction in English and the other in Spanish. Students acquire academic and social vocabulary in both languages.

Empowerment Schools

Established in 2006, CCSD Empowerment schools operate on the belief that it takes the united effort of family, school and the community to meet annual goals for student achievement and school environment. Empowerment schools have more flexibility when it comes to governance, time, staffing, budget and instructional practices to meet the diverse needs of the neighborhood they serve. Because of their collaborative nature and increased flexibility, Empowerment schools are uniquely equipped to accomplish the CCSD mission of bringing school and community together to attain their vision of students who are prepared to succeed academically, economically and socially.

GATE-Gifted and Talented Education Program

The Gifted and Talented Education (GATE) Program of the Clark County School District identifies and serves the academic and affective needs of identified gifted students in grades three to five. CCSD offers a research-based curriculum to identified students who require differentiated curriculum and instruction beyond assigned grade levels. Students who meet eligibility requirements have the opportunity to fully develop their potential through curriculum that promotes complexity and higher-level thinking skills. For more information, call 799-8601.

Honors

Honors courses are offered to students seeking more rigorous challenging classes.

Magnet Programs

These programs offer learning opportunities related to various themes for interested students. Students from across the district may apply to a Magnet school regardless of the Area Service Center in which they reside. The purposes of Magnet schools are to improve student achievement, promote diversity and create an awareness of career opportunities relative to the fields of study in which students may be interested. For more information, call 799-8492 or visit <http://magnet.ccsd.net>.

ParentLink

ParentLink is a computer-based system online, which displays data from the student information system that the Clark County School District uses to track students. ParentLink allows parents to view detailed information about their child's school records and allows communication between parents and school staff.

Special Education

Students eligible in one or more disability areas under the federal Individuals with Disabilities Education Act are provided specially-designed instruction as part of the student's Individualized Education Program. Students qualifying for special education support have needs that will often require services or supports that go beyond what is normally offered or received as part of general education. For more information, call 799-5471.

SSA-Standard Student Attire

CCSD Regulation 5131 indicates that principals may establish Standard Student Attire (SSA) for the purpose of increasing student achievement, promoting safety and enhancing a positive school climate. For more information, visit ccsd.net/parents/studentAttire.php.

Virtual High School

Virtual High School presents a unique opportunity to earn a high school diploma or additional high school credits from the comfort of home, through a combination of TV/cable/VHS/DVD and online classes and in a learning style that is most flexible for some students. Virtual HS is available free to students who are enrolled full time. For more information, call 855-8435 or visit www.ccsdde.net.

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EDUCATIONAL ORGANIZATION GROUPS, PROGRAMS and RESOURCES

College Board

The College Board is a not-for-profit membership association that provides programs and services in college readiness, college admission, guidance, assessment, financial aid, enrollment, teaching and learning. Its best-known programs include the SAT, the PSAT/NMSQT and the Advanced Placement Program (AP).

For more information, visit www.collegeboard.com.

Nevada Department of Education

Web page information consists of: Accountability, Assessment, Calendars, Teacher Licensing Information, NV Education Regulations, Publications, Resources, Schools/Districts, School Improvement, School Recognition, Standards, Technology, State Board of Education, NDE Administration, Councils & Commissions. For more information, call 486-6458 or visit www.doe.nv.gov.

Nevada PIRC-Parent Information Resource Center Education Alliance

For information, visit www.nevadapirc.org.

Nevada PTA – Parent Teacher Association

This organization provides service to Nevada's children, families, schools and communities, with support at the local, regional, state and national levels. The primary focus is on parental involvement and advocacy.

For more information, call 258-7885 or visit www.nevadapta.org.

PEP-Professionals Empowering Parents

Professionals and parents dedicated to family empowerment work together to enhance and expand support for children with disabilities. For more information, call 388-8899 or visit www.nvpep.org.

PIE-Partners for Inclusive Education

Inclusive education brings all students together in one classroom and community, regardless of their strengths or weaknesses in any area, and seeks to maximize the potential of all students.

For more information, visit <http://nvpie.org/inclusive.html>.

PTO-Parent Teacher Organization

Parent-Teacher Organization is a voluntary organization bringing together parents and teachers, usually for fundraising, parent involvement and community engagement.

FREQUENTLY ASKED QUESTIONS

How old must a child be to enter school in Nevada?

Nevada law requires that students be five years old on or before Sept. 30 to enter kindergarten. To enter first grade, a child must be six years old on or before Sept. 30 and must have attended public school kindergarten, a state-exempt private school or approved home school, or have passed a first-grade readiness test. (NRS 392.040)

How do I know which school my child should attend?

Information about school attendance areas is available at <http://ccsd.net/schools/zoning/> or by calling the district's Zoning Office at 799-6430.

Am I required to send my child to the school where he or she is zoned?

Students must attend their assigned school unless, under special circumstances, a zone variance is obtained. You have between March 1 and May 1 to make requests for zone variances for the upcoming school year. The Clark County School District can approve or disapprove the request at its discretion. Contact your child's school with any questions about zone variances. (CCSD Regulation 5112)

If my child is zoned for the same school as last year, is it necessary to register again?

Generally, parents do not need to register their children if they are returning to the same school. However, parents are required to update their child's information sheet each year.

What school supplies will my child need?

It is important for every child to have the necessary supplies for the new school year. Most schools and/or teachers provide a list of suggested supplies at the beginning of the year. Parents are advised to obtain this information from the school and/or teacher before purchasing school supplies to prevent the expense of buying unnecessary items.

SCHOOL CALENDAR FOR 2011-2012

2011

- Aug. 29** First day of school
- Sept. 5** Labor Day (no school)
- Oct. 28** Nevada Day observed (no school)
- Nov. 11** Veterans Day observed (no school)
- Nov. 24-25** Thanksgiving Day and Family Day observed (no school)
- Dec. 15** *Elementary School Parent/Student/Teacher Academic Planning time (No school to allow for a full day of scheduled sessions with parents)
- Dec. 16** End of day, winter break begins (no school from Dec. 19-30, inclusive)

2012

- Jan. 3** Classes resume
- Jan. 16** Martin Luther King, Jr. Day observed (no school)
- Feb. 20** Presidents' Day observed (no school)
- March 30** End of day, spring break begins (no school from April 2-6, inclusive)
- April 9** Classes resume
- May 28** Memorial Day observed (no school)
- June 8** Last day of school
- June 8, 11, 12** Emergency Days (if needed)

Professional Development Days for 2011-2012 will be determined and information will be provided on www.ccsd.net or by calling your child's school.

* All dates are subject to change.
* Each school has determined the days of which teachers will be engaged in morning Parent/Student/Teacher Academic Planning Time sessions with parents. Contact your child's school for all session dates.



In the event a school must be closed due to an extreme circumstance, parents can obtain more information by contacting their child's school, checking ParentLink or logging on to www.ccsd.net.

K-12 NEWS

Registering your child for school

Parents may register their children for elementary school in August. Classes begin Aug. 29 for all schools.

Registration dates and procedures vary from school to school. Contact your child's school for this information. To find out which school your child is zoned to attend, visit the zoning website at <http://ccsd.net/schools/zoning.phtml> or call the district's zoning office at 799-6430.

Elementary students new to the Clark County School District, including kindergarteners, should register in the office of their assigned school after Aug. 1.

The following requirements have been established by Nevada State law for children enrolling in kindergarten:

1. Any child who is five years of age on or before Sept. 30 may be admitted to kindergarten at the beginning of the school year [NRS 392.040].
- a. If a child is not five years of age by Sept. 30, the child shall not be admitted to kindergarten until the beginning of the school year following his/her fifth birthday [NRS 392.040].
2. A child who will be six years of age on or before Sept. 30 and who has not been enrolled in a public, private licensed, exempt private or approved home school kindergarten program may be assessed to determine if he/she is prepared for first grade. If the child passes the assessment, he/she is admitted to first grade. If not, the six-year-old child is enrolled in kindergarten [NRS 392.040].

If your child is enrolling in a Clark County School District (CCSD) school for the first time, or if you are re-enrolling your child in a CCSD school, you will need the following items to complete your child's registration:

1. One form of proof of address is required, such as a recent utility bill, rental receipt, residential lease or sales contract. A driver's license, telephone bill and/or cable bill are unacceptable forms of address verification.
 - a. If you are living with a friend or relative, you must also bring a notarized statement signed by you and the owner/renter of the property where you are staying, indicating that it is your place of residence. If you do not have this documentation, please contact the Homeless Outreach Program Office at 855-6682.

2. Personal identification bearing your name is required. A driver's license, picture identification and/or passport, etc. may be used as acceptable forms of personal identification.

3. Proof of child's identity is required. This may consist of an original birth certificate, a passport or a certified birth card issued by the Southern Nevada Health District or another health district. Birth records for children born in Clark County are available from the Vital Records Office at the Clark County Health District, 625 Shadow Lane, Las Vegas.

4. **Up-to-date medical information is required. You must have records indicating that your child has had, or has started, the following series of immunizations [NRS 392.435]. Students cannot attend school if this requirement is not met.**

- a. Four DPT (diphtheria/pertussis/tetanus) doses
- b. Three polio doses
- c. Two MMR (mumps/measles/rubella) doses
- d. For seventh grade entry: Tdap (Bordetella pertussis), one dose, required if at least five years have elapsed since the last injection of diphtheria/tetanus/whooping cough.

5. Students new to Nevada schools, whether entering school for the first time or transferring from another state, also require the following series of immunizations [NRS 392.435].

- a. Two hepatitis A shots
- b. Three hepatitis B shots
- c. Chickenpox (varicella): at least two doses required for all ages. If child has had chickenpox disease, varicella is not required, but physician verification of past chickenpox disease is required. Please contact your child's school or the Southern Nevada Health District regarding immunization dosing.

6. Immunization exemptions: Medical and religious exemptions are accepted. Medical exemptions require a letter from a licensed health care provider. For a religious exemption, the parent/guardian must write a letter stating the religious objection. Contact the Southern Nevada Health District at 759-0850 for further information.

Students transferring within the district must be registered at their new school so that their records can be moved. Students returning to the same school generally are registered automatically. Most middle and high school students, including those entering from CCSD elementary or middle schools, will receive registration materials in the mail. Students already enrolled in the district and who did not move over the summer should call their school if they do not receive a packet by Aug. 20. A letter from the school will indicate whether registration is necessary for returning students.

Military families moving to Clark County from outside Nevada

Nevada Revised Statutes 388.470 and 392.040 allow provisions for military families moving to Clark County from outside of Nevada, including enrollment, grade level placement, attendance, course placement, extracurricular activities, and testing. For more information, parents should speak with the the clerk, office manager, or an administrator at their child's school.

Bus transportation

The Clark County School District provides bus transportation for students living two or more miles from their assigned school, excluding students with zone variances. New student transportation registration is completed when you register your student for school. If your student is currently enrolled in CCSD and you have moved, changed schools and/or need transportation, please complete the Registration form available at your child's school or go to <http://transportation.ccsd.net/> for more information.



Zoning Office 799-6430
<http://ccsd.net/schools/zoning>

Homeless Outreach Program Office 855-6682

Southern Nevada Health District 759-0850



Identification document required for enrollment

All students new to the Clark County School District must present an original certified birth certificate, passport or certified birth card at the time of registration.

If the proper documents have not been received within 30 days, the principal will notify local law enforcement to determine whether the child has been reported missing.

School officials remind parents or guardians that these documents are required by state law.

Under Nevada law, a child also must be enrolled under the name appearing on the document submitted as proof of identity. It is a misdemeanor to attempt to enroll a child under a false name. Parents are allowed by law to petition for a court order allowing the child to enroll under a different name.

At the time of enrollment, additional information will be asked of the parents or guardians to establish proof of identity.



**Transportation
Department
799-8110**

<http://transportation.ccsd.net/>

**Southern Nevada Health District
759-0850**

GATE Program 799-8601

Transportation for students with disabilities

Students with disabilities participate in general education bus transportation unless they demonstrate a disability-related need for special education school bus transportation. Parents/guardians requesting student transportation for medical reasons should contact the school nurse to obtain the appropriate form(s). Anyone with concerns regarding transportation and bus schedules that impact a student's school day should contact the principal of the school where the concern has arisen. If applicable, these concerns also may be addressed by contacting the office of the appropriate area superintendent (see Area directory), by using the district's complaint resolution process outlined in CCSD regulation 1213.1 or by calling the district's transportation department at 799-8110. If there are disability related transportation compliance concerns, you may also contact the Office of Compliance and Monitoring, Student Support Services Division, at 799-1020.

Immunizations required to enroll

Nevada law requires that students must be current with their immunizations before they are allowed to enter school. Parents/guardians are to bring immunization records with them to school when they register their child.

A child will not be allowed to attend school without documentation of completed or in-progress immunizations. Exceptions are permitted for "religious objection," which requires a letter from the parent or guardian stating the religious objection, or for a medical condition, which requires a letter from a licensed health care provider.

Immunizations are offered by the Southern Nevada Health District for the following: DPT (diphtheria, whooping cough, tetanus), MMR (measles, mumps, rubella), polio, hepatitis A, hepatitis B and Varicella (chicken pox). Seventh grade entry requires one dose of TDaP (Bordetella pertussis), if at least five years have elapsed since the last diphtheria/pertussis/tetanus injection. There is an administrative fee plus the cost of the vaccines. Prices vary by vaccine.

Students new to Nevada are required to have immunizations for hepatitis A and B, and varicella (chicken-pox). If a child has had chicken pox, varicella is not required, but physician verification of past chickenpox disease is required. Contact the Southern Nevada Health District at 759-0850 for more information.

Gifted programs available to eligible students

The Clark County School District offers gifted education services for eligible students through a variety of programs and instructional models.

The Gifted and Talented Education (GATE) Program provides services to eligible students in grades three through five in a pull-out model. Students are provided 150 minutes per week of differentiated instruction in the GATE classroom. The curriculum involves advanced problem-based interdisciplinary units of study. Students are deemed eligible with test scores at or above the 98th percentile on an individually administered verbal or nonverbal ability test. Tests are administered by the GATE specialist assigned to the student's school. Students who score below the 98th percentile may qualify for services through a matrix. The matrix includes standardized achievement scores or classroom grades, and both parent and teacher rating scales. Students who transfer from other school districts with scores at or above the 98th percentile on an individually administered

test of general intellectual ability may be referred for immediate consideration for GATE services. Students with scores below the 98th percentile must follow established CCSD referral/identification procedures.

The Title 1 Alternative GATE Services (TAGS) Program is offered to eligible students in grades three through five attending Title 1 schools. Students who score between the 90th and 97th percentile on either a verbal or nonverbal ability test are provided 50 minutes per week of differentiated instruction in a pull-out model. Students are provided additional enrichment above the educational opportunities offered in the general education classroom in order to maximize their potential.

The Highly Gifted (HG) Program serves eligible students with general intellectual ability scores at or above 145 on a full scale intelligence test administered by a licensed psychologist. The HG Program identifies and serves the academic and affective needs of highly gifted students in grades K-12 through an individualized program developed to assure student success.

For additional information regarding gifted education programming, contact the GATE specialist assigned to each elementary school or call the Gifted Education Program Office at 799-8601.

Parents welcomed at school

Parents are encouraged to get involved in their child's education and are welcome to visit their child's classroom. While doing so, however, parents are reminded to follow standard visitor procedures.

When visiting a school, parents should sign in at the front office and obtain a visitor's badge, which should be worn where it is easily visible. Parents should sign out when they leave and repeat this procedure during every visit.

Parents also are reminded that office staff will ask them for identification when picking up their student. Following these procedures helps ensure the safety of all students.

Accident/health insurance encouraged

The Clark County School District is not a provider of insurance, nor does it sponsor or endorse any particular student insurance program. As a service to parents and their children, information about student medical & dental insurance coverage is made available through the school. Parents are encouraged to obtain medical bills from school accidents unless negligence is established. Parents are reminded that that insurance is required for student athletes, and proof of insurance must be presented for eligibility. **(A copy of the insurance card showing coverage should be submitted with the athletic packet.)** Coverage questions, applications, and premium payments must be directed to Myers-Stevens & Toohey & Co., Inc. by the parent. Contact information is shown on the insurance brochure provided to each student.

Regular attendance enforced

Regular attendance at school is necessary for student achievement. Attendance enforcement is a shared responsibility between the Clark County School District and the student's parent or legal guardian. The primary aim of attendance enforcement is to increase student achievement through improved attendance.

It is the district's position that no learning can take place if a student is absent. The educational experiences lost during an absence are irretrievable, as the classroom setting cannot be duplicated through make-up work.

