

GREAT BASIN COLLEGE
PRESIDENT'S COUNCIL

February 11, 2014

2:00 p.m.

PRESENT: Mark Curtis, Mike McFarlane, Sonja Sibert, John Rice, Tom Reagan, Bret
Murphy, Alex Porter, Melinda Daily, Lynn Mahlberg
ABSENT: Dori Andrepont, Sonja Sibert, John Rice, Kris Miller
GUEST: Pat Anderson

1. Approval of Minutes – The minutes of the President's Council meeting on January 14, 2014, were approved.
2. SGA Update – Alex Porter reported participation at student events and went over numbers. The biggest student event coming up is forum on tuition and fees on Friday. It will be IAV with the other locations. Vice Chancellor Crystal Abba will be here for the meeting. They are planning the events for March Madness.
3. Edibles for Education – Alex Porter reported for Laurie Walsh that the Edibles for Education will be held on March 10-17. Laurie wanted to bring it to President's Council to get an idea of how to grow the event to include more college participation. The event is a food/back pack drive that will benefit Communities in Schools. What are needed are non-perishable items that will be put into a GBC backpack for students in need to take home. This is the third year that the college has participated.
4. Faculty Senate Update – Tom Reagan reported that Faculty Senate approved language updating faculty presence on property. The current language specifies 35 hours on campus. Suggested change: *Instructional faculty are expected to spend a minimum of 35 hours on their assigned duties per week. Of these 35 hours, 5 will be on-campus office hours, while the remainder may consist of instructional activities, institutional service, professional development, or other duties, depending on the needs of specific faculty, departments and programs. 40 hours per week shall be the primary basis for determining the workload of non-instructional faculty.*

Current language reads: *Faculty must be on campus not less than 35 hours per week to perform their duties, unless assigned off-campus duties contributing to the total of 35 hours per week. 40 hours per week shall be the primary basis for determining the workload of non-instructional faculty.*

This is a first read for the language change on faculty presence on campus. It will be brought back for approval at next President's Council meeting. Mike feel's it is important for faculty to be around. He is concerned about the 5 hours on campus that some will take that literally.

Faculty Senate approved the Child Protection Procedures.

5. Classified Council Update – Melinda Dailey reported the Classified Council baked sale is scheduled for February 14th and proceeds will fund the scholarship fund. Classified Council is in the process of nominating the Classified Employee of the Year.
6. Child Protection Procedures – Pat Anderson reported that the NSHE has a general policy for the protection of children with each institution having the ability to clarify their own policy. She presented GBC's policy. GBC is currently following this policy. This policy applies to GBC faculty/staff as well as outside entities renting GBC facilities. All internal groups have reviewed and approved this policy. Pat will provide training on this policy during the Welcome Back in Spring. President's Council approved the policy.
7. 5.21 Faculty Workload Policy Update Chapter 2.A – As stated in the Faculty Senate update; this is a first read. This will be brought back at the next President's Council meeting for approval.
8. Go/No Go – ABE/ESL Grant – Mike McFarlane reported this is a longstanding grant that is up for renewal. It meets with our mission and scores a 92%. President's Council recommended going forward with the grant application.
9. GBC Textbook Policy – Mark Curtis reported on the status of the textbook policy. It was first submitted to President's Council in January 2008. It has been discussed at a number of President's Council meetings. President Curtis needs to submit our textbook policy to NSHE by February 21st. We will submit this policy but let them know that it is under review. It will be put back onto an agenda item for President's Council to continue discussions and then back to Faculty Senate. We do have adjuncts who select textbooks, but it still has to be approved by the department chair.
10. Approval of Core Themes for NWCCU – President's Council approved via email vote on January 30, 2014. The core themes were submitted to the Board of Regents' for approval in March.
11. Go/No Go – National Writing Project Teacher Leadership Development – President's Council approved via email vote on January 30, 2014.
12. President's Report – Mark Curtis reported that GBC has support from all the Superintendents and all the presidents of the NSHE institutions in those areas for GBC to start serving those unserved areas of those counties. Presumably, it will be endorsed at the next Board of Regents' meeting. At least one regent may wish us to take on more. We don't want to be controversial. We'll take the easy ones now and if we are given more we will deal with it. We will have to do a substantive change to Northwest Commission on Colleges and Universities. Also, for every new instructional site we need approval from the Board of Regents which we would ask for in June. In meantime President Curtis will continue to work with the Superintendents.
13. Miscellaneous

There was discussion that the Winnemucca CTE Building is underway. The Humboldt Committee has gone forward with commissioning the design as they had planning money set aside. We would have access during the day. We would teach dual credit courses. It is probably five years out before it gets done. It is guaranteed students and guaranteed graduates who will have jobs when they graduate.

