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**BY-LAWS OF THE BOARD/GOVERNANCE**

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The Churchill County School District will not tolerate any form of harassment, including sexual harassment or intimidation, of its employees or students. Any form of harassment or intimidation interferes with the ability of teachers to teach, the ability of students to learn, and the ability of employees to function efficiently. Although single incidents of alleged harassment may not be sufficiently severe or pervasive to rise to the level of violating law, the District nevertheless prohibits all harassment and will impose appropriate disciplinary action against any employee engaging in harassing conduct.

Retaliation against someone bringing a good faith complaint under this policy is strictly prohibited.

All administrators, principals, teachers, and other personnel of the District will behave appropriately by treating all people with civility and respect and by refraining from harassment and intimidation. All persons are entitled to maintain their own beliefs and may respectfully disagree without resorting to violence, harassment, or intimidation.
PROHIBITION AGAINST HARASSMENT

This regulation and the accompanying policy apply to all persons involved in the operation of the District. This regulation and the accompanying policy prohibit harassment, intimidation, and retaliation by any employee, supervisor, coworker, volunteer, customer, or client of the District, and any vendor or other service provider with whom the District has a business relationship.

A. Definition and Prohibited Conduct

The District promotes a productive work environment and does not tolerate verbal, physical, written, or graphic behavior that harasses, disrupts, or interferes with another's work performance or that creates an intimidating, offensive, or hostile environment based on that person's race, color, religion, age, gender, pregnancy, sexual orientation, national origin, ancestry, disability, veteran status, domestic partnership, genetic information, gender identity or expression, political affiliation, or membership in the Nevada National Guard, or any other class that becomes protected by federal and/or state law.

The District will not tolerate any form of harassment, including any behavior on the part of employees, volunteers, clients, customers, vendors, contractors, etc., that impairs an employee's ability to perform his/her duties. Examples of prohibited behavior include, but are not limited to:

1. Offensive verbal communication including slurs; derogatory jokes, epithets, or comments; degrading or suggestive words or comments; unwanted sexual advances or invitations; or sexually degrading or suggestive words or comments.

2. Offensive written communication in the form of notes, letters, notices, emails, texts, or any other offensive message sent by electronic means.

3. Offensive gestures, expressions and graphics including leering; obscene hand, finger, or body gestures; sexually explicit drawings; derogatory posters, photographs, cartoons, or drawings; or displaying sexually suggestive objects or pictures.

4. Physical contact when the action is unwelcomed by recipient including brushing up against someone in an offensive manner, unwanted touching, impeding, or blocking normal movement, or interfering with work or movement.

5. Expectations, requests, demands, or pressure for sexual favors.
B. Dealing with Allegations of Prohibited Conduct

Employees who believe they are being subjected to any form of conduct prohibited in this policy/regulation have an affirmative duty to bring the situation to the attention of the District.

Employees who believe they personally are being or have been subjected to prohibited conduct, or have witnessed any other employee being subjected to prohibited conduct are responsible to immediately:

1. Identify the offensive behavior to the alleged harasser and request that the behavior cease.

   Note: An employee is NOT required to talk directly to the alleged harasser or the employee’s supervisor. It is critical, however, that the employee contact one of the individuals listed in sections 2 or 3 below if he/she believes he/she is being targeted or has witnessed what the employee believes to be prohibited behavior.

2. If the employee feels uncomfortable in speaking directly to the alleged harasser or if the employee requested the prohibited behavior to cease, but the request did not produce the results desired, the employee should report the prohibited behavior as soon as possible to any administrator or manager/supervisor, or the Superintendent (the District’s Human Rights Officer), or to an HR Representative.

3. Employees who believe the Superintendent has engaged in prohibited behavior should bring the concerns to the attention of the Board of Trustees, who will designate an objective person to conduct an investigation of the allegations. Employees may also report the prohibited conduct to the District’s attorney.

4. Any employee who witnesses or obtains information regarding prohibited behavior by his/her immediate supervisor is required to report the incident to an administrator, the Superintendent, or an HR representative.

C. Administrator or Manager/Supervisor Responsibilities

Regardless of whether the employee involved is in the administrator’s, manager’s, or supervisor’s department and regardless of how he/she became aware of the alleged prohibited conduct, all administrators, managers, and supervisors must immediately report all allegations, complaints, or observations of such prohibited behavior to the Superintendent, an HR Representative, or the Board of Trustees. The information reported must include:
1. The persons involved, including all witnesses.

2. A written record of specific conversations held with the accused and any witnesses.

3. All pertinent facts, including dates, times, and locations.

An administrator's, manager's, or supervisor's failure to immediately report such activities, complaints, or allegations will result in discipline, up to and including termination.