Schools work with parents and students to identify and remediate the causes of poor attendance. Schools also are directed to implement programs that encourage student attendance.

Under Nevada law, the parent or guardian is required to send the student to school during all times that school is in session. CCSD also requires that students attend school regularly in accordance with Nevada law.

In grades K-12, parents or legal guardians of students who have been absent are required to provide the school with a written statement, within three (3) school days of returning to school, giving the reason for the absence. Absences that are unapproved or unexcused are considered truanancies. The district strictly enforces attendance and truancy regulations and will refer habitual truants to local law enforcement, as required by CCSD Regulation 5113 and Nevada law.

Contact your child's school for more information about attendance enforcement.

Regulation 5121: Student Progress: Grading

CCSD Regulation 5121 addresses grades assigned to students and related issues. Below is a summary of this regulation:

Secondary School – Grades Six through 12

The district will report student achievement and compute grade point averages using the scale below:

A-Excellent	90-100 percent	4.0
B-Above Average	80-89 percent	3.0
C-Average	70-79 percent	2.0
D-Below Average	60-69 percent	1.0
F-Failure	Below 60 percent	0
P-Passing	(to be used for specific courses designated by the Instruction Unit)	

For the purpose of computing out-of-district grades, the following point values will be used: A, A +/- = 4.0; B, B +/- = 3.0; C, C +/- = 2.0; D, D +/- = 1.0 and F = 0.

Quarter grades will reflect student achievement on class assignments and assessments provided by the teacher. Both quarters will be equally weighted. Semester exams will be comprehensive of the material covered during the semester and the teacher may count the final exam for up to 20 percent of the student's semester grade. Final semester grades will reflect assignments and assessments completed throughout the semester and the final exam grade. During the 2011-2012 school year, teachers will issue quarter grades on:

Quarter:	Quarter Ends:	Report Cards Distributed:
One	Oct. 27	Nov. 15
Two (1st Sem.)	Jan. 26	Feb. 7
Three	March 23	April 10
Four (2nd Sem.)	June 7	June 18 - Mailed

Teachers will be expected to teach the objectives in state standards and district curriculum and student grades will be determined in relationship to those objectives.

Elementary School – Kindergarten through Grade Five

Teachers will use the following grading symbols to identify mastery of grade level benchmarks for elementary students:

- A 90-100 percent
- B 80-89 percent
- C 70-79 percent
- D 60-69 percent
- F Below 60 percent
- W Working on standards below grade level

Teachers will use the following grading symbols for other subjects, content strands, and Nevada State Standards:

- E Exceeds standards
- S Meets standards
- I Approaching standards/inconsistent
- N Does not meet standards
- X Is not presently being evaluated

Parents should check with their child's elementary school for the specific dates for report card distribution for the 2011-2012 school year.

Regulation 5122: Reporting to Parents of Elementary and Secondary Students

CCSD Regulation 5122 concerns progress notice reports for parents of students enrolled in CCSD schools. Below is a summary of this regulation:

In secondary schools, teachers will confer with students and provide them with a written progress notice report to be shared with parents advising them of work that constitutes failure (F) or below average (D) performance. If, at that time, a student's citizenship is unsatisfactory, it will also be noted on the progress report.

Secondary schools will distribute the progress notice reports during the 2011-2012 school year to students on:

- First quarter – Sept. 30, 2011
- Second quarter – Dec. 2, 2011
- Third quarter – Feb. 17, 2012
- Fourth quarter – May 4, 2012

On a weekly basis, parents should monitor their child's progress in school using the online parent communication system. Access to the parent communication system for each school is available on the school website.

In elementary schools, teachers will advise parents, by conference or written notice, of unsatisfactory progress being made by their students. Parents should be notified of student progress on or before the seventh week of each track trimester. Please check with your child's elementary school for the specific dates.

Educational Involvement Accord and Code of Honor

As part of CCSD's commitment to maximizing your child's educational experience, the district provides each student with a copy of the Educational Involvement Accord and the student Code of Honor. The Accord is a contract between the parent, the student and the school, outlining the specific expectations of each party. The Honor Code emphasizes the importance of not cheating in school. Parents and students are encouraged to review and sign the Accord and return it to the school. Nevada law requires teachers to maintain signed copies of the accords. Parents

ParentLink®

District-wide Parent Involvement System

ParentLink® is the Clark County School District's parent communication system for all students in grades K-12, providing up-to-date information regarding student attendance, grade book assignments, links to teacher e-mail and class websites, school news, cafeteria information, and much more. For added convenience, parents with more than one student in CCSD may access all of their children's information at various schools with one login ID, online or by the telephone, and in English or in Spanish.

How to Access ParentLink®

Parents that logged into ParentLink® during the 2010-2011 school year can continue to use the same the login ID and password. For first-time users, your login information will be provided by your child's school at the start of the school year. For further information and assistance please contact your child's school directly.

To access the system online, enter
parentlink.ccsd.net
in your web browser.

To access the system by telephone

- + Dial **799-4433**
- + Select a language
- + Press 9 to login
- + Enter your ParentLink® login ID and password
- + Press 4 to hear information about your student, then press 2-Attendance; 3-Grades; 4-Assignments; 5-Cafeteria

Parents, ParentLink® needs your email address!

For those who have logged in to ParentLink®, we encourage you to check your account information from the MY ACCOUNT link in the top right corner of the screen to make sure that your information is up-to-date and your most current email address is stored in ParentLink®. If you need to update information such as an old address or phone number, this information must be completed at your child's school.

Providing your email address in ParentLink® enables you to reset your password if it is ever lost or forgotten, receive email messages from your school, and subscribe to other important ParentLink® communications. To add an email address, simply log in to ParentLink®, and click on the MY ACCOUNT tab. Under Delivery Addresses click the ADD button and select Email Address. Then click SAVE to save your address once it is entered on the Add Email Address page. Don't delay, set up your email address today!

Dress code enforced

All students are expected to wear proper attire to school in order to foster an environment that promotes learning. The CCSD dress code:

- Requires the wearing of shoes with soles. House slippers and shoes with wheels are not permitted.
- Requires that all clothing must be sufficient to conceal any and all undergarments. No skin will show between bottom of shirt/blouse and top of pants or skirts at any time. All sleeveless shirts must have straps at least three inches wide. Prohibited tops include, but are not limited to, crop tops, tank tops, strapless, low-cut clothing, clothing with slits, or tops and outfits that provide minimum coverage.
- Requires that all shorts, skorts, skirts and jumpers/dresses must be at fingertip length.
- Requires that all jeans, pants and trousers must be secured at waist level. Sagging is strictly prohibited. Jeans, pants and trousers are not to have rips or tears that expose undergarments and/or are located mid-thigh or higher.
- Prohibits the wearing of headgear (hats, hoods, caps, bandanas, hair grooming aids, etc.) on campus except for designated school approved uniforms, special events, authorized athletic practices, documented medical conditions, bona fide religious reasons or CCSD/school sanctioned activities.
- Prohibits slogans or advertising on clothing, jewelry, buttons and/or accessories which by their controversial, discriminatory, profane and/or obscene nature disrupt the educational setting.
- Prohibits any clothing, jewelry, buttons and/or accessories that promote illegal or violent conduct, or affiliation with groups that promote illegal or violent conduct such as, but not limited to, the unlawful use of weapons, drugs, alcohol, tobacco, or drug paraphernalia or clothing that contains threats.
- Prohibits spiked or studded clothing, jewelry and/or accessories.
- Requires that outerwear such as coats, mittens and scarves must be removed upon entering the classrooms/buildings. Administrators, teachers and staff may use their discretion, as appropriate, based on the temperature in the facility.

2011-12 MANDATORY STANDARD STUDENT ATTIRE

ELEMENTARY SCHOOLS

Bell ES
Bennett ES
Bruner ES
Carson ES
Cortez ES
Cox, C. ES
Crestwood ES
Culley ES
Dailey ES
Dearing ES
Detwiler ES
Diaz ES
Earl, I. ES
Edwards ES
Fitzgerald ES
Harmon ES
Hayden ES
Herr ES
Hewetson ES
Hummel ES
Jeffers ES

Jydstrup ES
Lamping ES
Lincoln ES
Long ES
Mackey ES
Manch ES
Martinez ES
McCall ES
Miller, S. ES
Neal ES
Park ES
Perkins, C. ES
Pittman ES
Reedom ES
Ronnaw ES
Ronzone ES
Roundy ES
Schorr ES
Scott ES
Sewell ES
Steele ES
Stuckey ES

Taylor, G. ES
Thirirot ES
Twitchell ES
Vanderburg ES
Vegas Verdes ES
Wallin ES
Ward, G. ES
Watson ES
West Prep ES
Wilhelm ES
Williams T. ES
Williams W. ES
Wynn ES

MIDDLE SCHOOLS

Bailey MS
Bridger MS
Brimley MS
Cadwallader MS
Cashman JHS
Cortney MS
Cram MS
Findlay MS

Fremont Prof. Dev.
Garside JHS
Gibson, R. MS
Johnson JHS
Johnston MS
Keller MS
Knudson MS
Martin MS
Monaco MS
Sedway MS
Smith MS
Swainston MS
Von Tobel MS
West Prep MS

HIGH SCHOOLS

Cheyenne HS
Desert Pines HS
Liberty HS
Vet. Tribute CTA
West Prep HS

2011-12 Voluntary standard student attire

ELEMENTARY SCHOOLS

Beckley ES
Cambeiro ES
Fyfe ES
Gragson ES
Herron ES
Hollingsworth ES
Kelly ES
Lunt ES
Sunrise Acres ES
Tanaka ES
Tate ES

MIDDLE SCHOOLS

Cortney MS
Orr MS

are also encouraged to keep a copy for their own reference. The principles inherent in these documents are not only important for your child's education, but also can be of great value to him or her throughout life.

Academic testing conducted at all grades

The Clark County School District uses an accountability system that includes regular testing of students to assess their achievement levels in core subjects and to determine their mastery of the district's curriculum. Contact your child's school for specific test administration dates. If you have general questions, call the CCSD Testing Department at 799-5402.

CCSD grade promotion policy

The Clark County School District (CCSD) emphasizes a well-balanced educational program that includes mathematics, science, English, reading, social studies, technology, the arts or exploratory classes, health and physical education.

It is a proven fact that the time and effort invested by a middle school student in all courses of study contribute greatly to their success on the high school-mandated Nevada Proficiency Exams in mathematics, reading, writing and science. CCSD's curriculum provides a strong foundation for students who pursue post-secondary education to perform successfully on the SAT and ACT exams. Promotion standards and regulations adopted by CCSD and the Nevada State Board help ensure that students can acquire basic skills to help them from kindergarten through post-secondary pursuits.

CCSD Regulation 5123 discusses the promotion/retention and demotion of students. Go to www.ccsd.net/directory/pol-reg/pdf/5123_R.pdf for the complete regulation.

Kindergarten

Students normally spend one year in kindergarten and are promoted to first grade at the end of the year. In some instances, individual students may profit by special education placement or by a second year in kindergarten. In these instances, principals and teachers may make this recommendation to parents or guardians. Because of Nevada School Law concerning first grade entrance age, parents' or guardians' consent is needed before this recommendation can be executed.

Grades one through five

The general practice is that students are promoted to the next grade at the end of the school year. However, progress should be continuous and student advancement through the curriculum should be according to the student's demonstrated ability rather than the student's age or years in school. Principals are responsible for standard promotion of students.

Grades six through eight

A pupil in grade six must complete one semester with a passing grade in mathematics, English or reading and science for promotion to seventh grade. The principal has the authority to determine the course(s) which need to be repeated. No student may be retained more than once in the sixth grade.

A pupil in grade seven must complete one semester with a passing grade in mathematics, English or reading, science and social studies for promotion to eighth grade. The principal has the authority to determine the course(s) that need to be repeated. No student may be retained more than once in the seventh grade.

A pupil who enters grade eight must complete three semesters with a passing grade in mathematics, three semesters with a passing grade in English or reading, two semesters with a passing grade in science and two semesters with a passing



STATE-MANDATED TESTING CALENDAR

This calendar includes only the assessments coordinated through the CCSD Testing Department. You will be receiving information regarding ELL and Special Education testing from the Student Support Services Division.

grade in social studies during the seventh and eighth grade years for promotion to high school. An eighth-grade student who does not meet promotion requirements may be promoted to high school on academic probation provided the student meets the criteria for academic probation as defined in subsection F (see complete regulation for details).

An eighth-grade student not meeting the criteria for academic probation will not be promoted to high school and will be retained in the eighth grade for the following school year. In addition, a retained eighth-grade student may not be promoted mid-year. An eighth-grade student may be retained for more than one year.

Grades nine through 12

Grade classification for high school students will be determined by years in school, not on credit earned. Students will be classified to the next grade level at the end of each school year.

Guidance counselors

Guidance counselors help students to understand and deal with social, behavioral and personal problems. They also promote and enhance students' academic, personal, social and career development. It is not uncommon for a counselor to play a major role in the education and growth of a student. The Clark County School District employs approximately 600 guidance counselors at all grade levels.

If a school experiences an unexpected traumatic event that may cause emotional distress, the CCSD has a district-level crisis

management team comprised of licensed psychologists and counselors who are specially trained in crisis intervention. The crisis team can provide immediate onsite support to the school and also provide crisis-based counseling in conjunction with school-based staff. Working closely with community-based counseling resources, the district crisis team helps ensure that an ongoing system of counseling services exists for students and families requiring such support.

Help your child succeed in school

Many parents ask how they can help their child succeed in school. The following tips are offered by the U.S. Department of Education and can be found online at www.ed.gov.

"What should I do before my child starts school?"

Before the school year begins, find out as much as you can about the school your child will attend.

Schools can differ greatly. Ask the school principal for a school handbook. This will answer many questions that will arise over the year. If your school doesn't have a handbook, ask the principal and teachers questions such as the following: What teaching methods and materials are used? How much time is spent on each subject such as reading, math, science and history?

Talk with your child about school. Emphasize that school and learning are important.

GRADES 1-5

TESTING DATE	TEST	GRADE LEVEL	DUE IN TESTING
FEB. 1–APR. 20	NAA	3, 4, 5	APR. 20
NOT THIS YEAR	NAEP		
JAN. 17–FEB. 17	NEVADA PROFICIENCY EXAMINATION IN WRITING*	5	ONLINE ADMINISTRATION
APR. 11–MAY 9	STATE CRT* Reading Math Science 5th only	3, 4, 5	MAY 9

GRADES 6-8

TESTING DATE	TEST	GRADE LEVEL	DUE IN TESTING
FEB. 1–APR. 20	NAA	6, 7, 8	APR. 20
NOT THIS YEAR	NAEP*		
JAN. 30–FEB. 28	NEVADA PROFICIENCY EXAMINATION IN WRITING*	8	ONLINE ADMINISTRATION
APR. 11–MAY 9	STATE CRT* Reading, Math Science 8th only	6, 7, 8	MAY 9
NOT THIS YEAR	TIMSS		

Acronyms:

CRT = Criterion-Referenced Test

NAEP = National Assessment of Educational Progress

NAA = Nevada Alternate Assessment

TIMSS = Trends in International Mathematics and Science Study

The test dates listed above are Nevada Department of Education scheduled testing windows. Schools are reminded before scheduling their own testing dates that there have been delays in the delivery of test materials in the past. Please keep this in mind when scheduling testing during the first two- three days of the testing window.

* This test is part of the Nevada Proficiency Examination Program.



Testing Department
799-5402

Grade Promotion

www.ccsd.net/directory/pol-reg/pdf/5123_R.pdf

Standard student attire

The school administration has the right to designate which types of dress or appearance disrupt or detract from the educational program and may be a potential safety hazard.

Under CCSD Regulation 5131, principals may establish a policy that requires students to wear Standard Student Attire (SSA) for the purpose of increasing student achievement, promoting safety and enhancing a positive school climate. A school that chooses to implement an SSA policy must conduct a survey of families every fourth year. At least 10 percent of the surveys sent to families that make up the population of the student body must be returned and 55 percent of the surveys returned must agree to implement SSA.

The principal and the site-based committee must determine SSA requirements from the approved list, outlined in CCSD Regulation 5131. Stricter SSA requirements than those delineated in 5131 may be implemented through the survey process set forth in the regulation. Basic colors of khaki, navy and white are required at all SSA schools. Optional colors may be added through the survey process.

At schools implementing a mandatory SSA policy, parents may apply for an exemption based upon a bona fide religious objection or verified medical condition by filling out an Application for Exemption. Parents of students who do not desire to attend an SSA school may also request a zone variance under the provisions of Regulation 5112. However, zone variances will be granted based on space availability and parents must provide transportation for their student. At schools implementing a voluntary SSA policy, parents may exercise a non-participation option by submitting a written, signed Application for Exemption, and discussing the option with the principal or designee.