**GBC Adult Basic Education/ESL Program
FY 2015
Summary**

Current breakdown of funds is as follows:

Regular Instruction: \$214,805.60

EL/Civics: \$102,478.16

State: \$21,600.00

Pass through to ECSD, Regular Instruction: \$27,208.44

TOTAL FUNDING: \$366,092.20

TOTAL REQUIRED MATCH: 26.5% or \$89,804 (no match calculated on pass through amount of \$27,208.44 to ECSD)

Every year the GBC ABE/ESL program serves between 300-350 students throughout the service area. For the next grant cycle, the total funding request will be approximately \$340,000.00 to \$360,000.00. GBC will maintain current programs in Wendover, Elko, Owyhee, Winnemucca, Montello and Pahrump. In addition to maintaining current sites, we may have to open an ABE class in Elko and perhaps Winnemucca, too, due to the program's new relationship with DETR. DETR will be referring their clients to the GBC program for ABE/ESL instruction and to the Adult High School Diploma program for HSE tests. This may have an impact on the program because it currently does not have many ABE (English as first or only language) students. Most of the program's participants are ESL (English as a Second Language and Civics – instruction needed for gaining US Citizenship). The program may have to hire additional teachers for ABE instruction. We may also need to expand into our (potentially) new counties; however, costs to do this are not yet known.

The ABE/ESL program benefits the college in several ways. Primarily it helps to fulfill the GBC mission statement by meeting community service and multicultural needs. Also, more and more of the program's students are becoming GBC degree seeking students. A GBC scholarship program has been started to help fund this initiative (no Federal funds are used to support this). This program has been part of the college for 35+ years. It is a well-established Department and both the Director and Accountability Specialist serve on various Faculty Senate committees, hiring committees and assist in other college related activities. Indirect costs are paid to the college at an 8% rate.

GBC – ABE/ESL Collaboration List:

1. JOIN (Elko) – We exchange referrals for programs, and they have trained with us in the past for CASAS testing.
2. DCFS (Elko) – Exchange of referrals.
3. Head Start of Northeastern Nevada (Elko) – Exchange of referrals and Meachell served as Vice-Chair for their BOD from 2001-2011. Meachell also does educational programs for parents on what the ABE/ESL program offers.
4. Family Resource Center (Elko) – We exchange referrals and one of their employees teaches for us at our evening program.

5. Shoshone/Paiute Tribes (Owyhee) – We have a GED program in Owyhee. We have 20 students enrolled. The Tribe has agreed to pay ½ of the teacher salary and tribe members are recommended to the program through their NEWE/NUMA program.
6. Elko County School District and 21st Century (West Wendover and Elko) - We have worked with the 21st Century Grant for years. We offer ESL classes to the parents of the children they serve. We have programs in West Wendover and Elko.
7. Elko County School District (Elko) – We share out Adult Learning Center space with the Adult High School Diploma program and we exchange referrals for students. We also share technology resources.
8. Lander County School District (Battle Mountain) – Lander County School District provides us with our own modular, on school grounds, for ABE/ESL classes. Currently there are no ABE/ESL classes in Battle Mountain, though the building remains open to us if need arises.
9. Winnemucca Farms (Winnemucca) – Winnemucca Farms employees come to our regular ESL program. During the summer they are offered a special, Workplace Literacy program specific to their work needs.
10. Department of Corrections (Carlin and Wells) – We have HSE programs and offer HSE testing at both Carlin and Wells Conservation Camps. Currently ECSD is transitioning to take over all HSE services at both camps. For spring of 2104 we are passing money through the ABE grant for ECSD to use for these services.
11. Great Basin College (Campus Wide) – GBC offers classroom use for ESL classes in Elko, Pahrump and Winnemucca. We also use GBC resources to hold IAV teacher trainings throughout our service area