D. Investigation

Upon being made aware of allegations or complaints of prohibited behavior, the District will ensure that such allegations or complaints are investigated promptly. The District treats all allegations or complaints seriously and requires all employees to be candid and truthful during the investigation process.

The District will make efforts to ensure that all investigations are kept as confidential as reasonably possible. Employees will be requested to refrain from discussing the subject content with others, particularly while the investigation is in progress. Employees shall be required, upon request, to provide information to regulatory agencies. The District will release information obtained only to those individuals involved in the investigation and the administration of the complaint with a business need-to-know, or as required by law.

The District will communicate to the individual who made the initial complaint, as well as the individual against whom the complaint was made, that the investigation is completed and appropriate action, if any, has been taken.

If evidence arises that a participant in the investigation made intentionally false statements, that employee will be disciplined, up to and including possible termination.

If it is determined that a violation of this policy/regulation has occurred, the District will take corrective action against the violator commensurate with the severity of the offense. Such corrective action may include, but is not limited to, counseling, verbal warning, written reprimand, pay reduction, transfer, demotion, suspension without pay, or termination. The District will also initiate action to deter any future prohibited behavior from occurring.
E. Process

The process for bringing harassment, intimidation or retaliation complaints is set forth in Policy 4138, Complaints Concerning School Personnel, and Regulation 4138, Written Form for Complaints Concerning School Personnel. This procedure will include appropriate due process protection and a reasonable timeline for resolving the concern.

F. Training

The District will provide training to all employees on the prevention of harassment and intimidation in the workplace. The District will provide new employees a copy of this policy/regulation upon hire and discuss the contents during the new hire orientation process. New employees will participate in training on the prevention of harassment and intimidation within 30 days of hire. A copy of this policy/regulation will be made available to applicants upon request.

G. Prohibition Against Retaliation

Retaliation is adverse treatment which occurs because of opposition to prohibited conduct in the workplace. The District will not tolerate any retaliation by administrators/supervisors or coworkers against an employee who exercises his/her rights under this policy. Any employee who believes he/she has been harassed, retaliated, or discriminated against in any manner as a result of having filed a complaint, assisted another employee in filing a complaint, or participated in an investigative process should immediately notify the Superintendent. The District will promptly investigate and deal appropriately with any allegation of retaliation.
NSTA Regional Conferences
Area Conference in Reno: October 11–13, 2018
Elevating Science: Digging Deeper

Reno-Sparks Convention Center • 4590 S Virginia St. • Reno NV 89502

Mark your calendar for NSTA’s first 2018 area conference—we’ll be in Reno, Nevada!

Twitter hashtags: #NSTA18 (2018 conferences), #NSTA (all-purpose)
NSTA conferences offer the latest in science content, teaching strategy, and research to enhance and expand your professional growth. Take advantage of this unique opportunity to collaborate with science education leaders and your peers.

Conference Strands

To help you make the most of the professional development opportunities available at the Reno conference, the Conference Committee has planned the conference around three strands that explore topics of current significance, enabling you to focus on a specific area of interest or need.

- **Developing Persistence: The Power of Experience**
  Failure or delayed success has surprising benefits to students, teachers, and administrators—it often initiates meaningful learning experiences. Nurturing such experiences is part of three-dimensional learning; educators should support students in developing their own explanations, ideas, and solutions. Sessions in this strand will focus on the struggles and triumphs that drive learning and explanation development. Learn from your peers’ experiences in persisting as they negotiate the terrain of facilitating science learning for the next generation and NGSS.

- **Advancing Three-Dimensional Classroom Culture**
  Educator understanding of three-dimensional learning is a continuum—from having a firm grasp of the structure of the three dimensions, to integrating appropriate science practices and crosscutting concepts, to developing grade-level storylines based on phenomena. In this strand, participants will be able to choose hands-on/interactive sessions based on their needs.

- **Cultivating Constructive Partnerships**
  Teaching can be isolating. Learn how to move beyond your four walls and collaborate with colleagues, informal educators, scientists, and the community. Increase opportunities to advocate for your students’ science learning while you build your leadership skills. Learn how to enhance your professional growth by using the expertise in your building and your community. In this strand, presenters will showcase collaboration with business and industry, informal science organizations, policy stakeholders, and colleagues.
Top 20 Edgenuity Takeaways

1. Engaging, interactive instruction with real on-screen teachers explaining concepts, modeling strategies, and checking for understanding

2. A broad course catalog, including core curriculum, credit recovery, ACT® and SAT® prep, CTE electives, world languages, Advanced Placement®, and dual credit offerings

3. A summer bridge program for incoming ninth-graders, targeting Algebra Readiness, ELA Foundations, and Study Skills

4. Edgenuity MyPath™, an RTI solution with age-appropriate instruction and practice in math and reading that spans skill levels from grades 3 to 11