Protection of pupil rights amendment

The Protection of Pupil Rights Amendment (PPRA) (20 U.S.C. § 1232h; 34 CFR Part 98) applies to programs that receive fund-

ing from the U.S. Department of Education (ED). PPRA affords parents and students who are 18 or emancipated minors ("eligible students") certain rights regarding the district's conduct of surveys, collection and use of information for marketing purposes and certain physical exams. These include the right to:

■ Consent before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education:

- 1) Political affiliations or beliefs of the student or student's parent;
- 2) Mental or psychological problems of the student or student's family;
- 3) Sex behavior or attitudes;
- 4) Illegal, anti-social, self-incriminating or demeaning behavior;
- 5) Critical appraisals of others with whom the respondents have close family relationships;
- 6) Legally recognized privileged relationships, such as with lawyers, doctors or ministers;
- 7) Religious practices, affiliations or beliefs of the student or parents; or
- 8) Income, other than as required by law to determine program eligibility.

■ Receive notice and an opportunity to opt a student out of:

- 1) Any other protected information survey, regardless of funding;
- 2) Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision or scoliosis screenings, or any physical exam or screening permitted under state law; and
- 3) Activities involving collection, disclosure or use of personal information obtained from students for marketing purposes or to sell or otherwise distribute the information to others.

■ Inspect, upon request of the parent, and before the instrument is administered or used: 1) Protected information surveys of students; 2) Instruments used to collect personal information from students for any of the above marketing, sales or other distribution purposes; and 3) Instructional material as part of the educational curriculum.

The Clark County School District has developed and adopted policies, in consultation with parents, regarding these rights, as well as arrangements to protect student

privacy in the administration of protected surveys and the collection, disclosure or use of personal information for marketing, sales or other distribution purposes.

The district will also directly notify parents and eligible students, such as through the U.S. mail or e-mail, at least annually at the start of each school year of the specific or approximate dates of the activities or surveys listed below and provide an opportunity for the parent to opt his or her child out of participation in that activity or survey. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification and be provided an opportunity to opt their child out of participation. Following is a list of the specific activities and surveys covered under this requirement:

- + Collection, disclosure or use of personal information for marketing, sales or other distribution;
- + Administration of any protected information survey not funded in whole or in part by the U.S. Department of Education; and
- + Any non-emergency, invasive physical examination or screening as described above.

Parents/eligible students who believe their rights have been violated may file a complaint with: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-8520.

Students with disabilities

The district provides direct and support services for students with disabilities ages three through 21. Neighborhood schools are the focus for providing services, and a full range of options is available to meet students' needs. The following information is provided to assist parents or guardians of students with disabilities.

Academic setting and school day

Students with disabilities are educated in general academic and nonacademic settings unless a student's needs cannot be met in such a setting. Consistent with district policy and state law, all students are required to receive a full school day of instruction with educational programs, except in those cases where a special education IEP team or Section 504 team has determined that a student requires a

shortened school day or an education- or disability-related accommodation in the education setting.

Family educational rights and privacy act

School records of students are confidential, according to the Family Educational Rights and Privacy Act (FERPA). The educational records maintained by the district include a student's academic permanent record, achievement and scholastic aptitude test results, attendance and discipline file, class record books, grade books, health inventory and special education confidential folder if applicable. Directory information is information not generally considered harmful or an invasion of privacy if disclosed. This information is available without the consent of parents or eligible students.

Directory information includes the student's name, address, grade level, date and place of birth, photographs, participation in officially recognized activities and sports, weight and height if a member of an athletic team, dates and schools of attendance and degrees and awards received.

Photographs will only be considered Directory information when used in printed school publications including the annual yearbook, playbills, honor roll or other recognition lists, graduation programs, newsletters and sports activity programs/sheets. Parents who do not want Directory information released must file a written statement with the principal of the child's school annually at the start of each school year.

In addition, two federal laws require local educational agencies to provide military recruiters, upon request, with three directory information categories – name, address and telephone listing – unless parents have advised the school in writing that they do not want their student's information disclosed without their prior written consent.

Information other than Directory information is inaccessible without the written consent of the parent or eligible student. Among those exempt from this ruling are "school officials" who have a "legitimate educational interest", which may include the Board of School Trustees, administrators, certificated employees, classified support staff, and contractors, consultants, volunteers and other outside parties performing

outsourced institutional services or functions.

To inspect educational records, parents or legal guardians should make a written request to the principal of the child's school to schedule a records review. The school must comply within 10 days of the written request; the school is not required to make copies of the records.

Parents or eligible students may request to amend student records. The procedure to challenge records is outlined in CCSD Regulation 5125.1, which is available online at www.ccsd.net, at your child's school or from the Communications Office, 799-5304. Parents or eligible students have a right to file a complaint regarding the district's compliance with these requirements with the U.S. Department of Education.

The confidential records of students who have been enrolled in special education are automatically destroyed during the year of the student's 25th birthday.

Upon request, the district discloses education records without consent to officials of other schools in which the student seeks or intends to enroll, or has already enrolled or transferred, if the disclosure is for purposes related to the student's enrollment or transfer.

The district has identified a FERPA liaison to answer questions for each Area Service Center, Student Support Services, Instruction Unit and Education Services Division. Contact numbers are as follows:

Area 1	799-1719
Area 2	799-1222
Area 3	799-2640
Education Services Division	855-9775
Student Support Services Division	799-5471

Nondiscrimination and accessibility notice

The Clark County School District does not knowingly discriminate against any person on the basis of race, creed/religion, color, national or ethnic origin, sex, disability, marital status or age, in admission or access to, treatment or employment in, or participation in its programs and activities, pursuant to federal and state laws including, but not limited to, Title VI and VII of the Civil Rights Act, Title IX of the Education Amendment of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act.

The district is an equal opportunity employer. Inquiries regarding employment related issues may be referred to the district's Diversity, Affirmative Action Compliance, and Title IX Coordinator who is located at 5100 W. Sahara Ave. and may be contacted at 799-5087. Employees who feel

(Cont.)



“What can I do at home to help my child succeed in school?”

Create a home environment that encourages learning and schoolwork. Establish a daily family routine of mealtimes with time for homework, chores and bedtime, as well as time for family activities.

Show your child that the skills he or she is learning in school are an important part of the things he will do as an adult. Let your student see you reading books, newspapers and computer screens; writing reports, letters, e-mails and lists; using math to figure change or to measure for new carpeting; and doing things that require thought and effort.

Make sure that your home has a wide variety of reading materials that are appropriate for your child. Keep books, magazines and newspapers in the house. You can find many appropriate books and magazines for your child at yard or library sales. Books make good gifts.

Encourage your child to use the library. Ask the librarian about special reading programs, book clubs and services such as homework help.

Limit TV viewing to no more than one hour on a school night. Be aware of the shows your child likes to watch and discuss those choices. The same goes for video games.

Help your child learn to use the Internet properly and effectively.

Encourage your child to be responsible and to work independently. Taking responsibility and working independently are important qualities for school success.

Show an interest in what your child does in school. Support his or her special interests by attending school plays, musical events, science fairs or sporting events.

Offer praise and encouragement for achievement and improvement.

Secondary students' behavior guidelines

The Clark County School District emphasizes a safe and secure learning environment for all students. Secondary schools are no exception, and students in middle and high schools are expected to follow basic behavior guidelines that result in this type of environment.

These behaviors are outlined in a CCSD booklet entitled “Behavior Guidelines for Secondary Students,” which also addresses inappropriate behaviors and the resulting disciplinary actions. Parents and students are encouraged to review the guidelines together. The booklet is available at all CCSD secondary schools.

Unacceptable behaviors

The Clark County School District aims to maximize the educational environment for all students, including elementary school students. With reference to these students, the following are some unacceptable behaviors: unexcused absences, arson, assault, battery, disrespect of authority, dress code violations, property damage, fighting, bullying, cyberbullying, intimidation, vulgarity, stealing, weapons use/possession, harassment, and use or possession of alcohol, tobacco or drugs.

Schools are required to develop a plan for the progressive discipline of students, including the temporary removal of habitually disruptive students.

Parents are reminded that no weapons are allowed on district campuses, including, but not limited to pocket knives, BB guns, sharp instruments, fireworks and handguns. This also applies to dangerous items that may have been used during parent-supervised activities such as camping or hunting. These items may be considered weapons and should not be brought to school.

Parents are urged to support school safety by checking their child's backpack, pants pockets and jackets to ensure that inappropriate items are not brought to school.

(Cont.)

discriminated against should contact their immediate supervisor and/or the Diversity, Affirmative Action Compliance, and Title IX Coordinator as the first step in initiating the district's established complaint procedure.

Students, parents and other program participants who feel discriminated against may initiate a complaint by contacting the principal of the school in question. Concerns may also be addressed by completing the complaint/grievance process outlined in CCSD Regulation 1213.1 (public concern).

CCSD is committed to nondiscrimination in its programs, activities and services, and to providing facility accessibility. Parents, students, staff, or other members of the public, who are seeking information or have questions about the existence and location of accessible services, activities, and facilities in the district, should contact the building principal with their inquiry and the building principal will respond to the inquiry within a reasonable period of time.

The building principal may, if necessary, refer the person to one or more of the following individuals, who will respond to the inquiry within a reasonable period of time:

Facility Accessibility:
Administrative Manager, Facilities Division
799-8710

Employee or Public Access/Services Issues:
Diversity/Affirmation Action Compliance
Title IX Coordinator; 799-5087

Student Programs/Services Access:
Office of Compliance and Monitoring
Student Support Services Division
Compliance Officer; 799-1020

Student Athletics/Activities Access
including Title IX issues:
Instructional Support/Student Activities
Executive Director; 799-8493

If parents or members of the public have additional concerns or complaints regarding their accessibility inquiry, they also may initiate a formal review by completing a Public Concern Form and trigger the public concern process as outlined in CCSD Regulation 1213.1.

Corrective discipline

On occasion, disciplinary action is required in the school setting. When school-related misbehavior occurs, the principal and/or teacher determines the corrective disciplinary action that is appropriate for the violation. Typically, action begins at the minimum level, but occasionally more severe action is required.

The following are positive corrective disciplinary actions which may be used: informal talk, conference, parent notification, required parent conference, in-school discipline, suspension, bus suspension, Clark County Department of Juvenile Justice notification and student/parent substance abuse awareness program.

Habitual disciplinary problems

Expulsion is the removal of a student from any school except an alternative school. Under Nevada law, students determined to be habitual disciplinary problems may be expelled from school. According to this statute (NRS 392.4655), a student is considered a habitual disciplinary problem if there is evidence documenting that within a given school year:

- A student has threatened or extorted, or attempted to threaten or extort, another student, teacher or other school employee;
- A student has been suspended for initiating two fights on school property, at an activity sponsored by a school, on a school bus, or on the way to or from school; or
- A student has a record of five suspensions from school for any reason.

The law requires that such a student be suspended or expelled for a period equal to one semester. For more information, go to www.ccsd.net and look up CCSD Regulation 5141.1.

Expellable offenses

Expulsion is defined as the termination of enrollment as a result of misbehavior so serious that future attendance in the regular schools of the district is not an option. Expulsion may be permanent or limited.

Some offenses subject the perpetrator to expulsion and may involve the appropriate law enforcement agency. Some of these offenses are: arson; assault or battery on district personnel; immoral conduct as it pertains to sexual behavior between individuals; selling, using or possessing alcohol or controlled substances; selling, using or possessing substances represented to be controlled substances; and possession, use, transmittal or concealment of any operable or inoperable weapon.

Weapons are defined as firearms, knives, explosives, inflammable materials, propellants, destructive devices or any other items that may cause bodily injury or death. Use or possession of a firearm or use of a weapon to threaten bodily harm requires the perpetrator be recommended for expulsion from school.

AZAC to evaluate school attendance boundaries for 2012-2013 school year

The district's Attendance Zone Advisory Commission (AZAC) will develop attendance boundary recommendations this zoning season to evaluate over and underutilized schools and recommend attendance boundary adjustments where needed.

Parents whose children may be impacted by the zoning process, which will alter some of the existing attendance boundaries, are invited to provide their input to AZAC. Information about

AZAC meetings, which are open to the public, can be obtained at azac.ccsd.net or by calling Demographics, Zoning, and GIS at 799-6430. The first meeting for the 2011-2012 zoning season will be scheduled in late September 2011. Meeting notices will be posted on the AZAC website, at the affected schools and at several public libraries. Staff will forward AZAC's attendance boundary recommendations for the 2012-2013 school year to the superintendent and the Board of School Trustees in March 2012.

Program provides free or discounted meals

Some Clark County school children may be eligible for free or reduced-price meals, depending on family size and income, as part of the National School Lunch/Breakfast Program.

The program provides nutritious meals every school day for eligible students in elementary, middle/junior high schools and high schools. The income guidelines eligibility chart will help you determine whether your child qualifies for free or reduced-price meals.

The fastest way for a student to start receiving benefits is to apply electronically at www.applyforlunch.com. It is exceptionally user friendly and not only speeds the process but it is more accurate.

Parents should submit the application as soon as possible after Aug. 15, 2011. Food Service employees will be available to accept paper applications during back-to-school fairs at local malls in August. Applications are available in all schools, as well, after Aug. 15, 2011.

Please submit applications as soon as possible. Applications for meal benefits may also be submitted any time during the school year. Parents are advised that benefits will not begin until the application has been processed and approved in the main office of the Food Service Department.

Students who qualified for the program at the end of last year may eat according to last year's eligibility while applications for the current year are being processed. Last year's eligibility will expire on Tuesday, Oct. 11, 2011. Students without a new school year 2011-2012 application approved by the Food Service Department will be required to pay for meals.

To allow ample time for processing, please submit your application for the 2011-2012 school year no later than Friday, Sept. 23, 2011.

If you need assistance or have questions regarding the application, please call 1-800-819-7556.



Zoning Department
799-6430

Food Service Department
799-8123

www.ccsd.net/foodservice



INCOME ELIGIBILITY GUIDELINES FOR FREE AND REDUCED-PRICE MEALS
(Effective July 1, 2011 to June 30, 2012)

Free meals

Household Size	\$/Year	\$/Mo.	\$/Twice per Mo.	\$/Every 2 Wks.	\$/Wk.
1	14,157	1,180	590	545	273
2	19,123	1,594	797	736	368
3	24,089	2,008	1,004	927	464
4	29,055	2,422	1,211	1,118	559
5	34,021	2,836	1,418	1,309	655
6	38,987	3,249	1,625	1,500	750
7	43,953	3,663	1,832	1,691	846
8	48,919	4,077	2,039	1,882	941

Reduced-price meals

Household Size	\$/Year	\$/Mo.	\$/Twice per Mo.	\$/Every 2 Wks.	\$/Wk.
1	20,147	1,679	840	775	388
2	27,214	2,268	1,134	1,047	524
3	34,281	2,857	1,429	1,319	660
4	41,348	3,446	1,723	1,591	796
5	48,415	4,035	2,018	1,863	932
6	55,482	4,624	2,312	2,134	1,067
7	62,549	5,213	2,607	2,406	1,203
8	69,616	5,802	2,901	2,678	1,339

If you currently receive Supplemental Nutrition Assistance Program (SNAP) or Temporary Aid for Needy Families (TANF) for your child and his or her name is on the file submitted to the CCSD Food Service Department, he or she will automatically be eligible for free meals at participating schools. You will be notified by mail if your child's name is on this file. If you do not want benefits, please notify the school cafeteria.

Food Service online payments

Parents looking for a quick and easy way to pay for student lunches may want to create an account at www.SchoolPaymentSolutions.com, an online payment system that allows parents to manage their children's meal accounts via the Web. For more information on this service, call the Food Service Department at 799-8123.

Food Service menu items

To view menus and obtain nutritional information on menu items served in CCSD schools, visit the Food Service website at www.ccsd.net/foodservice. The website also provides information on making online payments directly into your student's account and reviewing what menu items your child is buying.

Student wellness policy

The Clark County School District is committed to providing an environment in which students can make nutritious food choices that support academic success and lifelong health.

District policy outlines requirements for increasing physical activity and the availability of healthy foods and beverages while supporting students, staff and parents in making educated nutritional choices. The regulation defines nutrient standards for food and beverages sold at all sites accessible to students from one-half hour before the school day starts until one-half hour after the school day ends. This includes, but is not limited to, student stores, vending machines, a la carte sales, school-sponsored fundraising activities and the CCSD Food Service Department.