Great Basin College Grants and Projects Go/No Go Decision Making Worksheet

Project Agency and Title: NDE AEFLA Funds – ABE/ESL Department, GBC											Decision: ☐ Go ☐ No Go	
Bid Factors	Weighted Decision Criteria										Estimated Rating	
	Negative				Neutral			Positive				
	0	1	2	3	4	5	6	7	8	9		10
1. Fit with College mission, Strategic Plan, research findings	Does not align with the College mission and plan				Marginally matches the College mission and plan			Helps fulfill the College mission and plan			10	
2. Background (expertise of College in project area)	Weak in area or totally new area to college				Average experience in this area			Strong expertise in this area			10	
3. Proposed College Principal Investigators	Poor in-house team				Good in-house team			Excellent in-house team			10	
4. Financial Potential	Poor short term, poor long term, likely to cost College				Questionable short-term, questionable long-term			Excellent short- and long-term, likely to yield a margin			8	
5. Team Members (College's partners and major subcontractors)	Partners and subcontractors dilute/weaken effort				Partners and subcontractors have no major effort			Partners and subcontractors have enhancing effect			9	
6. Advance information on request for proposal (RFP) (Adequate information to respond)	Did not expect RFP, unprepared				Generally up to date with RFP, no major negatives			Good favorable information, ready to respond			10	
7. Capability to effectively respond	Do not have staff time to adequately respond				Stresses staff time, but are able to respond			Have staff time to develop highly competitive proposal			10	
8. Competitive Assessment (competition and funding probabilities)	Competition is very strong, odds under 10%				Open competition, odds are 10-50%			Open competition, odds exceed 50%			9	
9. Funding Agency contact, history, and rapport	College is unknown to this agency and staff				College is known to this agency and staff			College has well-developed working relationships			10	
10. College Resources (space, personnel, matching funds, reporting requirements)	Requires significant investment of college resources				Requires marginal investment of college resources			Requires minimal investment of college resources			6	
Total Score (sum of scores for each factor evaluated)											92	

Proposed idea or grant proposal has been reviewed by Chair(s) and Deans of affected department(s), if applicable.

YES ☒NO ☐

Vice President Signature _____

Date _____

**Great Basin College Grants and Projects
Go/No Go Decision Making Worksheet
Definitions**

1. Fit with College mission, Strategic Plan, research findings

How well does the grant/project support GBC's mission, strategic plan and any needs assessments GBC has conducted?

2. Background (expertise of College in project area)

What level of experience does GBC, as an institution or its faculty/staff, have regarding the grant/project that is proposed? Will this experience ensure that the project will be successful?

3. Proposed College Principal Investigators (PIs)

Who will take the lead (be designated as the Principal Investigator) for the grant/project? PIs will also be considered the project coordinators/directors if the grant is awarded. Do the people who want to pursue the project have appropriate experience to lead such a project? Will the PIs have enough time to devote to the project?

4. Financial Potential

How much will the grant/project benefit GBC in the short and long term? Will there be any costs to GBC, and will they be recouped in the short or long term?

5. Team Members (College's partners and major subcontractors)

Who, from outside of GBC, will be involved? What outside experience will be provided for the proposed grant/project? How will the proposed partners strengthen the grant/project? Does the project strengthen GBC's networking capabilities or provide for future opportunities?

6. Advance information on Request for Proposal (RFP) (Adequate information to respond)

How much time is available to put together a strong, competitive grant proposal/project? How complex is the RFP? How much information for the project is available?

7. Capability to effectively respond

What other deadlines is the Grants Director under? Is there enough time to craft a strong grant proposal? Will anyone else assist with writing the proposal?

8. Competitive Assessment (competition and funding probabilities)

How many awards will be given? Approximately how many applicants will there be? How much total funding is available?

9. Funding Agency contact, history, and rapport

Does GBC have any connection with the funding agency? Does GBC have any connection with the agency's program officers, other staff or board members? Has GBC received funding from this agency before? Does GBC know what the agency's mission and goals are?

10. College Resources (space, personnel, matching funds)

What will GBC need to provide for the project to ensure it is successful? Are matching funds required (or looked upon favorably)? Will current GBC personnel be needed to work on the project to ensure its success? How extensive are the reporting requirements if the grant is funded?

Total Score (sum of scores for each factor evaluated)

How close is the score to 100? The closer the score is to 100, the more likely the decision is a "Go" for the grant/project.

Proposed project/grant proposal has been reviewed by Chair(s) and Deans of affected department(s), if applicable.

If a project/grant affects any departments in any way, all appropriate Chairs and Deans are aware of the project/grant and believe it provides a benefit to their departments/areas.

Vice President Signature & Date

Appropriate Vice President must sign the form to indicate that the checklist score is accurate to the best of his/her knowledge.