5. Integration with NWEA® MAP®, Scantron® Performance Series®, and Renaissance Star1™ for data-driven intervention

6. Credit recovery courses with prescriptive testing and pre-testing options to accelerate students through content they have already mastered

7. Automatically generated assignment calendars, showing student progress and achievement

8. An eNotes digital notebook so students can take notes as they learn and access those notes during assessments (with teacher permission)

9. Text translation with support for 17 languages and read-aloud support in English, Spanish, French, German, Italian, Portuguese, and Arabic

10. Detailed and powerful reports, showing student attendance, activity, progress, and content mastery—filterable by standards

11. A real-time educator dashboard to help teachers identify students who need help and prioritize their time

12. A robust customization toolset, allowing schools to reorder content, mix content from multiple courses, and add teacher-authored writing prompts and projects

13. Assessments automatically adjust to customization so when you remove content from a course, that content is not assessed on tests and exams

14. Auto-grading support for essays in social studies and English language arts courses

15. All activities included in the online program, with no need for students to print and scan activities*

16. Unlimited use of content in teacher accounts, allowing teachers to use content in whole-class instruction

17. Automatic weekly reports e-mailed to families, counselors, or probation officers

18. Flexible licensing to fit any need—including concurrent licenses, per-student enrollments, or site licenses

19. Mobile compatibility, with support for iPads®, Android™, and Windows® tablets and smartphones, as well as Chromebooks™

20. Edgenuity Instructional Services, offering state-certified, highly qualified teachers who provide virtual instruction and can serve as the teacher of record

*Some AP courses require additional textbook purchases.

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iPads® is a registered trademark of Apple Inc.

Android™ and Chromebooks™ are trademarks of Google Inc.

Windows® is either a registered trademark or trademark of Microsoft Corporation in the United States and/or other countries.

For more information contact:

CARRIE RIDENOUR, PH.D.
ACCOUNT EXECUTIVE
carrie.ridenour@edgenuity.com I 913.526.4955
Solutions that Work

Edgenuity is a company of experienced educators who understand the challenges you face. Together we will design an online or blended learning program specific to the academic needs of your school or district, ensuring every student can succeed.

Core Curriculum
Provides curriculum with standards-based courses in English language arts, math, science, social studies, and electives for initial credit.

Concept and Credit Recovery
Gives students the opportunity to re-engage with school, receive additional instruction, retake courses, and earn credits to graduate on time.

World Languages
Helps students build a strong foundation in vocabulary, grammar, and communications in Spanish, French, German, Chinese, and Latin.

Test Preparation
Prepares students for high-stakes tests and exams, including GED®, HiSET®, TASC®, SAT®, ACT®, ACCUPLACER®, COMPASS®, and state tests.

Career Education
Offers a full suite of career courses including pathway courses that prepare students for industry certifications.

Advanced Placement®
Challenges students with rigorous, college-level course work and helps students graduate high school with the chance to receive college credit.

Dual Credit
Allows students to earn high school and college credit, challenge themselves academically, and prove to universities that they can perform college-level work.

For more information: visit edgenuity.com

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The CCMS Blended Learning Community will combine the best of traditional classroom methods and support with online digital media in three main elements to help students receive a personalized and modern education.

**TECHNOLOGY BASED LEARNING CENTER**

**PERSONALIZED TEACHER GUIDENCE**

**PROJECT AND COLLABORATION**

**STUDENTS IN THE CCMS BLENDED LEARNING COMMUNITY WILL ENJOY THE FOLLOWING OPPORTUNITIES:**

**PERSONALIZED LEARNING WITH INCREASED FLEXIBILITY IN THE PACE OF LEARNING**

**SUPPORT OF LICENSED TEACHERS TO HELP GUIDE STUDENT LEARNING**

**A MODERN, BLENDED LEARNING ATMOSPHERE**

**EXPANDED ELECTIVE CHOICES TO INCLUDE, SPANISH, GERMAN, FRENCH, AND MANY MORE!**

Churchill County Middle School
Blended Learning Community
2018-2019

"A personalized learning opportunity for 6th-8th grade students in ChurchillCSD."

Churchill County Middle School
BLENDED LEARNING COMMUNITY

**TECHNOLOGY BASED LEARNING CENTER**

The learning center is a computer-based learning opportunity that uses Edgenuity curriculum to provide personalized education for students.

Students will set goals and work to achieve them. The software gives students flexibility in their learning and helps teachers identify strengths and weaknesses to help students.

**QUESTIONS TO CONSIDER**

Do I want to learn using technology as a large part of the instruction?

Will I work to achieve my goals?

Am I good at pacing myself?