The nutrient standards limit fat, sugar and sodium; prohibit carbonated beverages and caffeine (except for that which naturally occurs in chocolate); and define acceptable portion sizes. More details about the student wellness policy are available online at www.ccsd.net under CCSD Policies: reference Regulation 5157.

Community supports education through partnership

The School-Community Partnership Program connects business and community resources with schools to enrich the educational experience and increase student achievement.

The program began in 1983 as a pilot program of seven schools partnered with seven businesses. Since that time, it has grown to hundreds of partnerships with programs that serve students in kindergarten through 12th grade. These opportunities range from tutorial programs and scholarships to science activities and fine arts programs. Partnership ventures support, supplement and complement the curriculum of the public schools.

Vegas PBS Described and Captioned Media Program

Twenty educational programs for children are available on TV channel 10 and Cox cable channels 110 and 355 with audio descriptions for the blind and visually impaired. These descriptions are heard on the second audio program available on most TV receivers. A library of more than 5,000 video programs with open captions (subtitles) and literacy learning kits are available on loan for registered educators and any family member or care giver with a blind, visually impaired, deaf or hard of hearing child.

A new comprehensive learning kit assisting teachers with the socialization of blind children and how other children can interact with blind children is now available. Braille printing and graphic services are also provided. All materials are available at no charge.

More information may be found online at VegasPBS.org/dcmp or by calling 799-1010 ext. 5419, or TTY 799-1050.

Vegas PBS Homework Hotline

Call 799-5111

or (toll free)

1-866-799-8997

for homework assistance. All subjects.

Monday-Thursday, 3:30 - 5:30 p.m.

Sept. 12, 2011 to May 24, 2012

(Math questions live on air, cable channels 96 and 111, 4-5 p.m., Monday - Thursday)

Concerns about student disability issues

Concerns regarding student disability issues that relate to the provision of “free appropriate public education” (FAPE) under the Individuals with Disabilities Education Act (IDEA) or Section 504 should be addressed with the principal of the school where the concern has arisen, the Area Service Center or by contacting the Office of Compliance and Monitoring, Student Support Services Division at 799-1023. Concerns regarding student discrimination and/or retaliation that are not related to the FAPE provision under IDEA should be addressed through the complaint/grievance process outlined in CCSD Regulation 5141.2 or 1213.1 (public concern). Specific concerns relating to facility access should be addressed by contacting the district’s Diversity and Affirmative Action Office at 799-5087 and/or the district’s administrative manager, Facilities Division, at 799-8710.

Extending access to family services

Student Support Services Division operates the Child Find Project, which identifies students, ages three to 21, who are not enrolled in public school and who may be eligible for special education services.

Referrals for evaluations and/or assessments must be initiated by parents, guardians or surrogates. Recommendations to parents for assessments often come from community agencies, educational and medical personnel, and preschool or day care centers.

Parents or guardians must consent to an evaluation of their child prior to an appointment. A team of professionals will assess the child to determine if he or she is eligible for special education services. An Individual Education Program (IEP) is then developed for each child who qualifies, with the involvement of parents or guardians. The Child Find Project staff also can help families gain access to helpful community services. For more information, call 799-7463.

Plan protects security of tests, sets penalties

The Clark County School District, in accordance with Nevada law, has implemented procedures to ensure the security of all state-mandated proficiency exams. The plan includes procedures for:

- Reporting irregularities in test administration and test security;
- Notifying the Nevada Department of Education of testing irregularities;
- Ensuring the security of test materials and consistency of test administration;
- Verifying the identity of secondary students taking an exam; and
- Responding to a report of an irregularity in test administration or security, including actions taken during an investigation and the person responsible for each action.

Because test security is a vital part of proficiency testing and the resulting data, the district under state law may invoke the following penalties for willful violation of test security or administration procedures:

- A teacher and/or administrator may be suspended, demoted, dismissed or not reemployed for breaches in test security or administration;
- All other district employees may be subject to suspension, dismissal or non-reemployment for breaches of security or confidentiality; and
- Students who willfully breach test procedures will be subject to administrative and disciplinary action consistent with state law and district regulations.

Clark County School District Policies and Regulations Prohibit All Student Harassment

District policy prohibits all forms of student harassment and subjects perpetrators to disciplinary action. No member of this district’s Board of Trustees, employee of the Board of Trustees, including, without limitation, administrators, principals, teachers or other staff members, nor pupils, shall engage in acts of bullying, cyberbullying, harassment and/or intimidation on the premises of any public school, at a school-sponsored event, or on a school bus. Harassment is any verbal, visual or physical conduct that is sufficiently severe, persistent or pervasive that it adversely affects, or has the purpose or logical consequence of interfering with the student’s

educational program or creates an intimidating, hostile or offensive school atmosphere. Harassment, whether it is by students, staff or third parties in the school community, is strictly prohibited, and will subject the perpetrator to disciplinary action. Harassment, regardless of its basis, is prohibited.

In determining whether the conduct is sufficiently severe, persistent, or pervasive, the conduct should be considered from both a subjective and objective perspective of reasonableness, in light of all relevant circumstances. For example, the following circumstances, among others, may be considered: the degree to which the conduct affected one or more students’ education, the type, frequency and duration of the conduct, the identity and relationship between the alleged harasser and the subject of the harassment, the number of individuals involved, and the age and status of the alleged harasser and the target of the harassment.

Prohibited sexual harassment may include, but is not limited to, unwelcome sexual advances, requests for sexual favors and other verbal, visual or physical conduct of sexual nature from students, peers or any other person on school property or at a school sponsored event when:

- 1) Submission to the conduct is explicitly or implicitly made a term or condition of an individual’s employment, academic status or education, or as a basis for academic or employment decisions affecting the individual, or is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs or activities available at or through the school; or
- 2) The conduct is sufficiently severe, persistent, or pervasive to limit a student’s ability to participate in or benefit from an educational program or to create an intimidating, hostile or offensive educational or work environment.

Although certain individual acts may be sufficiently egregious to constitute harassment by themselves, harassment typically consists of a pattern of behavior. The more distinct the pattern, the stronger the evidence of an intent to harass. Behavior that continues after an individual is informed of its offensiveness may also constitute evidence of an intent to harass.

While many types of conduct may show evidence of harassment, common types include, but are not limited to: unwanted touching, blocking a person’s normal movements, threats, slurs, epithets, verbal abuse, derogatory comments, drawings, pictures, or gestures, bullying, cyberbullying, or intimidation, unwelcome jokes, teasing, or propositions, graphic comments about an individual’s body, spreading rumors about a person, purposefully limiting a person’s access to educational tools, displaying sexually sug-

gestive objects in the educational environment or any act of retaliation against an individual who reports a violation of the district’s sexual harassment policy or who participates in the investigations of a sexual harassment complaint. Retaliatory behavior against any complainant or any participant in the complaint process is prohibited and is considered to be a type of harassment.

The expression of ideas or attitudes that some may find offensive is not, by itself, harassment, and is constitutionally protected. Harassing behavior, however, is not protected simply because it occurs in the form of verbal or written expression.

Additionally, certain conduct may create a hostile school environment even though a person targeted for that conduct does not complain. Conversely, conduct which a reasonable person would not find offensive may not be the basis of harassment.

Grievance complaint procedure

It is the principal’s responsibility to take actions as necessary to protect students and district personnel from harassment by students or staff.

Any student, male or female, who feels that he/she is a victim of harassment should immediately contact his/her teacher and/or principal, unless the principal or teacher is believed to be part of the harassment, in which case contact should be made with the appropriate area service center or division.

Any district employee who receives a harassment complaint from a student or observes harassing conduct shall notify the principal. The principal shall ensure that the complaint is promptly and appropriately investigated and will ensure that there is an opportunity to present witnesses and other evidence. If the investigation is not conducted promptly, the appropriate area service center or division should be contacted.

Retaliatory behavior against any complainant or any participant in the complaint process is prohibited.

Harassment in any form against students by either a student or a district employee is grounds for severe disciplinary action. For students, it may be the basis for suspension/expulsion in accordance with the existing disciplinary procedures. For staff, it may result in disciplinary action up to and including dismissal.

Appropriate actions will be taken by the school administrator to reinforce the following Clark County School District Policy and Regulations:

- Policy 5137, Safe and Respectful

ELEMENTARY NEWS

Learning Environment

- ♦ Regulation 5141.1, Discipline: Control of Dangerous and Antisocial Behavior
- ♦ Regulation 5141.2, Discipline: Harassment

These actions include, but are not limited to, the following:

1. Remove vulgar or offensive graffiti, pictures, or objects.
2. Provide staff in-service on the policy.
3. Provide proper notification to students.
4. Conduct an investigation into allegations using the procedures set forth in Regulation 4110.
5. Refer the incident to the school police, if appropriate.
6. Take immediate and appropriate disciplinary or remedial action as needed.
7. Take appropriate follow-up actions in an attempt to ensure there are no further incidents or retaliation.
8. Inform parties of the disposition of the complaint.

Concerns may also be addressed through the complaint/grievance process outlined in CCSD Regulation 1213.1, Public Concerns.

Aversive interventions and restraints statute

State law (NRS 388.521, formerly known as AB-280) and CCSD Regulation 5141.3 prohibits the use of aversive interventions, physical or mechanical restraints on students with disabilities, except as provided within the law and regulation. A copy of the regulation is available on the CCSD website at www.ccsd.net or by calling the Office of Compliance and Monitoring, Student Support Services Division at 799-1020.

No Child Left Behind: “unsafe school choice option”

As a requirement of the No Child Left Behind Act, the Clark County School District has established a school choice process requiring that students in unsafe schools be permitted to transfer to safer public schools.

This process, known as the “Unsafe School Choice Option,” permits student transfers for two reasons:

- 1) when a school is determined by the State of Nevada to be “persistently dangerous” and 2) when a student becomes the victim of a violent crime at a school.

At this point, no school has been designated as persistently dangerous. When a school has been identified as persistently dangerous, the district will inform parents of the designation within 10 days and offer students the option to transfer to a safe public school within 20 days. Students are allowed to transfer within 30 days.

To the extent possible, the district will allow students attending a school identified as persistently dangerous to transfer to a school that is making adequate yearly progress and has not been identified as being in need of improvement, corrective action or restructuring. The CCSD will take into account the needs and preferences of the affected students and parents to the extent possible. It is important to note that transportation is the responsibility of the parent(s).

If a student becomes the victim of a violent criminal offense at school, the student is allowed to transfer to another public school. The transfer is optional; the student is not required to transfer. This requirement does not supersede the district’s ability to discipline offenders in accordance with district regulations.

Law ensures students are ready for first grade

A state law, NRS 390.040, ensures that all students enter first grade ready to learn. Your child is not affected by this law if he or she attended public school kindergarten, state-licensed or state-exempt private school or equivalent home schooling approved by the district.

If your child did not complete a state-approved kindergarten program listed above and plans to enroll in first grade (and will be six years old on or before Sept. 30), the law requires that your child be tested to determine if he or she is developmentally ready for first grade.

The state-required test is administered locally by the Clark County School District. Children who pass the test are admitted to first grade. Children who do not pass are required by law to enroll in kindergarten.

If your child attended a private school that does not adhere to state-age requirements, the law states that your child will not be able to enroll in CCSD schools until he or she meets the appropriate age requirements.

If you have questions or need to schedule a test, please call your child’s CCSD-zoned school.

Positive behavior encouraged

Elementary students are encouraged to behave positively at school so that all children are able to learn in a safe and secure environment that supports education.

A CCSD guide for elementary students and their parents titled “Behaving Positively at School” provides more information about these behaviors and corrective disciplinary actions. Rules of conduct for school bus riders are also detailed. This booklet is provided by your child’s school.

Make sure your children have been vaccinated

For vaccination resources and clinics visit the Southern Nevada Health District (SNHD) at www.southernnevadahealthdistrict.org.

For questions regarding the flu vaccine go to the SNHD website or call 759-0850.

SECONDARY NEWS

Curriculum Overviews outline skills and concepts

Knowing what your child is learning at school can help you better understand their academic strengths and challenges. The Curriculum Overviews for parents have been developed for grades 9-12 in the core subject areas of English Language Arts/Reading, Mathematics, Science and Social Studies.

To obtain these overviews, contact your child's school or visit www.ccsd.net/cpd/overviews.html. These guides can help you monitor your child's learning and mastery of grade-level expectations, which incorporate the Nevada Content Standards. For more information about the curriculum for all subject areas, please contact your child's teachers and administrators.

Students in grades K-8 will receive instruction aligned to the Common Core State Standards. Information is available to parents at <https://bighorn.doe.nv.gov/sites/CommonCore.parent>.

External credit options available

Students currently enrolled in a CCSD high school may earn a maximum of six external credits toward graduation. These are credits earned beyond the regular school day, enabling students to accelerate completion of course work for graduation or make up classes in which they are credit deficient.

Students may apply up to six external credit units toward graduation and not more than three of these external units may be in English, math, science or social studies. Credits from the following programs are accepted when successfully completed in accordance with CCSD guidelines: community service, correspondence courses, credit-by-exam, dual credit, educational travel, enrichment courses and music equivalent credits.

Students must obtain pre-approval from their high school before registering for any external credit. See your child's counselor for details.

Career and technical courses offer options to all high school students

More than 281 career and technical education courses, from architecture to welding, are available to CCSD high school students. These courses provide students with the academic and technical knowledge they need to pursue higher education or enter the workplace upon graduation.

Career and technical education courses are available at all high schools and in several schools with magnet programs. In addition, approximately 82 courses are articulated with the College of Southern Nevada. This "Tech Prep" program allows students to earn up to 15 college credits while in high school.

An option for every high school student, career and technical courses provide hands-on training, real-life experience and an array of opportunities including job shadowing, internships and paid work experience. Students may also develop their leadership skills through participation in career and technical youth organizations.

For more information about career and technical education courses, summaries of program offerings and admission criteria, visit <http://cpd.ccsd.net/cte/cte.html> or talk with your student's CTE teachers or high school counselor. You may also refer to the school's course registration guide.

The Clark County School District does not knowingly discriminate against any person on the basis of race, color, creed, religion, national or ethnic origin, sex, age or disability in admission or access to, or treatment or participation in its programs and activities. Inquiries regarding compliance with Title IX issues should be directed to the Executive Director, Instructional Support/Student Activities, 799-8493. Inquiries regarding Section 504 compliance should be directed to the Compliance Officer, Office of Compliance and Monitoring, 799-1020.

Career and technical education endorsement

Students who have successfully completed a program of study in career and technical education may qualify to receive a special endorsement on their diploma. This "special endorsement" is provided to students who have completed a beginning and final-level course in the same career and technical area. This course sequence must be approved by the Department of Education and comprised of at least two high school credits. In addition to this requirement, the student must also have passed the High School Proficiency Exam (HSPE). This endorsement is provided by the Career and Technical Education Department in the form of a seal that will be placed on the diploma.

21st Century Course of Study expectations

The Clark County School District (CCSD) expects all students to meet the requirements of the 21st Century Course of Study. In addition to the three years of mathematics and two years of science necessary to graduate with a high school standard diploma, students enrolling as freshmen in the fall of 2006 (graduating class of 2010), and each grade thereafter, will be scheduled into a fourth year of mathematics, which will include Algebra II; and a third year of science, which will include biology. Although the graduation requirements for a standard diploma will not change, the school district expects its students to be competitive in higher education and the workforce, and to be prepared to take full advantage of what the world has to offer beyond high school.

CCSD believes that all students must be prepared for the following post-secondary opportunities:

- University/Four-Year College
- Community/Two-Year College
- Trade/Technical School
- Workforce

The 21st Century Course of Study Expectations provides the following for students:

- Opens doors to post secondary education and workforce opportunities
- Meets Nevada System of Higher Education (NSHE) University admissions
 - Grade Point Average (GPA) and Core Curriculum Requirements are:
 - 3.00 GPA (weighted or unweighted) **in the core curriculum**
 - Approved NSHE Core Curriculum (4 English, 3 Math – including Algebra II, 3 Natural Science, 3 Social Science & History = 13 units)
- Prepares students for the Governor Guinn Millennium Scholarship
 - GPA and Core Curriculum Requirements are:
 - 3.25 **cumulative** GPA (weighted or unweighted) **and the core curriculum**
 - Approved NSHE Core Curriculum (4 English, 4 Math – including Algebra II, 3 Natural Science, 3 Social Science & History = 14 units)

21st CENTURY COURSE OF STUDY EXPECTATIONS

Areas of Study	Units
English	4
Mathematics (includes Algebra II)	4
Science (includes Biology)	3
World History or Geography (2011)	1
U.S. History	1
U.S. Government	1
Physical Education	2
Health Education	½
Use of Computers	½
Electives (includes one Arts & Humanities or Career and Technical Education course)	5 ½

TOTAL

22 ½

Virtual High School offers learning options

Virtual High School presents a unique opportunity to earn a high school diploma or additional high school credits from home, through online classes, using a learning style that is most comfortable to students. Virtual High School is available free to students who are enrolled full time. Course offerings include Advanced Placement (AP) courses, honors-level courses, foreign languages, core curriculum classes and a Personal Wellness course that meets the P.E. requirement for graduation.