GBC Mission:

Great Basin College enriches people's lives by providing student-centered, post-secondary education to rural Nevada. Educational, cultural, and related economic needs of the multicounty service area are met through programs of university transfer, applied science and technology, business and industry partnerships, developmental education, community service, and student support services in conjunction with certificates and associate and select baccalaureate degrees.

NSHE Board of Regents, December 2011

Great Basin College Grants and Projects Go/No Go Decision Making Worksheet

Project Agency and Title: National Writing Project: 2014-2016 NWP SEED Teacher Leadership Development Grant for the Great Basin Writing Project											Decision: ☐ Go ☐ No Go	
Bid Factors	Weighted Decision Criteria										Estimated Rating	
	Negative				Neutral			Positive				
	0	1	2	3	4	5	6	7	8	9		10
1. Fit with College mission, Strategic Plan, research findings	Does not align with the College mission and plan				Marginally matches the College mission and plan			Helps fulfill the College mission and plan			9	
2. Background (expertise of College in project area)	Weak in area or totally new area to college				Average experience in this area			Strong expertise in this area			8	
3. Proposed College Principal Investigators	Poor in-house team				Good in-house team			Excellent in-house team			8	
4. Financial Potential	Poor short term, poor long term, likely to cost College				Questionable short-term, questionable long-term			Excellent short- and long-term, likely to yield a margin			5	
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6. Advance information on request for proposal (RFP) (Adequate information to respond)	Did not expect RFP, unprepared				Generally up to date with RFP, no major negatives			Good favorable information, ready to respond			2	
7. Capability to effectively respond	Do not have staff time to adequately respond				Stresses staff time, but are able to respond			Have staff time to develop highly competitive proposal			5	
8. Competitive Assessment (competition and funding probabilities)	Competition is very strong, odds under 10%				Open competition, odds are 10-50%			Open competition, odds exceed 50%			9	
9. Funding Agency contact, history, and rapport	College is unknown to this agency and staff				College is known to this agency and staff			College has well-developed working relationships			9	
10. College Resources (space, personnel, matching funds, reporting requirements)	Requires significant investment of college resources				Requires marginal investment of college resources			Requires minimal investment of college resources			5	
Total Score (sum of scores for each factor evaluated)											69	

Proposed idea or grant proposal has been reviewed by Chair(s) and Deans of affected department(s), if applicable.

YES ☒ NO ☐

Vice President Signature _____

Date _____

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Total Score (sum of scores for each factor evaluated)

How close is the score to 100? The closer the score is to 100, the more likely the decision is a “Go” for the grant/project.

Proposed project/grant proposal has been reviewed by Chair(s) and Deans of affected department(s), if applicable.

If a project/grant affects any departments in any way, all appropriate Chairs and Deans are aware of the project/grant and believe it provides a benefit to their departments/areas.

Vice President Signature & Date

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NSHE Board of Regents, December 2011

1. Previous Teacher Leadership Programming and Lessons Learned

The 2012-2013 Teacher Leadership Grant that was awarded to the Great Basin Writing Project allowed the project to offer a variety of leadership opportunities. Great Basin Writing Project offered their annual Invitational Summer Institute during the month of June. There were eleven participants from three different counties, Elko, Humboldt and White Pine. Great Basin Writing Project is very rural and services two additional counties, Lander and Eureka. Our service area covers an area of 43,000 square miles. Since the funding in the past has been substantially larger, we have been able to pay for the housing of our participants and provide minimal travel stipends, as well as pay for five upper division credit hours and multiple books on writing and pedagogy.

In partnership with Elko County School District, we held the Elko County Writers Festival. This involves K-12 students and their writing from all over Elko County School District, which spans an area of 17,000 square miles, and is coordinated by GBWP teacher consultants. We honor first, second and third place winners for each grade as well as recognize outstanding pieces of writing. This is an annual event that is well received by our community.

This year we launched a community writing activity called "Voices of the High Desert." This is modeled loosely on the Neighborhood Writing Alliance based in Chicago. We have completed two writing workshops with plans for a third and fourth this year. We were able to have the director and co-director of the Neighborhood Writing Alliance come to Elko and conduct a workshop to train our TCs in their protocols last February. We wish to branch out from Elko County to the other counties as we grow this program. The cuts in funding have the TCs who are working on this program also volunteering their time.