---

**PERSONALIZED TEACHER GUIDANCE**

Students will be supported by teachers on a daily basis. They will work together creating goals and an individualized learning plan, giving each student the best opportunity for success.

Teachers will be able to use data from Edgenuity to see student strengths and weaknesses and use time daily to help address the weaknesses or advance the student to personalize the student learning.

**QUESTIONS TO CONSIDER**

Do I want to learn using technology as a large part of the instruction?

Will I work to achieve my goals?

Am I good at pacing myself?

---

**PROJECT AND COLLABORATION AREA**

Students will also have time to enhance learning with hands-on collaborative projects facilitated by teachers.

Defined STEM and student developed projects will be highlighted in the project based learning area.

**QUESTIONS TO CONSIDER**

Do I enjoy learning through experimentation and projects?

Can I work well with others on group efforts?

---

**Blended Learning**

Combining the best teaching methods
Core Courses

**ENGLISH LANGUAGE ARTS**
- English Language Arts 6
- English Language Arts 7
- English Language Arts 8
- English Language Arts 9
- English Language Arts 10
- English Language Arts 11
- English Language Arts 12
- Literacy & Comprehension I
- Literacy & Comprehension II
- Introduction to Communications and Speech
- Expository Reading and Writing
- IDEA Writing
- Classic Novels & Author Studies

**SOCIAL STUDIES**
- Middle School World History
- Middle School U.S. History
- Middle School Geography
- Middle School Civics, Government, & Economics
- World History
- Modern World History
- U.S. History
- U.S. Government
- Economics
- World Geography

**MATHEMATICS**
- Mathematics 6
- Mathematics 7
- Mathematics 8/Middle School Pre-Algebra
- High School Pre-Algebra
- Algebra I
- Geometry
- Algebra II
- Mathematics I
- Mathematics II
- Mathematics III
- Pre-calculus
- Mathematical Models with Applications
- Financial Math
- Trigonometry
- Concepts in Probability and Statistics

**SCIENCE**
- Science 6
- Science 7
- Science 8
- Earth Science/Geoscience
- Biology
- Chemistry
- Physics
- Environmental Science

**WORLD LANGUAGES**
- Middle School
  - Spanish 1
  - Spanish 2
  - Spanish 3
  - French 1
  - French 2
  - Chinese 1
  - Chinese 2
  - German 1
  - German 2
  - Latin 1
  - Latin 2
- High School
  - Spanish I
  - Spanish II
  - Spanish III
  - French I
  - French II
  - French III
  - Chinese I
  - Chinese II
  - German I
  - German II
  - Latin I
  - Latin II

**GENERAL ELECTIVES**
- Art History
- Contemporary Health
- Computer Literacy (MS)
- Computer Literacy (HS)
- Foundations of Personal Wellness
- Introduction to Art
- Healthy Living
- Lifetime Fitness
- Online Learning & Digital Citizenship
- Psychology
- Sociology
- Strategies for Academic Success

FOR MORE INFORMATION CONTACT:
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Advanced Placement®
- Calculus AB
- English Language & Composition
- English Literature & Composition
- Environmental Science®
- French Language & Culture
- Human Geography
- Psychology
- Spanish Language & Culture
- U.S. Government & Politics
- U.S. History
- World History

Dual Credit by Sophia®
- Accounting®
- Approaches to Studying Religions®
- College Algebra®
- Conflict Resolution®
- Human Biology®
- Introduction to Art History®
- Introduction to Psychology®
- Introduction to Sociology®
- Introduction to Statistics®
- Macroeconomics®
- Microeconomics®
- Project Management®
- Visual Communications®

Career Electives
- 3D Art I - Modeling®
- 3D Art II - Animation®
- Career Explorations
- Career Planning and Development®
- Computer Applications: Office® 2010
- Computer Science®
- Digital Arts®
- Engineering Design®
- Intro to Coding®
- Intro to Entrepreneurship®
- Personal Finance®
- Projects in Audio Engineering®
- Projects in Game Design®

Career Pathways
- Health Science Concepts
- Introduction to Business
- Introduction to Health Sciences
- Introduction to Information Technology
- Medical Terminology®
- Microsoft® Office Specialist
- Nursing Assistant®
- Pharmacy Technician®

Test Preparation

NATIONAL TEST PREPARATION
- SAT
- PSAT
- ACT
- GED®
- HISET®
- TASC®
- COMPASS®
- ACCUPLACER®

NEVADA TEST PREPARATION
- EOC English Language Arts I
- EOC English Language Arts II
- EOC Science
- EOC Math I
- EOC Math II
- EOC Integrated Math I
- EOC Integrated Math II

One-semester course
* Fundamental course
† Not available on International Student
‡ Not available for residents

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- World Language® courses provided by powerspeak

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