Students enrolled at other high schools may take online courses from Virtual High School as well. Driver Education is



also available through Virtual High School. For more information, visit www.ccsd.net, visit the school counselor or call Virtual High School at 855-8435.

Variety of athletic programs available at high schools

There is no shortage of interscholastic athletic programs for high school students in the Clark County School District. Girls' sports include tennis, volleyball, cross country, golf, swimming, bowling, basketball, soccer, track and softball. Boys' sports include football, tennis, cross country, soccer, wrestling, golf, swimming, bowling, volleyball, track, basketball and baseball. The first day of non-contact football practice is Aug. 11. For all other fall sports, the first day of practice is Aug. 15.

Organizational meetings will be held at each high school in August to explain athletic information to students and parents. Call the high school in your child's attendance area for more information.

Important information for parents of student athletes

Initial Eligibility: A student must attend the school located in the attendance zone of the parents' physical residence, unless attending a private school. In either case, the student's eligibility is established there. Please note that students on temporary guardianship are not eligible. Legal guardianship must be established by court order or decree from a court of competent jurisdiction, with specific finding of the court that the parent(s) is unfit or incapable of caring for the student, or the student is delinquent and will benefit from the guardianship. Otherwise, students on legal guardianship are not eligible. Eligibility for students under legal guardianship must be approved by the Nevada Interscholastic Activities Association (NIAA).

Transfers: If a student enrolls and establishes eligibility at a private school, then transfers to a public school, he/she will be ineligible to participate for 180 school days (one academic year). The same is true if the student establishes eligibility at a public school, then transfers to a private school. A school transfer due to change of residence as a result of parent separation will result in the student being declared ineligible for participation for 180 school days. A student who transfers as a result in a change of residence must provide proof of the move, along with proof that the previous residence has been vacated.

Physical Examination: Students must complete a physical examination in accordance with the NIAA Pre-Participation Physical Evaluation Form. Your student's high school will provide additional information.

Maintaining Eligibility: Students must maintain passing grades in all subjects and attain a minimum 2.0 grade point average for each high school semester, with a minimum of four classes passed. Students may lose eligibility based on inappropriate behavior, including arrest or citation for offenses committed on or off school property at any time. Loss of eligibility will be for a period of up to one year per administrative discretion. Students using, in possession of, or distributing alcohol or drugs will lose eligibility for up to 180 school days (one academic year), in addition to other penalties imposed by the school.

Additional Information/Cautions:

- Circumvention of residency or eligibility requirements – Students (or parents/guardians) who are found to have circumvented or attempted to circumvent residency or eligibility requirements shall be declared ineligible for participation for 360 school days (two school years).
- Recruiting – Recruiting or attempted recruiting for athletic purposes is prohibited. Any student who is the subject of recruiting

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Curriculum and Professional Development Division

<http://ccsd.net/cpd>

Common Core State Standards

<https://bighorn.doe.nv.gov/sites/CommonCore.parent>

Career And Technical Education

<http://cpd.ccsd.net/cte/cte.html>

Virtual High School
855-8435

Magnet Schools and Career and Technical Academies

Aerospace, aviation, information technologies, medical and health sciences, performing and fine arts, and International Baccalaureate – these are just some of the exciting learning opportunities offered by Magnet Schools and Career and Technical Academies. Students from across the district may apply to a Magnet School or Career and Technical Academy regardless of where they live. However, transportation may be limited. Magnet Schools and Career and Technical Academies aim to improve student achievement, promote diversity and create an awareness of career and college opportunities related to the fields of study in which students may be interested. Applications for the 2012-2013 school year will be available in October 2011. For more information, visit <http://magnet.ccsd.net>. The Magnet/CTA office is now located at: Magnet Programs & Career and Technical Academies, 5708 Mountain Vista Street, Las Vegas, NV 89120, 799-8492.



(Cont.)

shall lose eligibility for up to one year. This penalty is avoided if the student immediately reports the recruitment to school district or NIAA personnel. A coach who recruits will be suspended for up to two years. A school could be placed on probation for one year if any of its personnel are involved.

- School shopping – Any student (or parent) engaging in school shopping for athletic purposes, thus attempting to circumvent eligibility or residency requirements, in return for favorable conditions or treatment, shall be declared ineligible for 180 school days.

PSAT offered to all on-target sophomores at no cost

CCSD will once again provide all current on-target 10th-grade students the opportunity to take the Preliminary Scholastic Achievement Test (PSAT) this October at the district's expense.

This opportunity is being offered to help more students become ready for college. Taking the PSAT/NMSQT and SAT exams is considered an indicator of student success and college readiness. Other indicators include enrolling in Honors and/or AP/IB courses, completing four years of math and science and passing the Nevada High School Proficiency Exams.

The results of this year's PSAT will identify your child's strengths and areas that need improvement. The examination will also serve as a practice for taking the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) and the SAT in your child's junior year.

The PSAT will be administered Oct. 13, 2010, to all on-target sophomores at no cost. It is important that your child attend school that day to take advantage of this opportunity. Juniors interested in taking the exam will need to pay for the test at their schools.

Students will be provided in advance with an Official Guide, PSAT/NMSQT Student Bulletin, to help them become familiar with the style and format of the test. Students may also visit the College Board website at www.collegeboard.com for additional information. (Calculators are acceptable tools for the math sections.)

College Readiness Educational Workshops (C.R.E.W.) will be held so that parents and students can learn more about the PSAT and other important steps toward college. The schedule of these workshops is as follows:

College Readiness Educational Workshop (C.R.E.W.)

Date	Time	Location
Sept. 27, 2011	5:30 - 8:00 p.m.	Canyon Springs HS

For more information, call 799-8441.

High school students may repeat classes

If high school students would like to improve their grade for any particular course, they may repeat the course. They will not receive additional credit for the repeated course. However, the student's academic history will reflect the higher grade, and the lower grade will be replaced with a "repeated course" notation.

Graduation requirements, proficiency exam explained

In order to graduate from high school with a standard diploma, CCSD high school students must complete 22.5 units of approved course work, pass all portions of the Nevada High School Proficiency Examinations (NHSPE) and meet all other

district and state requirements (see http://nde.doe.nv.gov/Resources_GradRequirements.htm).

The High School Proficiency Exams are the most important exams a high school student will take. This is because a student must pass NHSPE in reading, writing, math and science in order to receive a diploma.

The first opportunity for students to take the reading, science and math exams is spring of the sophomore year. Junior year students have another opportunity to take the math, reading and science exams and the first opportunity to take the writing exam. Students who do not pass all required tests by the end of their junior year will have additional opportunities their senior year.

A Certificate of Attendance is awarded to students who complete their course requirements, but do not pass all sections of the Proficiency Exams. More information about graduation and testing requirements may be obtained from your child's school counselor.

Visit www.ccsd.net or http://nde.doe.nv.gov/Assessment_HSPE.htm for more information.

Standard diploma

In order to receive a standard diploma, students must earn the following: four credits of English, three credits of math, two credits of science, two credits of physical education, one credit of world history (which fulfills the arts/humanities state requirement), one credit of U.S. government, one credit of U.S. history, one-half credit of health and one-half credit of computers. The remaining 7 1/2 credits are in elective courses. A maximum of one credit for Physical Education II will be granted if a student participates outside of the school day in interscholastic athletics or in a marching band, dance group, cheerleading squad or drill team.

Students who enrolled in ninth grade during or after the 2003-2004 school year are required to complete a math course of at least Algebra I or Algebra IH or Applied Algebra IA and IB, or above.

Advanced Honors diploma

For students starting with the Class of 2011 and beyond

Students graduating in the Class of 2011 and beyond will be eligible for an Advanced Honors Diploma. Students planning to apply to universities with competitive admission requirements may pursue the CCSD Advanced Honors Diploma. The Advanced Honors Diploma requires additional rigorous course work beyond those required for the Advanced Diploma. Students will be required to fulfill the 24.0 credit Advanced Diploma requirements (including 4-years of mathematics, 3-years of science



Magnet and Career and Technical Academies
799-8492

<http://magnet.ccsd.net/>

College Readiness Educational Workshops
(PSAT info sessions) 799-8441

Graduation Requirements
www.ccsd.net or http://nde.doe.nv.gov/Assessment_HSPE.htm

ADVANCED HONORS DIPLOMA

Required/Elective Areas of Study	Advanced Diploma Units	Honors Course Program Units
English	4	3
Mathematics	4	2
Science	3	2
Social Studies (must earn all 3 credits)	3	2
World History or Geography (2011)		
U.S. History		
U.S. Government		
Physical Education	2	
Health	½	
Use of Computers	½	
Arts/Humanities or Career Tech Ed Elective	1	
Electives	6	3*
TOTAL	24	12

* Must include one honors foreign language course. First year foreign language classes will not receive honors credit. Student must achieve a minimum 3.25 unweighted GPA and a minimum 3.85 weighted GPA.

and an additional Arts/Humanities or Career and Technical Education course) and must complete the Honors, International Baccalaureate (IB), or Advanced Placement (AP) courses required of the Honors Course Program. Students must achieve a minimum of a 3.25 unweighted GPA and 3.85 weighted GPA.

Weighted Honors Courses

Students will earn a weighted grade point factor for successful completion of Honors, Advanced Placement (AP), and International Baccalaureate (IB) courses will be added as follows:

Honors	.025
Advanced Placement (AP)	.050
International Baccalaureate (IB)	.050

The weighted GPA cap for the Honors Program for students will be added as follows:

- The weighted GPA cap for the Honors Program is no more than twenty-eight semesters (14 classes) of Honors/AP/IB courses.
- Students will receive a weighted grade point factor of .050 for four semesters (2 classes) of AP and/or IB courses and will also receive a weighted grade point factor of .025 for twenty-four semesters (12 classes) of Honors courses.
- Students who choose to enroll in only Honors level courses will receive a weighted grade point factor of .025 for twenty-eight semesters (14 classes) of Honors courses.
- The highest possible GPA under this system is 4.80.

Advantages of the Honors Course Offerings

- Most competitive colleges and universities consider not only students' grades, but also their academic background evidenced by courses listed on the transcript, letters of recommendation from teachers and counselors, and SAT I or ACT scores.
- Enrollment in the Honors Program will assist students in their preparation for college entrance exams.
- The weighted GPA is used when determining ranking in class.

Students may take Honors courses even if they have not chosen to complete the requirements for the Advanced Honors or Honors Diploma.

Advanced diploma

To obtain an advanced diploma, students must earn 24 credits, including the requirements of the standard diploma, plus one additional math credit, one additional science credit, an arts/humanities or occupational education credit, and have achieved a minimum unweighted cumulative grade point average of 3.25.

STATE-MANDATED TESTING CALENDAR

This calendar includes only the assessments coordinated through the CCSD Testing Department. You will be receiving information regarding ELL and Special Education testing from the Student Support Services Division.

GRADES 9-12

TESTING DATE	TEST	GRADE LEVEL	DUE IN TESTING
OCT. 31–NOV. 4	NHSPE* Reading, Math, Science	11, 12, Adult	NOV. 4
NOV. 2	NHSPE* Writing	11, 12, Adult	NOV. 4
FEB. 1–APR. 20	NAA	11	APR. 20
NOT THIS YEAR	NAEP		
MAR. 5–MAR.9	NHSPE* Reading, Math, Science	10, 11, 12, Adult	MARCH 9
MARCH 7	NHSPE* Writing	11, 12, Adult	MARCH 9
MARCH 16	Alternative Science Assessment	12	MARCH 16
MARCH 16	Alternative Writing Assessment	12	MARCH 16
APR. 30–MAY 2	NHSPE* Reading, Math, Science	12, Adult	MAY 2
MAY 2	NHSPE* Writing	12, Adult	MAY 2
JULY 9	NHSPE* Science	12**, Adult	JULY 13
JULY 10	NHSPE* Math	12**, Adult	JULY 13
JULY 11	NHSPE* Writing	12**, Adult	JULY 13
JULY 12	NHSPE* Reading	12**, Adult	JULY 13

Acronyms:

NHSPE = Nevada High School Proficiency Examination

NAEP = National Assessment of Educational Progress

NAA = Nevada Alternate Assessment

The test dates listed above are Nevada Department of Education scheduled testing windows. Schools are reminded before scheduling their own testing dates that there have been delays in the delivery of test materials in the past. Please keep this in mind when scheduling testing during the first two- three days of the testing window.

* This test is part of the Nevada Proficiency Examination Program.

** July administration grade level 12 = students who would have otherwise graduated during the 2011-2012 school year.

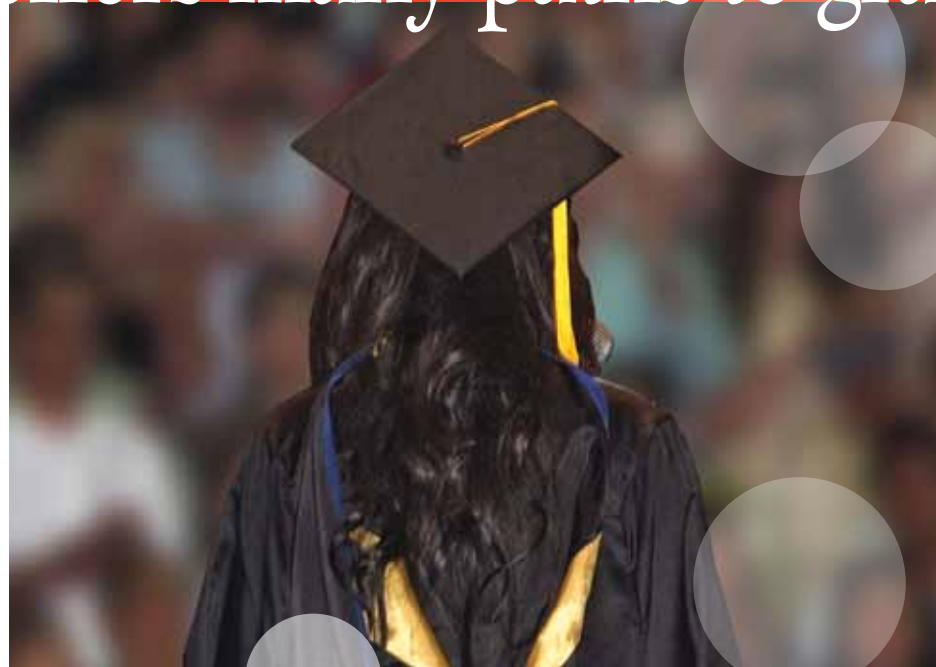
CCSD offers many paths to graduation

In order to receive a standard diploma, high school students must earn a minimum of 22 1/2 credits and pass the Nevada High School Proficiency Exam (HSPE) in reading, math, writing and science. The traditional methods of earning a diploma are discussed in the Secondary Education section of this publication.

The value of an education is well documented. Research and studies have confirmed that the lack of a high school diploma adversely affects a person's ability to attain employment, limits career opportunities and results in lower wages. To ensure that all students have the opportunity to graduate, the Clark County School District offers several options to students who choose not to pursue a high school diploma through traditional means, may be credit-deficient or may have been removed due to behavior. School counselors at the sites listed below can assist these students in finding the most suitable program(s) to meet their educational needs.

Academy for Individualized Study (AIS)

Independent Study - Concurrent Enrollment Concurrent Enrollment enables high school students to meet graduation requirements by participating in additional independent study classes after traditional school hours. Any student in grades 9-12 who is credit-deficient can earn credit for graduation while he or she remains enrolled at his or her home zoned high school. For additional information, including fees, call 799-8636 or visit <http://schools.ccsd.net/ais/>. As of Aug. 1, 2011, AIS



has moved to the Virtual High School building located at 3050 E. Flamingo Road, Las Vegas, NV 89121.

Independent Study

- Full-Time Enrollment
Students who cannot, or choose not to, attend a comprehensive school may enroll in Independent Study. Independent Study is a competency-based program. Students work on coursework in accordance with their individual educational plan. Students work at home and report to a designated school site once a week on a specified school day to meet with a teacher for two hours, receive instructions, turn in work and take required tests. Credit is issued once a student completes all course requirements. For additional information, including fees, call 799-8636 or visit the AIS website at <http://schools.ccsd.net/ais/>.