2. Local Needs and Opportunities

We compete with the Northern Nevada Regional Professional Development Program to provide professional development to teachers in our service area. The NNRPDP is funded through our state legislature and is free to the districts and schools. With the issues of the economy in the last few years, we have found ways to get by with less, but believe that the writing project cannot survive on only the volunteer work of its members. We have been operating this way since the ISI ended the summer of 2013. Our current director hasn't even been able to attend one annual meeting because of our lack of funding. Maybe we should have seen, like some of the other writing projects, the writing on the wall, and tried to put into place ways to generate money, but we didn't and haven't. We want to continue to offer the ISI and other workshops and classes, and maybe even send a small group to the annual meeting, but can't see how we can with the drastic cuts

in funding. We think it's important to offer our teachers professional credits and books for their time; to offer classes and book groups in individual schools; we want to continue with teacher inquiry groups, but it seems unaffordable now with the changes in funding.

Even though we compete with our regional NNRPDP, it is obvious that the NWP model is and has been superior. Because of the number of our TCs, one can see the impact it has on the students of our communities. One can recognize when a student coming into a class has had experience with writing workshop or scared writing. A student who has had a TC as a teacher is ahead of some of the students who have not been fortunate enough to have one. It's plain and simple. They are better writers, and they consider themselves writers.

We have a large number of teacher consultants since our inception in 2000 and these teachers are leaders in their schools. These leaders tend to be the teachers who are the leaders in all areas of education. This tends to make their time scarce. Without the ability to offer stipends or financial compensation for their time and expertise it is hard to ask for their time and commitment to projects. We believe that our leaders' time is worth something and feel the need to make them feel appreciated. Finances are at the heart of our problems right now.

3. Discussion of Two-Year Plan

The 2014-2016 plan for the Great Basin Writing Project will be a time of reorganization. In the past the National Writing Project has funded us with much larger amounts of workable funding. With the new restrictions we will need to realign our thinking. Our two most valuable contributions to the teachers in our area and our community are the Invitational Summer Institute and our Elko County Writer's Festival. These are the programs that we will strive to keep alive.

Our Summer Institute will need to be realigned. In the past the Great Basin Writing Project has offered five upper division credits at no cost to the twelve participants. With the change in funding we will now need to ask the participants to pay for their own credits. We will also have to ask them to purchase their own books. We will use the funding to pay the instructors and coaches for their time. The Summer Institute will still be held during the month of June. Each participant that completes the project will be asked to offer a sixteen-hour class at their school in the area of writing. This class will be based on their presentation from the ISI. This will allow other teachers to not only gain a credit toward recertification, but also learn and share in some of the techniques being used and discussed in the Summer Institute.

The Elko County Writer's Festival is going on right now with a loan from our school district. We partner with Elko County School District on this project each year. Great Basin Writing Project pays the stipends to the seventeen teachers who coordinate the collection, reading and judging of the writing samples while the school district supplies the funding for the

publication and the awards for the winners. Due to the lack of funds right now the school district has agreed to carry all of the cost in hopes that with this grant we will be able to pay back our portion of our responsibilities.

We want to continue with our community writing workshops and publication called "Voices of the High Dessert." This will be run on a volunteer basis since there is no funding available for it at this time.

Currently our director, co-director and leadership team are all working on volunteer status. This appears to be the way that it will be for a while unless the director can secure an alternate grant for compensation for their work. She is currently looking into funding from local businesses.

If Great Basin Writing Project receives the two consecutive grants of \$10,000 each these two programs will be continued.

4. Timeline/Calendar

Activity	Dates	Cost
Elko County Writer's Festival	Spring of 2014	\$1,700
Invitational Summer Institute	June of 2014	\$7,070
Twelve classes offered	Fall of 2014	\$0
Elko County Writer's Festival	Spring of 2015	\$1,700
Invitational Summer Institute	June of 2015	\$7,070
Twelve classes offered	Fall of 2015	\$0

The remainder of the money will be allocated to the Great Basin College for acting as our Higher Education connection.

5. Other Financial Recourses

At this time we have secured a \$500 gift from the Elko County School District to pay for our continuing association sponsorship. We are also working on a community grant from Barrick Gold Strike for additional funds to assist us in covering some of the costs of the ISI. In the past the GBWP has been able to pay for the credits awarded to its participants, supply them with books and house those from out lying areas. If we are awarded the money from this grant we will be able to continue as we have in the past. We have also worked in salary money for our director and co-director. At this time we are just working up the budget and narrative for this grant and are unsure if we will receive the funding that we are asking for. If these monies are secured we will be able to spend additional funds on our summer institute.

NSHE CODE

Section 23. NSHE Policy on Instructional Materials

Textbook selection is the responsibility of faculty. Textbooks should contain current, relevant information for the course, as well as appropriate assignments and supplementary material when applicable. Textbooks should help faculty accomplish the educational objectives of a course. Faculty should exercise their expertise and professional judgment when selecting textbooks, and carefully consider the academic, professional, and ethical implications of criteria used in textbook selections.

To that end, each NSHE institution shall develop an approved statement of professional and ethical guidelines relative to the selection of textbooks or other instructional materials. Such guidelines shall address relationships with publishers or other providers, selection of one's authored text for instructional use, and shall address the desirability of minimizing costs to students when this can be accomplished without compromising academic standards and academic freedom. (B/R 6/04)

GBC Textbook Policy

As per NSHE Regents' policy and in keeping with the essential principles of academic freedom textbook and instructional materials selection is the responsibility of the faculty. At GBC "faculty" is defined as the full-time faculty who have primary responsibility for maintaining the academic standards of the instructional programs. However, there are circumstances when materials selection might need faculty peer review as outlined in this policy.

- Recognizing that many publishers do not make textbook price information available during the pre-publication review period, faculty shall research price as much as is practical and then take price into account when making the final selection of materials for their classes. Faculty should carefully consider the possibility that using inferior textbook materials may reduce the academic quality of the course, and should therefore use wisdom, practicality, and good judgment in making textbook selection choices.
- Adjunct faculty do not always have access to the resources needed to make informed materials selection decisions, therefore, the full-time faculty of each department should review the materials selected for these classes as part of the regular adjunct faculty mentoring and evaluation processes.
- Faculty have always been encouraged to write textbooks and create supplementary materials for their classes as part of their responsibility to make intellectual contributions in their fields of expertise. However, the use of those materials can be seen as a conflict of interest when a faculty member is receiving royalty income from materials required in their classes. Therefore, faculty are encouraged to use the best materials possible in their classes. To avoid any possible appearance and/or real conflict of interest when using self-authored materials a review shall be conducted by the Academic Standards Committee. This review shall in no way reduce a faculty member's rights and responsibilities concerning academic freedom.
- All published materials shall be available through GBC's bookstore, however, this should in no way restrict a faculty member from making materials available via alternative methods that are consistent with the intellectual property rights of their producers. These alternatives may include but are not limited to web pages, downloads, streaming media, photocopies, etc.

**DRAFT PROCEDURES FOR THE PROTECTION OF CHILDREN
AND MANDATORY REPORTING OF CHILD ABUSE OR NEGLECT**

GBC

Great Basin College is committed to maintaining a supportive and safe educational environment, one which seeks to enhance the well-being of all members of the GBC community, which includes creating a secure environment for children who may participate in GBC programs or activities, or be present at GBC facilities or events. The GBC procedures for the protection of children are intended for the protection of all children who participate in GBC events or activities for children or who are GBC students. Great Basin College performs due diligence by requiring a comprehensive background check for all new employees hired into administrative and teaching faculty positions and current administrative and teaching faculty who through the normal course of their employment works in a level 2 children program. The State of Nevada requires that all new classified employees have a background check post offer.

1. Public Events and Venues.

Children are permitted at events and venues open to the public on GBC property. GBC reserves the right to determine whether selected events or venues are appropriate for unescorted or unsupervised children.

2. Definitions.

“Children’s program” means any activity or program sponsored by GBC that are specifically intended to involve children and facilities, including entire buildings or parts of buildings, which children are encouraged to use. The GBC’s credit or non-credit classes which are not marketed or promoted for children are not children’s programs. Also, buildings or parts of buildings which the entire college community is encouraged to use and children are not specifically encouraged to use are not children’s programs.

“Level 1 children’s program” means a children’s program which is less than 1 day and does not occur on a reoccurring basis within one year or where the parent of the child or person designated by a parent accompanies a child for substantially the entire time. Examples of such programs are “Bring your son/daughter to work day” and campus tours.

“Level 2 children’s program” is any children’s program that does not meet the criteria of a Level 1 children’s program. Examples of such programs are classes designated as dual enrollment credit classes, kids college, summer programs designed for children, and specific computer laboratories which children are encouraged to use rather than other laboratories.

“Child” or “Children” means a person under the age of 18.

“Volunteer” means any individual who is working at an institution pursuant to a volunteer agreement approved by the institution’s general counsel.