Credit by Exam

- External Credit
Credit by Exam provides an opportunity for the advanced student to progress at the student's own learning pace. Credits for specific courses are awarded based on demonstrated competence through an examination process. Credit by Exam is available only to enrolled high school students for classes they are not currently enrolled in, nor have previously taken. All Credit by Exams require the approval of the student's counselor and principal. (Please note: Credit by Exam is not available for every course.) For additional

information, including fees, call 799-8636 or visit <http://schools.ccsd.net/ais/>.

Home School

- Full-Time Exemption
A student may be excused from compulsory attendance at a public school when written evidence is provided to the school district that a student will receive equivalent instruction. Based on a parent's request and submitted application, CCSD provides an exemption letter to the parent prior to a student's withdrawal from school. For additional information, call 799-8630, ext. 316, or visit the Nevada Department of Education website at http://nde.doe.nv.gov/SD_Homeschooling.htm.

Adult Education

- Concurrent and/or Full-Time Enrollment
Adult Education is an educational program designed to serve adults and out-of-school youths, 17 years of age or older, who desire to earn a high school diploma or obtain a Nevada State Certificate of High School Equivalency. There is no fee for young adults and adults who enroll in Adult Education programs. The program also serves students enrolled in comprehensive or non-traditional schools (concurrent students) who desire to make up high school credits. Students concurrently enrolled pay \$100 per 1/2 credit course. More than 40 adult education sites are available. Classes are provided in rural areas as well as in the Las Vegas Valley. For additional information, call the Adult Education Intake Center at 799-8655 or Desert Rose Adult High School and Career Center at 799-6240.

General Education Development Test (GED)

(Nevada State Certificate of High School Equivalency)

In the absence of a high school diploma, the General Education Development Test is used as a measure of an individual's basic competencies in the areas of English (writing and literature), social studies, science and mathematics. For more information, call the Adult Education Intake Center at 799-8655.

Horizon/Sunset Schools

- Concurrent and/or Full-Time Enrollment
Horizon and Sunset High Schools provide a non-traditional academic program for students who desire a nontraditional education, including those who have already dropped out and are under 21 years of age. These programs operate during the day (Horizon) or evening (Sunset), and offer concurrent enrollment (available at Sunset) and full-time enrollment options. For more information, contact the appropriate school below:

Burk Horizon High School
799-8150

Burk Southwest Sunset High School
799-8150

Cowan Sunset Southeast High School
799-6370

Global Community High School at Morris Hall
799-8850

Morris Sunset East High School
799-8880

Virtual High School - Distance Education

- Concurrent and/or Full-Time Enrollment
This CCSD school provides students educational opportunities through interactive online courses. Students access courses via the Internet and must have accessibility to appropriate technology. Classes are based on the Nevada State Standards. Students who choose to enroll full-time are able to complete all necessary coursework to earn a high school diploma. Full-time student interest forms are available online at www.ccsdde.net. Students who wish to remain enrolled at their zoned school may enroll in up to two online courses per semester through their school counselor. More than 2,500 concurrent students enroll each semester in core, elective, honors and Advanced Placement (AP) courses at Virtual High School. Call 855-8435 or visit www.ccsdde.net for more information.

Accountability reports

What do you want to know about Clark County Schools? It's as easy as 1, 2, 3!

1. Connect to the Internet
2. Go to www.ccsd.net
3. Click on Accountability

You may view accountability reports on any computer with Internet access at home, at any public library or your local school. Reports are updated Aug. 15.

SAFETY

Basic safety tips

- Teach your child, regardless of age, his or her full name, address, your full name and phone number.
- Let your child know that police officers are there to help them, and teach them how to identify police by their uniforms and vehicles.
- Teach your child to report violence, threats or any suspicious activity. Remind your child to pay attention to details, such as physical descriptions or car license plates, so that the information can be reported in case of any suspicious activity or actual emergency.
- Talk with your child about safety and violence prevention. Discuss incidents and how they might have been avoided, along with constructive choices that could have resulted in a more positive outcome to a situation.
- Teach your child that private parts of his or her body should not be touched by anyone and to immediately report to a responsible adult any attempted or actual violations.

Tips for children who walk to and from school

Children are encouraged to walk with friends to and from school. Parents should know whom their child is walking with and his or her normal route to school. It is helpful to occasionally accompany your child to school or monitor the route. Also, remind your child not to take short cuts through or play alone in desert areas.

The Safe Routes to School Program provides various resources to help individual schools with safe walking and bicycling programs. For more information as to how you can participate in Safe Routes to School programs, contact the School-Community Partnership program at 799-6560.

Being smart around strangers

- Instruct your child to never accept candy, money, gifts or any other items from strangers.
- Instruct your child to never get into a car or any enclosed or partially enclosed location, such as a garage or alley, with a stranger. Never hitchhike.
- Stress the importance of protesting and running away if a stranger tries to take your child away or entice your child into his or her car.
- Instruct your child not to use a public restroom while alone.
- Advise your child on safe places to go in the event of danger.

School Police promote safety

CCSD Police officers perform a variety of educational, correctional, law enforcement and role modeling tasks to a very large population – well over 300,000 students throughout the valley. As a recognized police agency, the CCSD Police Department is dedicated to providing a safe and secure environment conducive to learning.

Approximately 170 certified officers patrol district properties, including two officers assigned to each high school. Patrol

officers are assigned to each region and respond to calls for service as needed.

All officers are required to complete a certified Police Officer Standard of Training (P.O.S.T.) Academy with other local police agencies and have the authority to make arrests and issue traffic citations.

School Police work hand in hand with school administration, community outreach programs, child and family services, charitable youth organizations and local police agencies to ensure the safety and well-being of district students.

The department operates 24-hour phone lines and information about incidents involving students may also be referred to the school administration.

School Police dispatch, 799-5411, is the number to call in case of a school-related emergency or for incidents outside regular school hours.

The Operation Crime Free Schools tip line, 799-0228, allows anonymous reporting of information concerning unsafe or crime-related activity at a school. Callers are encouraged to report any activity that threatens the safety of students and/or staff.

For more information about CCSD Police, visit www.ccsdpd.com.



McGruff truck offers safety assistance

McGruff, the crime-fighting canine, returns in August to provide area youngsters an additional safe place to turn for help on their way to and from school. Children know help is available when they see the black and yellow McGruff logo on vehicles from participating public agencies and utilities.

They are taught to signal the McGruff trucks by waving both arms over their heads when they encounter a threatening situation. Drivers of these specially-marked vehicles are trained to seek proper assistance for the children.

The McGruff logo can be found on vehicles from the following organizations: CenturyLink, City of Boulder City Public Works, City of Henderson, City of Las Vegas, City of North Las Vegas, Clark County School District, Las Vegas Valley Water District, NV Energy and Southwest Gas Corporation. Assistance also may be sought from the following police departments: Boulder City, CCSD, Henderson, Las Vegas Metropolitan and North Las Vegas.

For more information on the McGruff truck program, contact the School-Community Partnership Program office at 799-6560.

Safekey offers optional activity for children before and after school

The following Safekey information is provided for your information only and CCSD does not sponsor, endorse or control any of the community Safekey programs, including their

programming content, staffing or enrollment. If you have any questions or concerns about Safekey, please contact the appropriate entity listed below.

Safekey is a before-and-after-school program for children, offering an alternative to the “latchkey” child, who is usually left alone before and after school. Most elementary schools will again be the site of a Safekey program during the 2010-2011 school year.

Utilizing qualified and screened part-time employees, Safekey programs are administered at local schools by the following agencies:

Boulder City Parks and Recreation
293-9256

City of Henderson Parks and Recreation
267-4100

City of Las Vegas Dept. of Leisure Services
229-3399

City of North Las Vegas Parks and Recreation
633-1608

Clark County Parks and Recreation
455-8251

Safekey costs depend on participation levels. Family discounts, drop-in rates and three- and four-day rates may be available. Morning and afternoon sessions are offered at many locations. Financial assistance is available to qualifying families. After-school programs for teens are available at some middle schools.

Safekey begins the first day of school. Most of the before-school programs begin at 7 a.m. The after-school program concludes at 6 p.m. Additionally, Henderson offers Teen Scene at Henderson middle schools. For more information or for employment opportunities, call the appropriate telephone number above.



School Police 799-5411

**Operation Crime Free Schools
Safe Route to School**

[www.accessclarkcounty.com/depts/
public_works/Pages/school_safe_
route.aspx](http://www.accessclarkcounty.com/depts/public_works/Pages/school_safe_route.aspx)

McGruff Program 799-6560

HEALTH

School Health Services

The Clark County School District employs approximately 180 professional school nurses (registered nurses) to provide many services that focus on modifying or removing health-related barriers to learning and promoting an optimum level of wellness. Additionally, first aid safety assistants are employed at every school to promote student health and safety.

The CCSD Health Services Department encourages parents/guardians to maintain close contact with the nurse at their child's school. A school nurse may be reached by leaving a message at the school or by calling the Health Services Department at 799-7443.

Health screenings

School nurses are important to the educational process because they help bridge the gap between health and learning. A school nurse identifies students' health-related concerns and makes accommodations and/or interventions to support the educational process. Any number of health related concerns may impact learning and academics. These include any major physical defect, scoliosis or problems associated with vision and/or hearing. Students new to CCSD and those who are enrolled in kindergarten, fourth, seventh and 10th grades are screened for vision and hearing deficits. Seventh grade students are screened for scoliosis.

An annual examination for possible visual or auditory problems is provided for any medically-fragile child who is enrolled in a special program or any student who is repeating a grade or has failed a visual or auditory examination the previous school year. Students may also be screened upon teacher or parent/guardian request.

In addition, the height and weight may be measured during the school year. Parents/guardians have the right to exempt any child from all or part of any health screening by filing a written objection. Screening results are reported to the state health officer and exclude any identifying information relating to a particular child.

Health problems

If your child has health problems, or if there has been a change in a medical condition, please bring it to the attention of the school nurse and first aid safety assistant as soon as possible. Teachers are made aware, confidentially, of significant health problems that may impact a child's education.

Children with temperatures of 100 degrees or higher or who are suffering from vomiting or diarrhea should stay home from school. If antibiotics have been prescribed for contagious diseases, children may return to school after they have taken the medication for 24 hours. For more information, contact your child's school.

Self administered medications

Self administered medications for asthma and anaphylaxis require written permission from the parent/guardian and the licensed health care provider. Contact the school nurse to obtain the proper form. This procedure applies to students in all grade levels.

Medication at school, pre-kindergarten through fifth grade

Medications should be given at school only when absolutely necessary. All medications, including over-the-counter medicines, require a prescription or order from a licensed health care provider and must be stored in a labeled container. A standard prescription label, which includes the child's name, is required for prescription medicines. Prescription labels that have been altered cannot be accepted.

The parent may obtain a medication release form from the school and must complete the form and sign it. All medications should be brought to the health office. Please do not place medication in a student's lunch box.

Medication at school, grades six through 12

Students in grades six through 12 are allowed to manage their own medications, except for controlled substances, with written parental permission. Students must provide proof of permission upon request. If there is no written permission, if the student requires adult assistance or if the medication is a controlled substance, the medication will be kept in the school health office and the above requirements for pre-kindergarten through fifth grade will apply.

Medicaid information

Under the Individuals with Disabilities Education Act (IDEA), the district must provide certain services prescribed in the Individualized Education Program (IEP) at no cost to parents. Some of these services are covered by Medicaid.

Reimbursements received by the district for Medicaid-eligible services do not affect services rendered by private providers, except for waivers programs for which the district does not submit claims.

Medicaid reimbursements are an important component of the district's budget and are used to help offset the cost of services and equipment provided to students, such as occupational and physical therapy, speech language therapy, nursing services, ear molds, wheelchairs, assistive technology devices and other equipment.

IDEA requires the district to obtain parental consent to receive reimbursements from Medicaid for eligible services. Parental consent is required annually. As part of this process, the district complies with the Family Educational Rights and Privacy Act (FERPA) to ensure confidentiality regarding the provision of health-related services for students.

If you have questions about the district's Medicaid reimbursement program, you may contact Stephanie Pocchia, Special Education Management Systems at 799-5385. Questions regarding Nevada Medicaid may be directed to the Las Vegas office at 668-4200.

Communicable diseases

Your child's health and safety are of utmost priority to the Clark County School District. School health personnel are involved in managing communicable diseases to minimize student exposure. Guidelines for suspension and re-admission are provided by the Southern Nevada Health District (SNHD). Immunization schedules are also determined by the SNHD, and **students are not to attend school unless compliance with immunization requirements is complete or in progress.** For more information, visit www.southernnevadahealthdistrict.org.

Students with complex health needs

Parents or guardians of students who require specialized health procedures or special transportation need to provide a written authorization from a licensed health care provider prior to a student starting school. A parent should schedule a meeting with the school nurse if school staff require training regarding a child's medical condition or health procedure(s). For students returning to school after an extended absence due to illness or injury, parents/guardians are asked to contact the school nurse before the student returns to discuss school modifications, equipment (e.g., wheelchair) and safety.

Defibrillators placed in all high schools

All Nevada counties with a population above 100,000 are required to place an automated external defibrillator (AED) in each high school. AEDs are used to correct the most common abnormal rhythm that occurs during cardiac arrest. The Clark County School District maintains AEDs and a trained team of first responders in each high school.

Every high school nurse is certified as a CPR/AED instructor. Teams of school nurses train at least 10 people at each high school as first responders certified in cardiopulmonary resuscitation and AED use. Drills are conducted on a scheduled basis, with a response time goal of less than four minutes.



Health Services Department 799-7443

CCSD Medicaid Program 799-5385

Nevada Medicaid, Las Vegas office
668-4200

Southern Nevada Health District
www.southernnevadahealthdistrict.org

Electronic parent guides
ccsd.net/parents

Risk Management 799-6496

STUDENT SERVICES



Emergency care procedures

The safety and well-being of your child(ren) is the district's number one priority. In the event of illness or injury, students may receive care from first aid safety assistants or office personnel under the supervision of school nurses. School nurses are on site generally two days a week and are on call daily from other school sites. High schools are equipped with automated external defibrillators (AEDs) for emergency treatment of specific abnormal heart rhythms.

Parents are urged to keep their child's school up-to-date with their current telephone number(s) and any changes as they occur. When school personnel are unable to contact a parent or other designated person, emergency medical services (EMS) personnel may be requested through 911 to assess and transport seriously ill or injured students. (Parents are responsible for EMS transport fees.) Every attempt will be made to notify the parent, guardian or designee of any student emergency situation. Students with a fever or significant illness or injury cannot be placed on the bus or allowed to walk home if school personnel are unable to reach a parent or guardian. For more information, please contact your child's school.

Electronic parent guides

The parent guides regarding environmental information for school sites are available at ccsd.net/parents for the 2011-2012 school year. Printed copies will not be distributed district-wide. If you do not have computer access and need this information, please contact your school for a copy. The two-page document provides information in both English and Spanish.

Health records

Parents requesting a copy of CCSD student health records must do so through the Risk Management Department. Please contact Risk Management at 799-6496 or your child's school nurse.

Planning resources promote student success

As the school district continues to focus on academic achievement, several planning resources are available to help students transition successfully to high school and to post-secondary endeavors.

CCSD Guidance and Counseling website – The site is designed to provide students and parents with information on counseling services provided by CCSD. It also serves as a support reference for preparing students for their future educational decisions regarding post-secondary planning. Starting with elementary school, parents and students can review a checklist of activities on "How to Support Your Child's Education." These activities will assist with school success and will also prepare children for college, apprenticeships, trade and technical schools, military opportunities or to go directly to work. College events and scholarship opportunities also are updated weekly on the website. For details, visit www.ccsd.net and select Guidance and Counseling from the student menu.

Moving on to Middle School Transitional Planning Guide – Each fall, fifth-grade students receive this guide to assist them in preparing for middle school and in thinking about high school and post-secondary educational career choices.

Moving on to High School Transitional Planning Guide – Each fall, eighth-grade students receive this guide to help them prepare for high school and start thinking about post-secondary educational and career choices.

Moving on to College and Career Planning and Scholarship Transitional Planning Guide – This guide is available for students in grades 10-12 to review information about graduation requirements and career planning and to introduce educational and military options, trade and technical schools and scholarship tips. The guide also provides extensive information about where to find private, local, state and national scholarship resources, applying for scholarships and general information about the Gov. Guinn Millennium Scholarship.

The Gov. Guinn Millennium Scholarship – Details about this scholarship are available at www.nevadatreasurer.gov. The information is subject to changes in state law, policies adopted by the Nevada System of Higher Education (NSHE) Board of Regents, availability of funding and related matters.

For more information about these and related resources, contact your school's guidance department.