“Faculty” means any individual, whether compensated or not, who teaches any class or program.

“Employee” means any person, including faculty, staff or students, who are employed at GBC.

3. In January of every year, the Vice President for Business Affairs and Vice President for Student Services (VPBA & VPSS) shall inventory all children’s programs intended to be held in the calendar year and determine the level of each program. The VPBA & VPSS shall provide the President and Director of Environmental Health, Safety & Security a list of all children’s programs and the designated level of that program.
 - a. After that inventory has occurred, any GBC employee proposing to establish a children’s program shall notify the VPBA & VPSS at least 60 days before the children’s program begins. The VPBA & VPSS may shorten this period of time upon request of the GBC employee. The VPBA & VPSS shall review the program to determine if it meets the criteria of a children’s program and, if it does, designate the level of the program and require the procedures applicable to that level. The VPBA & VPSS shall notify the President and Director of Environmental Health, Safety & Security of any additional children’s program designated after January 31st.
 - b. Any employee, volunteer, or faculty of the institution who works in any Level 2 children’s program shall complete a comprehensive background check. . The institution shall receive the results of the background check and shall apply the same criteria for working in a Level 2 children’s program as is used for working the in the institution’s Mark H. Dawson Child and Family Center. They shall provide a written statement of reasons and an opportunity to be heard before any employee may be excluded from working in a level 2 children’s program. GBC shall pay the cost of the comprehensive background check.
 - c. At least one person who has completed and passed a comprehensive background check of shall supervise a Level 1 children’s program.

- d. GBC shall conduct a comprehensive background check every five years on any employee working in a level 2 children's program or supervising a level 1 program and review it in the same manner as initially required.
- e. The VPSS may identify any program, activity or facility that incidentally involves children and does not meet the definition of a children's program of this procedure and establish written procedures for the protection of children participating in that program which may include a background check for one or more employees working in that program.

The comprehensive background checks will be reviewed for convictions of the crimes listed below. Should a conviction appear on the background check in one of the following eight categories an employee will be required to meet with the Vice President for his or her respective division and the Vice President of either Business Affairs or Student Services. The comprehensive background checks will be reviewed for convictions of the crimes listed below and for the time period noted, if applicable.

- (a) Murder, voluntary manslaughter or mayhem;
- (b) Any other felony involving the use of a firearm or other deadly weapon;
- (c) Assault with intent to kill or to commit sexual assault or mayhem;
- (d) Sexual assault, statutory sexual seduction, incest, lewdness, indecent exposure or any other sexually related crime;
- (e) Abuse or neglect of a child or contributory delinquency;
- (f) A violation of any federal or state law regulating the possession, distribution or use of any controlled substance or any dangerous drug as defined in [chapter 454](#) of NRS;
- (g) Abuse, neglect, exploitation or isolation of older persons or vulnerable persons, including, without limitation, a violation of any provision of [NRS 200.5091](#) to [200.50995](#), inclusive, or a law of any other jurisdiction that prohibits the same or similar conduct; or
- (h) Any offense involving fraud, theft, embezzlement, burglary, robbery, fraudulent conversion or misappropriation of property within the immediately preceding 7 years.

- 4. No registered sex offender may participate in any children's program in any way.
 - a. An individual registering as a sex offender with the GBC Security Department or office of the VPSS shall disclose the name and address of the agency responsible for supervision of the sex offender, if there is one, to GBC at the time of registering. All registered sex offenders must maintain a current registration with the law enforcement agency serving that campus or center within 48 hours of arrival to the campus. Within 30 days of a person registering as a sex offender with GBC, the GBC Security department shall mail written notice to the agency supervising any person registered with GBC as a sex offender of all of the institution's level 2 children's programs and the approximate locations of those programs within the institution.

- b. The GBC Director of Environmental Health, Safety & Security shall review the class schedule of every registered sex offender to determine if the classes are held near any level 2 children's program. If the classes are held near any level 2 children's program, GBC Director of Environmental Health, Safety & Security shall notify the VPSS of that fact and the VPSS shall take reasonable steps to reassign the registered sex offender to other classes or sections of the same class.
5. All GBC employees who have reasonable cause to believe that child abuse or neglect has occurred at a GBC facility or during GBC programs or activities, must report the suspected abuse or neglect to law enforcement or a child welfare agency as soon as possible and within 24 hours.
6. Retaliation against any individual who makes a report of child abuse or neglect is prohibited.
7. All children who participate in GBC programs and activities involving children must be appropriately supervised at all times. A child must be immediately removed from a dangerous situation involving suspected child abuse or neglect or other inappropriate conduct, or conduct which presents a threat to the child's health and safety.
8. Before the institution approves the use of a GBC facility by any outside person or entity ("applicant"), the applicant shall state, in writing, whether or not the program or activity is a children's program and the level of the children's program, as defined in this policy. If it is a children's program, GBC shall provide a copy of this procedure and the NSHE policy regarding the protection of children and the applicant shall state in writing the person or entity's procedures for the protection of children. The VPBA shall review the information provided and may deny the applicant the use of a GBC facility if the policies or procedures are inadequate. No approval of any room use request will be issued until after the VPBA has reviewed all documents.
9. GBC shall identify all GBC mandatory reporters of child abuse pursuant to NRS 432B.220-NRS 432B.250 and shall provide training materials regarding the mandatory reporter requirements upon initial hiring and at least every two years.
10. GBC shall provide a copy of the NSHE Child Protection Policies and the GBC procedure to all employees who supervise or work in programs or activities involving children upon initial hiring and at least every two years.

11. The NSHE Child Protection Policies and GBC's procedures shall be posted on the GBC website with the Division of Child and Family Services toll-free number and/or other law enforcement telephone numbers to receive reports of child abuse or neglect.
12. In the event of a report or complaint of child abuse or neglect, the President shall appoint an investigator who shall conduct an appropriate investigation of the incident(s) giving rise to the report or complaint and shall provide a confidential notice of such incident(s) to the chancellor and Chair of the Board of Regents. Such investigation may be postponed by the President if it would interfere with any investigation by law enforcement or child protection agency.

The State of Nevada statute states, persons within their named professional or occupational capacities are required to be mandatory reporters of child abuse or neglect when identified within NRS 432B.220. Each person who knows or has reasonable cause to believe that a child has been abused or neglected shall report the abuse or neglect to an agency which provides child welfare services or to a law enforcement agency.

NRS 432B.220, 4, defines mandatory reporters as

- (e) A social worker and an administrator, teacher, librarian or counselor of a school,
- (f) Any person who maintains or is employed by a facility or establishment that provides care for children, children's camp or other public or private facility, institution or agency furnishing care to a child.
- (l) Any adult person who is employed by an entity that provides organized activities for children.

Annually, and no later than October 15th of each year, the Director of Environmental Health, Safety and Security shall send to every full and part time employee of GBC an e-mail with a link to the college's procedure regarding mandatory reporting of child abuse for all college programs and activities that children under the age of 18 may be participating in.

Retaliation against any individual who makes a report of child abuse or neglect is prohibited.

If any person; faculty, staff, student or member of the campus community, has knowledge of a child (anyone under the age of 18 yrs.) who appears to be the victim of abuse or neglect, that has occurred at a GBC facility or during GBC programs or activities, the Center Director or Director of Environmental Health, Safety & Security should be notified immediately. Once the Director has determined the basic facts of the situation they will notify the Vice President of Student Services, Vice President of Academic Affairs or the Vice President of Business Affairs and the President. Notification must be made to the local Police agency or the Division of Child and Family Services as soon as reasonably practicable but not later than twenty-four (24) hours after the person knows or has reasonable cause to believe that the child has been abused or neglected (NRS 432B.220,1, (b)).

DCFS RURAL REGION CHILD WELFARE SERVICE LOCATIONS

Administrative and Field Office

1677 Old Hot Springs Road,
Suite B
Carson City, NV 89706
Phone: (775) 687-4943

Elko District Office

1010 Ruby Vista Drive, Suite 101
Elko, NV 89801
Phone: (775) 753-1300
Fax: (775) 753-1301

Ely Field Office

740 Park Avenue
Ely, NV 89301
Phone: (775) 289-1640
Fax: (775) 289-1652

Pahrump Field Office

2280 Calvada, Suite 302
Pahrump, NV 89408-3161
Phone: (775) 727-8497
Fax: (775) 727-7072

Tonopah Field Office

500 Frankee Street,
Old Court House Building
P.O. Box 1491
Tonopah, NV 89049-1491
Phone: (775) 482-6626
Fax: (775) 482-3429

Winnemucca Field Office

475 W. Haskell Street, Box 7
Winnemucca, NV 89445-3781
Phone: (775) 623-6555
Fax: (775) 623-6559