Students gain English proficiency

Like other school districts across the United States, the Clark County School District understands the diverse needs of students who are new to the English language. CCSD provides

English Language Learner (ELL) students the opportunity to acquire and develop English language skills while developing academic skills and concepts at the same level as their peers.

The federal mandates of the Elementary and Secondary Education Act (previously No Child Left Behind) apply to students who enroll in CCSD schools and whose parents indicate a language other than English on the Home Language Survey. Results from the language proficiency assessments determine the students' level of English proficiency and parents are notified of the assessment results and identification for ELL instructional services being proposed for the student. Parents can choose whether the student will participate in ELL instructional services.

The district's English Language Learner program trains CCSD teachers in the research-based instructional model of High Quality Sheltered Instruction (HQSI) to prepare them to address the academic needs of the ELL students. The program offers schools ongoing support for ELL student identification, placement, student academic monitoring, assessment and selection of ELL supplementary materials. With a mission of serving as an advocate for student rights, the English Language Learner Program Department strengthens the capacity of schools, families and communities to enhance student success. For more information, please call 799-2137.

Students who attended a gifted or special education program in another district

Students new to the Clark County School District who have received Section 504 accommodations, special education or GATE services elsewhere should register at their assigned school and present a copy of a current 504 Plan, Individualized Education Plan (IEP) and other relevant documents at the time of enrollment.



College Events and Scholarships

www.ccsd.net > Student menu > Guidance and Counseling

Gov. Guinn Millennium Scholarship
www.nevadatreasurer.gov

English Language Learner Program
799-2137

REVIEW of 2011 EDUCATION-RELATED LEGISLATION

Dear Parents, Guardians, and CCSD Employees:

The 2011 Nevada State Legislature enacted a number of measures related to education and district operations that may be of interest to you. A very brief summary of these measures is provided here to make you aware of these changes in statute, followed by the dates they take effect (in parenthesis). If an implementation plan is required of the district, it is stated in italics after the effective date.

If you would like to know more about any of the bills, you may view the full text of each bill on the Internet at www.leg.state.nv.us. Select "Session Information," select "76th Session (2011)," select "Bill Information," then select either "Assembly Bills" or "Senate Bills," and then select the specific bill number. Be certain to view the bill "As Enrolled," this is the version that was signed into law.

Other web addresses you may find useful in the event you have questions include web sites of the Clark County School District (www.ccsd.net) and the Nevada Department of Education (<http://www.doe.nv.gov>). You also may contact the District's Community and Government Relations Division at 799-1080, or the Communications Office at 799-5304 if you have questions or comments. Staying informed helps all of us work together more effectively for the sake of our students.

Education-Related Legislation, 2011

(AB denotes Assembly Bill; SB denotes Senate Bill)

AB 39 – This bill eliminates the requirement for the Department of Education to provide written notice, by first class mail, to licensed educational personnel regarding the expiration date of their license and requires school districts to notify each licensed employee identified of the pending licensure expiration. The notice must be provided not later than six months before the expiration date of the license and the method of notification is to be determined by the school district. (7/1/11)

AB 113 – The bill requires the Department of Education to revise the schedule for the criterion-referenced tests in grades 3 through 8 to establish testing dates at least 30 days later in the spring semester for purposes of determining adequate yearly progress of schools. The current date of testing on the 120th day of school will be moved to the 150th day of school. (7/1/11)

AB 117 – This bill authorizes the board of trustees of a school district or the governing board of a charter school to request, during the 2011-2013 biennium, a waiver from the required number of school days in a school year for economic hardship reasons only. (7/1/11)

AB 138 – This bill requires the Department of Education and school districts to include the number of pupils receiving the adult diploma and the number of incidents resulting in suspension or expulsion of pupils for bullying, cyber-bullying, harassment or intimidation as part of the annual report of accountability. The bill also ensures that each ninth grade pupil and his or her parent or legal guardian are provided, to the extent practicable, with information concerning certain courses and programs available to the pupil, as well as the requirements for graduation, for admission to the Nevada System of Higher Education and for receipt of a Governor Guinn Millennium Scholarship. The bill authorizes the board of trustees to adopt a policy that allows a pupil to report, anonymously if the pupil chooses, any unlawful activities being conducted on school property or at a school-sponsored event. The bill revises the minimum age by which a pupil may be excused from full time school attendance to enter employment or an apprenticeship program from 14 to 15 years old. (7/1/11)

AB 171 – This bill revises the membership of a committee to form a charter school; the process for review of an application to form a charter school; and the membership of the governing body of a charter school. The bill authorizes the Department of Education to request certain information from a charter school and reimburse the school for it. The bill clarifies certain qualifications for an exemption to the annual audit requirement. The bill removes the provision which provides that a school district employee who is granted a leave of absence to work as a teacher in a charter school may return to his or her former teaching position and instead authorizes the employee to return to a comparable teaching position. The bill requires that upon request of the charter school or the school district and with the permission of the licensed employee who is seeking employment, the employment record of the employee be transmitted to the requesting entity. The bill authorizes the school district to conduct an investigation of any misconduct of the licensed employee who was granted a leave of absence for employment with a charter school and who requests to return to employment with the school district and specifies that the licensed employee is not entitled to return to the school district until the investigation is complete. The bill also requires a charter school, to the extent practicable, to notify the school district in which the child resides if the child who was homeschooled enrolls in the school and provides that the child may be counted for the purposes of the calculation of basic support whether or not the charter school provides the notice. (7/1/11)

AB 211 – The bill adds "gender identity or expression" to the list of categories upon which discrimination is prohibited and defines it to mean the gender-related identity, appearance, expression or behavior of a person, regardless of the person's assigned sex at birth. (10/1/11)

AB 222 – The bill requires the information related to the results of pupil achievement to account for at least 50 percent, but not be used as the sole criterion, in evaluating the performance of an individual teacher, paraprofessional or other employee. The bill creates a Teachers and Leaders Council consisting of 15 members who will serve an initial term of three years. The Council will make

recommendations to the State Board on establishing a statewide performance evaluation system for teachers and administrators employed by school districts by June 1, 2012; and recommend to the State Board a plan for the development and implementation of the evaluation system by the Department and school districts. The State Board will adopt regulations establishing a statewide performance evaluation system by June 1, 2013 and school districts will implement a performance evaluation policy for teachers and administrators that complies with the system adopted by the State Board not later than the 2013-2014 school year. The statewide performance evaluation system must require that an employee's overall performance is determined to be "highly effective," "effective," "minimally effective," or "ineffective." (7/1/11) *The District will adopt and implement a performance evaluation system by the required deadline.*

AB 224 – The bill creates the Office of Parental Involvement and Family Engagement within the Department of Education and outlines an extensive list of responsibilities and expected outcomes. The bill authorizes the board of trustees of a school district to establish an advisory council on parental involvement and family engagement to work in conjunction with the State Parent Advisory Council; revises the required annual report of accountability information for the public schools to include information on the involvement of parents and the engagement of families in the education of their children; requires the Commission on Professional Standards to adopt regulations prescribing course work on parental involvement and family engagement on or before December 31, 2011; and adds the Director of the Office of Parental Involvement and Family Engagement to the membership of the Statewide Council for the Coordination of Regional Training Programs. The bill requires the Statewide Council, to establish a statewide training program for teachers and administrators concerning effective parental involvement and family engagement. (7/1/11)

AB 225 – The bill stipulates that a postprobationary employee who receives an unsatisfactory evaluation for two consecutive school years shall be deemed to be a probationary employee and must serve an additional probationary period in accordance with the provisions of NRS 391.3197. The bill authorizes a teacher or administrator who is deemed to be a probationary employee pursuant to the provisions of the bill and who receives notice that he or she will be dismissed before the completion of the current school year to request an expedited hearing. (7/1/11) *The District will revise policies and regulations as required.*

AB 227 – The bill requires the board of trustees of a school district, upon request by a nonprofit organization and subject to availability and other conditions, to grant the use of an athletic field that does not contain lights at an elementary or middle school within the district if the nonprofit organization serves adults and children with disabilities or provides programs for youth sports. The bill stipulates that the provisions of the bill do not apply if a school district has entered into an agreement with a local government to provide the use of the athletic fields or playgrounds of the school district to a community organization which provides programs for youth sports. (7/1/11)

AB 229 – The bill requires school districts to report the number and percentages of administrators, teachers and other staff for each elementary, middle, and high school and for each school district in the State. The bill requires the board of trustees of each school district to establish a program of performance pay and enhanced compensation for the recruitment and retention of licensed teachers and administrators which must be negotiated pursuant to chapter 288 of NRS and implement the program commencing with the 2014-2015 school year. Effective July 1, 2013, the bill revises the policies for evaluations to require the designation of an individual teacher or administrator as “highly effective,” “effective,” “minimally effective,” or “ineffective” and provide that the policies must require that pupil achievement account for at least 50 percent of the evaluations. The bill removes probationary teachers and administrators from the provisions governing admonition, demotion, suspension, dismissal and non-reemployment and revises the grounds for which a teacher may be suspended, dismissed or not reemployed or for which an administrator may be demoted, suspended, dismissed or not reemployed to include gross misconduct. The bill also provides that a postprobationary teacher who receives an evaluation of “minimally effective” or “ineffective” must be evaluated three times in the immediately succeeding school year and revises the probationary period from two 1-year periods to three 1-year periods, without a waiver of any of the probationary years. The bill provides that a board of trustees of a school district that determines a reduction in the existing workforce of licensed educational personnel is necessary must not base the decision to lay off a teacher or an administrator solely on the seniority of the teacher or administrator and may consider certain other factors. (7/1/11) *The District will adopt and implement a performance evaluation system that includes the required designations and revise related District policies.*

AB 230 – The bill requires the State Board to evaluate each approved provider that offers a course of study or training designed to qualify a person to be a teacher or administrator or to perform other educational functions pursuant to an alternative route to licensure. The bill outlines specific information that must be included in the evaluation of these programs. The bill also requires the Commission to adopt regulations that regarding the qualifications for licensing teachers and administrators pursuant to an alternative route to licensure and outlines specific requirements to be included. (7/1/11)

AB 233 – The bill provides that a pupil may be granted credit in lieu of course attendance if the pupil demonstrates proficiency on an examination developed by the principal and the pupil's teacher who provides instruction in the course or passes an examination that the principal determines is as rigorous or more rigorous than the examination prescribed by the State Board. (7/1/11)

AB 257 – The bill revises the requirements by which a public body must provide for public comment and discussion of public comments during all meetings of the public body held under the Open Meeting Law provisions of the state. (7/1/11)

AB 290 – The bill authorizes the principal of a high school or the principal's designee to postpone the administration of the high school proficiency examination in the subject area of mathematics or science, or both, for a pupil enrolled in grade 10 for not more than one year based on certain requirements. (7/1/11)

AB 316 – The bill requires the Aging and Disability Services Division of the Department of Health and Human Services, in cooperation and guidance with the Department of Education, representatives of the school districts in this State and the Nevada Autism Task Force, to prescribe a statewide standard for measuring outcomes and assessing and evaluating persons with autism spectrum disorders through the age of 21 years for the purposes of receiving services through certain public programs in this State. The bill

requires the board of trustees of a school district or the governing body of a charter school to conduct an initial evaluation of each pupil with autism spectrum disorder and to conduct a reevaluation once every three years thereafter in accordance with the Individuals with Disabilities Education Act, 20 U.S.C. §§ 1400 et seq., and the regulations prescribed by the State Board of Education. (7/1/11)

AB 318 – The bill requires that whenever a due process hearing is held pursuant to the Individuals with Disabilities Education Act regarding the identification, evaluation, reevaluation, classification, educational placement or disciplinary action of or provision of a free appropriate public education (FAPE) to a pupil with a disability, and a school district is a party, the school district has the burden of proof and the burden of production. (7/1/11)

AB 376 – The bill changes the amount of the reserves required to 10 percent of the outstanding principal or 25 percent for a school district located in a county whose population is 100,000 or more and 50 percent for a school district located in a county whose population is less than 100,000 of the amount of principal and interest payments due on all outstanding bonds of the school district in the next fiscal year, whichever is less. (6/17/11)



AB 393 – The bill requires the board of trustees of each school district and the governing body of each charter school to adopt a policy which requires a licensed employee of the school district or charter school to report to the school district or charter school if the employee is arrested for or convicted of a crime. The policy must include, without limitation, an identification of: the crimes for which an arrest or conviction must be reported; the person to whom the report must be made; and the time period after the arrest or conviction in which the report must be made. The bill requires an applicant for renewal of an educational license to undergo a subsequent background investigation of his or her criminal history upon renewal of the license and stipulates that provisions of the bill become effective on July 1, 2011 for the purposes of adopting regulations and policies and performing any other preparatory administrative tasks and on January 1, 2012, for all other purposes. (7/1/11) *The District will adopt provisions concerning the reporting of criminal activity by employees.*

AB 395 – The bill creates a separate category of licensure to teach special education and requires the Commission on Professional Standards in Education to adopt regulations that include provisions for the reciprocal licensure of persons who hold a license to teach special education. (7/1/11)

AB 455 – The bill requires the Nevada Interscholastic Activities Association to adopt a policy concerning the prevention and treatment of injuries to the head which may occur during a pupil's participation in interscholastic activities and events, including, without

limitation, concussion of the brain. The bill requires the policy to include specific information regarding removal of a pupil who sustains or is suspected of sustaining an injury to the head while participating in such an activity or event. (7/1/11)

AB 493 – The bill provides a temporary waiver for the 2011-2013 biennium to each school district from the minimum expenditure requirements under state law for library books, software for computers, the purchase of equipment relating to instruction and the maintenance and repair of equipment, vehicles, and buildings and facilities. (7/1/11)

AB 498 – The bill permanently eliminates the statutory requirement for the administration of norm-referenced examinations in grades 4, 7 and 10 and revises existing law to delete references to the norm-referenced examinations. (6/17/11)

AB 527 – The bill makes an appropriation of \$100,000 to the Department of Administration to contract with the Clark County Public Education Foundation to implement and operate a principal leadership training program. The bill requires that the Foundation matches or exceeds the \$100,000 from other sources and works in cooperation with the 17 school districts, other public education foundations in this State, and the Regional Professional Development Programs to design and implement the principal leadership training program. (7/1/11)

AB 551 – The bill requires the board of trustees of each school district to determine whether consolidating or sharing services, functions, or personnel with other school districts is feasible to include, without limitation: Purchasing; Accounting; Recruiting; Transportation; Chief financial officer; Human resources director; and Superintendent of schools. The bill authorizes the board of trustees of each school district in this State to develop a cost-effective and efficient method for the sharing of services, functions or personnel and also authorizes a school district to join in the contract of another school district with which it has entered into an agreement for the sharing of services, functions, or personnel. School districts must submit a report to the Legislature on or before July 1, 2012 and July 1, 2013. (7/1/11) *The District will review the consolidation of services for feasibility and report to the Legislature by the required deadline.*

AB 579 – The bill provides the state basic support guarantee for school districts for Fiscal Year 2011-2012 (FY12) at \$5,263 and for Fiscal Year 2012-2013 (FY13) at \$5,373 per pupil. The bill also establishes funding allocations for special education units, gifted and talented pupils, adult high school diploma programs, special counselor services, early childhood education, class size reduction, full-day kindergarten, and other programs. (7/1/11)

SB 11 – The bill requires the Legislative Commission to appoint a committee to conduct an interim study concerning the development of a new method for funding public schools in this State. The bill requires the committee to submit their findings to the 77th Session of the Nevada Legislature. (7/1/11)

SB 14 – The bill requires the State Board to develop and provide to school districts a model curriculum for English language arts and mathematics for kindergarten and grades 1 to 12, inclusive, which are the two subject areas currently covered by the Common Core Standards. (7/1/11)

SB 35 – The bill revises the manner in which the achievement results of pupils on the state required criterion-referenced examinations and the high school proficiency examination are reported for charter schools by requiring the governing body of each charter school to submit the results and other required information through the sponsor of the charter school to the

Department of Education. The bill removes certain requirements of the state automated system of accountability information pertaining to paraprofessionals. (7/1/11)

SB 38 – The bill authorizes the Superintendent to deduct from a quarterly apportionment if a school district, charter school or university school for profoundly gifted pupils fails to repay certain amounts due the Department of Education or pays a claim determined to be unearned, illegal or unreasonably excessive or withhold the quarterly apportionment if the entity fails to submit a report or other information that is required to be submitted to the Superintendent, State Board of Education or Department pursuant to a statute. If the required report or information is subsequently provided, the amount withheld must be immediately paid. (7/1/11)

SB 96 – The bill encourages a student who receives a Millennium Scholarship to volunteer at least 20 hours of community service during each year. (7/1/11)

SB 98 – The bill sets forth that the following persons are prohibited from being a member of an employee organization: (1) supervisory employees who have additional authority on behalf of the employer to make budgetary decisions and decisions relating to collective bargaining; (2) doctors and physicians who are employed by a local government employer; and (3) attorneys who are employed by a local government employer and assigned to a civil division, department or agency, except for the duration of a collective bargaining agreement to which the attorney is a party as of July 1, 2011. The bill adds to the list of mandatory bargaining topics the reopening of collective bargaining agreements in instances of fiscal emergency. (7/1/11)

SB 196 – Existing law established the Program of Empowerment Schools. The law imposed a cap on the number of empowerment schools that may be established statewide at 100 schools and provided for the prospective expiration of the Program on June 30, 2011. The bill removes the cap and the prospective expiration date. (7/1/11)

SB 197 – The bill removes the provisions creating the 10-member elected State Board of Education and provides for the creation of a new board consisting of seven voting members and four non-voting members whose terms will commence on January 8, 2013. The bill revises the duties of the Superintendent of Public Instruction and specifies that the Superintendent is to be appointed by the Governor from a list of three candidates submitted by the State Board and serves at the pleasure of the Governor. The bill requires the Superintendent of Public Instruction, in conjunction with the State Board, to prepare an annual report of the state of public education in this State and delineates specific information that must be included. The bill makes various changes to the organization and funding structure of the Regional Professional Development Program. (7/1/11)

SB 211 – The bill requires the Legislative Committee on Education to conduct a study to determine the extent to which: the curriculum and instruction for kindergarten through grade 12 in the public schools in this State is transitioned to the Common Core State Standards; teachers and other licensed educational personnel are afforded sufficient professional development opportunities and resources to aid in the transition process to the Common Core State Standards; and a plan and a timeline have been established for transitioning Nevada's assessment system for the public schools to align with the Common Core State Standards. The bill requires the Legislative Committee on Education to submit their findings to the 77th Session of the Nevada Legislature. (7/1/11)

SB 212 – The bill creates the State Public Charter School Authority and stipulates that the Authority's

purpose is to: authorize charter schools of high-quality throughout this State; provide oversight to the charter schools that it sponsors; serve as a model of the best practices in sponsoring charter schools; and foster a climate in this State in which all charter schools, regardless of sponsor, can flourish. The bill designates the State Public Charter School Authority as a local educational agency (LEA) for the purpose of directing the proportionate share of any money available from federal and state categorical grant programs to charter schools and prescribes the membership of the Authority as seven members. The bill transfers the sponsorship of all charter schools sponsored by the State Board of Education to the State Public Charter School Authority and the duty to prepare an annual report of accountability information of each charter school in this State from the board of trustees of a school district to the sponsor of that charter school. The bill provides for the appointment of the Director of the State Public Charter School Authority and for the transfer of certain personnel positions from the Department of Education to the State Public Charter School Authority on or before January 1, 2012. The bill



allows for a proposed sponsor of a charter school to request that the Department of Education review an application before review by the proposed sponsor to determine whether the application is complete. The bill codifies into statute the provisions of existing administrative regulations of the Department of Education that set forth certain restrictions on contracts and proposed contracts between a charter school or proposed charter school and a contractor or an educational management organization. The bill specifies the yearly sponsorship fee for the sponsor of a charter school as an amount of money not to exceed two percent of the total amount of state funds apportioned to the charter school during the school year pursuant to NRS 387.124. (7/1/11)

SB 220 – The bill provides statutory authority for an account established in the Millennium Scholarship Fund to accept donations and authorizes the use of the money to provide a Kenny C. Guinn Memorial Millennium Scholarship to one college senior each year who is majoring in elementary or secondary education and meets certain criteria. (7/1/11)

SB 229 – The bill requires the State Board of Education to revise the previously adopted policy to encourage parental and family involvement to support the education of their children to include: (1) promotion of an atmosphere for parents and families to visit the school that their children attend and feel welcome, valued and connected to the staff of the school, other parents and families and to the education of their children; (2) promotion of regular, two-way, meaningful communication between parents, families, and schools relating to learning by pupils; (3) collaboration among parents, families, and schools to support learning by pupils and

healthy development of pupils at home and school; (4) empowerment of parents and families to advocate for their children and the children of other parents and families to ensure that all pupils are treated fairly and have access to learning opportunities that support pupil achievement; (5) promotion of an equal partnership between parents, families, and schools in making decisions that affect children, parents and families; and (6) collaboration of parents, families, and schools with the community. (7/1/11)

SB 276 – The bill requires the Department of Education to establish a program of training on the prevention of bullying, cyber-bullying, harassment, and intimidation for members of the State Board and to recommend a program of training for members of the boards of trustees of school districts and school district personnel. The bill requires the principal of each public school to: establish a school safety team; conduct investigations of reported incidents of bullying, cyber-bullying, harassment, and intimidation; collaborate with the board of school trustees and the school safety team to prevent, identify and address reported incidents of bullying, cyber-bullying, harassment, and intimidation; and report the number of incidents that occurred at the school or involved a student enrolled in the school. The bill requires a staff member who witnesses an incident to report it to the principal and provides disciplinary measures for intentional failure to report it. The bill requires the Governor to annually proclaim the first week in October to be "Week of Respect." (7/1/11) *The District will adopt and/or modify policies and procedures as required and participate in the "Week of Respect."*

SB 315 – The bill requires the Commission on Professional Standards to adopt regulations prescribing the qualifications for licensing teachers and administrators pursuant to an alternative route to licensure and sets forth certain requirements that must be specified in those regulations. (7/1/11)

SB 317 – The bill revises the duties of each crisis plan development committee established by a school district, charter school or private school to require that such a plan also address responding to a school emergency. (7/1/11)

SB 318 – The bill provides that new school buses which are purchased on and after July 1, 2014, must meet certain enumerated standards relating to: (1) the flammability of occupant seating; and (2) the flammability of plastic components contained within the engine compartment. (7/1/11)

SB 365 – The bill changes the mandatory requirement to a permissive option for boards of trustees to adopt a policy for a program to engage administrators employed at the district level in annual classroom instruction, observation and other activities. The bill repeals the state statutory requirement for a school district to prepare an annual plan for improvement. (It is noted that a plan is still required under federal law for school districts that receive Title I funding). The bill requires the board of trustees of each school district which includes at least one high school with an enrollment of 1,200 pupils or more and/or at least one middle school with an enrollment of 500 pupils or more to adopt a pilot program of small learning communities for implementation in at least 50 percent of those high schools and/or middle schools. Pilot programs to be implemented beginning with the 2013-2014 school year. (7/1/11)

SB 370 – The bill requires the board of trustees of each school district to adopt a policy for each elementary school in the district to develop an academic plan for each foster child enrolled in the elementary school whom the school district is informed is enrolled in the school. The bill requires the academic plan to be used as a guide to plan, monitor and manage the pupil's educational development and make determinations of any assistance that may be necessary to the academic success of the pupil. (7/1/11) *The District will adopt a policy as required.*

Area Service Centers

Area 1

5240 Goldfield Street, North Las Vegas 89031 (Mojave HS Campus) • 799-1719
Associate Superintendent: Dr. Andre Denson

Area 2

2298 Vegas Valley Drive, Las Vegas 89169 (Valley HS Campus) • 799-1222
Associate Superintendent: TBD

Area 3

4760 W. Desert Inn Rd., Las Vegas 89102 (Cashman MS Campus) • 799-2640
Associate Superintendent: Dr. Jolene Wallace

Education Services Division

3950 S. Pecos-McLeod, 1-G, Las Vegas 89121 • 855-9775
Acting Assistant Superintendent: Bradley Waldron

Instruction Unit

5100 W. Sahara, Las Vegas 89146 • 799-5475
Deputy Superintendent: Pedro Martinez

Student Support Services Division

5100 W. Sahara, Las Vegas 89146 • 799-5471
Interim Deputy Superintendent: Kim Wooden

SCHOOLS BY AREA SERVICE CENTERS AND PERFORMANCE ZONES

Area Service Center 1

Performance Zone 1
Academic Manager:
Joe Murphy

Allen ES
Arbor View HS
Bilbray ES
Bowler, J. ES
Bozarth ES
Cadwallader MS
Carl ES
Centennial HS
Connors ES
Darnell ES
Deskin ES
Escobedo MS
Guy ES
Heckethorn ES
Hughes MS
Leavitt MS
Lied MS
May ES
Neal ES
NWCTA
O'Roarke ES
Rhodes ES
Saville MS
Scherkenbach ES

Shadow Ridge HS
Tarr ES
Thompson ES
Triggs ES
Virgin Valley ES
Virgin Valley HS
Ward, K. ES
Wolfe, Eva ES

Performance Zone 2
Academic Manager:
Anna Webb

Antonello ES
Cozine ES
Cram MS
Dickens ES
Duncan ES
Elizondo ES
Findlay MS
Goynes ES
Hayden ES
Heard ES
Johnston MS
Legacy HS
Lowman ES
Manch ES
Mojave HS
Scott ES
Simmons ES
Tartan ES
Watson ES

Performance Zone 3
Academic Manager:
Kaweeda Adams

Adv. Tech. Academy
Becker MS
Brinley MS
Bryan, R.H. ES
Bunker ES
Cim-Mem HS
Culley ES
Detwiler ES
Eisenberg ES
Fong ES
Fyfe ES
Garehime ES
Gibson, R. MS
Kahre ES
Katz ES
Lummis ES
McMillan ES
McWilliams ES
Molasky MS
Reed ES
Ronzone ES
Tobler ES
Twin Lakes ES
Veterans Tribute CTA
West ES
West HS
West MS
Western HS

Performance Zone 4
Academic Manager:
Andrea Klafter-Phillips

Bowler, G. ES
Bridger MS
Bruner ES
Cahlan ES
Canyon Springs HS
Cheyenne HS
Cox, C. ES
Craig ES
Lincoln ES
Lyon MS
Martinez ES
Moapa Valley HS
Parson ES
Perkins, C. ES
Perkins, U. ES
Priest ES
Sedway MS
Swainston MS
Wilhelm ES
Woolley ES

Prime 6 Zone
Academic Manager:
Dr. Andre Denson

Booker ES
Carson ES
Fitzgerald ES
Gilbert ES

Hoggard ES
Kelly ES
Mackey ES
McCall ES
Williams, W. ES

Area Service Center 2

Performance Zone 5
Academic Manager:
TBD

Bailey, W. MS
Cambeiro ES
Herr ES
Herron ES
Hewetson ES
Hickey ES
Jeffers ES
King, ML ES
Lunt ES
Martin MS
Rancho HS
Smith MS
Squires ES
Sunrise Acres ES
Sunrise Mtn. HS
Tate ES
Von Tobel MS
Williams, T. ES

Performance Zone 6
Academic Manager:
Sheri Davies

Bracken ES
Brookman ES
Cortez ES
Desert Pines HS
Diaz ES
Earl, I. ES
Edwards ES
Eldorado HS
Gragson ES
Lynch ES
Miller, S. ES
Monaco MS
Mtn. View ES
O'Callaghan MS
Robison MS
Ronnow ES
Stanford ES

Performance Zone 7
Academic Manager:
Rebecca Kaatz

Adams ES
Chaparral HS
Cunningham ES
Dearing ES
ECTA
Ferron ES
Goldfarb ES

(Cont.)

SCHOOLS BY AREA SERVICE CENTERS AND PERFORMANCE ZONES

(Cont.)

Harney MS
Harris ES
Iverson ES
Keller, C. & J. ES
Keller MS
Las Vegas HS
Long ES
Mack, J. MS
Mendoza ES
Moore ES
Rundle ES
Smith, H. ES
Snyder ES
Ullom ES
Wengert ES
Woodbury MS

Performance Zone 8

Academic Manager:
TBD

Beckley ES
Cannon MS
Crestwood ES
Dailey ES
Del Sol HS
Fremont MS
French ES
Hollingsworth ES
Knudson MS
Lake, R. ES
LV Academy
Orr MS
Paradise Prof. ES
Park ES
Petersen ES
Rowe ES
Thomas ES
Tomiyasu ES
Valley HS
Ward, G. ES

Performance Zone 9

Academic Manager:
Eva White

Bailey ES
Basic HS
Bennett ES
Boulder City HS
Brown MS
Burkholder MS
Cortney MS
CSN, East
CSN, South
CSN, West
Dooley ES
Foothill HS

Galloway ES
Garrett MS
Harmon ES
Hinman ES
Kesterson ES
King, M. P. ES
Laughlin J/S HS
Mannion MS
McCaw ES
Mitchell ES
Morrow ES
Newton ES
Reid ES
Sewell ES
Smalley ES
Taylor, R. ES
Walker ES
Whitney ES

Area Service Center 3

Performance Zone 10

Academic Manager:
Pat Skorkowsky

Bartlett ES
Bass ES
Beatty ES
Cartwright ES
Coronado HS
Cox, D. ES
Gehring ES
Gibson ES
Green Valley HS
Greenspun MS
Hill ES
Hummel ES
Lamping ES
Liberty HS
Mack ES
McDoniel ES
Miller MS
Roberts ES
Schofield MS
Schorr ES
SECTA
Silvestri MS
Silverado HS
Taylor, Glen ES
Thorpe ES
Treem ES
Twitchell ES
Vanderburg ES
Wallin ES
Webb MS
White MS
Wiener ES
Wolff, Elise ES

Performance Zone 11

Academic Manager:
Paul Garbiso

Alamo ES
Blue Diamond ES
Canarelli MS
Desert Oasis HS
Faiss MS
Fine ES
Forbuss ES
Frias ES
Goodsprings ES
Indian Springs ES
Indian Springs HS
Indian Springs MS
Lundy ES
Reedom ES
Ries ES
Sandy Valley ES
Sandy Valley HS
Sandy Valley MS
Sierra Vista HS
Steele ES
Stuckey ES
SWCTA
Tanaka ES
Tarkanian MS
Wright ES

Performance Zone 12

Academic Manager:
Karen West

Batterman ES
Bendorf ES
Bonner ES
Bryan, R. M. ES
Christensen ES
Decker ES
Diskin ES
Dondero ES
Durango HS
Earl, M. ES

Fertitta MS
Givens ES
Goolsby ES
Guinn MS
Hayes ES
Jydstrup ES
Kim ES
Lawrence MS
Ober ES
Palo Verde HS
Rogers ES
Rogich MS
Sawyer MS
Spring Valley HS
Staton ES
Thiriot ES
WCTA

Performance Zone 13

Academic Manager:
TBD

Adcock ES
Bell ES
Bonanza HS
Cashman MS
Clark HS
Derfelt ES
Garside MS
Gray ES
Griffith ES
Hancock ES
Hyde Park MS
Jacobson ES
Johnson MS
Piggott ES
Pittman ES
Red Rock ES
Roundy ES
Smith, H. M. ES
Vegas Verdes ES
Warren ES
Wasden ES
Wynn ES

Student Support Services Division

Charter Schools
Department of School Safety and Threat Evaluation
Desert Willow
Grants Development Administration
Helen J. Stewart
John F. Miller
Miley Achievement Center
Special Education
Title I
Variety

Education Services Division

Education Options

Biltmore Continuation HS
Burk Clean and Sober Drug Free School of Choice
Burk Horizon/Southwest Sunset HS
Cowan Behavior Junior/Senior HS
Cowan Sunset Southeast HS
Desert Rose Adult HS
Desert Rose High School
Global Community High School at Morris Hall
Jeffrey Behavior Junior/Senior HS
Morris Behavior Junior/Senior HS
Morris Sunset East HS
Peterson Behavior Junior/Senior HS
South Continuation Junior/Senior HS
Southwest Behavior Junior/Senior HS
Washington Continuation Junior/Senior HS

Institutional Programs

Florence McClure Women's Correctional Center Adult HS
High Desert State Prison Adult HS
High Desert Correctional Center Youthful
Offenders Program
Indian Springs Boot Camp Adult HS
Indian Springs Conservation Camp Adult HS
Juvenile Court Schools
Southern Desert Correctional Center Adult HS
Spring Mountain Junior/Senior HS

Other Programs/Services

Academy for Individualized Study
Administrative and Data Services
Adult Education
Attendance Enforcement
Student Disciplinary Due Process
Student Expulsion Due Process
General Education Development (GED)
Home Schooling Exemptions
Institutional Release
Pupil Personnel Services
Student Disciplinary Adjudication
Work Exemptions

BTSR Feedback Survey

Please give us your feedback
on the Back to School Reporter.
Complete the survey by visiting
ccsd.net/btsrsurvey.