Agenda

Lyon County School District
Board of Trustees

A Closed meeting at 6:00 pm if needed and Open Meeting at 6:30 pm of the Board of Trustees of Lyon County School District will be held Tuesday, December 21, 2021, beginning at 6:00 PM at the Dayton High School, 335 Dayton Valley Rd., Dayton, NV 89403.

The subjects to be discussed or considered or upon which any formal action may be taken are listed below. Items do not have to be taken in the order shown on this meeting notice.

1. 6:00 pm CLOSED SESSION - if needed.
2. 6:30 PM REGULAR OPEN MEETING and CALL TO ORDER
3. PLEDGE OF ALLEGIANCE
4. WELCOME OF GUESTS
5. APPROVAL OF AGENDA
6. APPROVAL OF MINUTES 4
7. BOARD MEMBER REPORTS
8. ATTITUDE OF GRATITUDE 14
9. SUPERINTENDENT REPORT
10. PUBLIC PARTICIPATION: The public is invited to address the Board on items not listed on the agenda. No action may be taken on any subject raised during public comment until the matter has been properly placed on an agenda for a properly noticed meeting pursuant to NRS 241 (Nevada's Open Meeting Law).
If you wish to speak please step up to the front table, be seated, and state your name. Your comments must be limited to no more than three minutes and must fall under subjects within the Board's jurisdiction and control. In consideration of others avoid repetition. Although this Board does not restrict comments based upon viewpoint, comments will be prohibited if the contents are willfully disruptive, slanderous, amount to personal attacks or interfere with the rights of other speakers. Comments made during this time will be monitored by the Board Chairperson.
11. **(For Possible Action) CONSENT AGENDA:**
All matters listed under the consent agenda are considered routine and may be acted upon by the Board of School Trustees with one action and without an extensive hearing. Any member of the Board or any citizen may request that an item be taken from the consent agenda, discussed, and acted upon separately, during this meeting.
    A. Request for Early Graduation/HSE (confidential)
    B. Request for Leave (confidential)
    C. Personnel Reports 21
    D. Travel 25
    E. Department Reports 51
    F. NWRPDP Annual Report FY21 53

G. 2021-22 MOU BGCMV Buses 178
H. Supplemental Pay Schedule for Unclassified Positions 22 180
I. District Financial Report 181
Paybill: Checks #204697-204987; Vouchers 1129, 1130, 1081, 1133, 1134, 1138; Total $1,506,139.26
12. **End of Consent Agenda: Motion to approve**
13. **DONATIONS: Motion to approve** **264**
14. **(For Possible Action)** Discussion and possible action on a resolution regarding proposed changes to the voting districts for members of the Lyon County School District Board of Trustees which are made in accordance with the 2020 Census and as required by NRS 386.200-386.225. This item is being presented by Board President Holly Villines and Board Clerk Phil Cowee. **270**
15. **(For Possible Action)** Discussion and possible action regarding the preparation for the augmented FY22 budget to be presented at the January 25, 2022 Board of School Trustees meeting. This item is being presented by Executive Director of Operations, Harman Bains, and Finance Manager/Comptroller, Spencer Winward. **278**
16. **(For Possible Action)** Discussion and possible action regarding the Five-Year Capital Improvement Plan (CIP) as a result of the FY22 final budget amendments. This item is being presented by Executive Director Operations, Harman Bains, and Finance Manager/Comptroller, Spencer Winward. **387**
17. **(For Possible Action)** Discussion and possible action regarding the project cost estimate of the Fernley High School Gym, Commons, Dining, and Kitchen. This item is being presented by Executive Director of Operations, Harman Bains, and Operations and Maintenance Supervisor, Kirk McCallum. **393**
18. **(For Possible Action)** Discussion and possible action regarding the annual board self-evaluation. This item is being presented by Board President, Holly Villines. **404**
19. **(For Possible Action)** Discussion and possible action regarding the adoption of Forensic Science and Biology Instructional Materials for grades 9-12. This item is being presented by the Executive Director of Education Services, Jim Gianotti. **454**
20. **(For Possible Action)** Discussion and possible action regarding the renewal of the Lyon CSD Superintendent Contract. This item is being presented by Board President, Holly Villines, and Board Clerk, Phil Cowee. **457**
21. **(For Possible Action)** Discussion and possible action regarding revisions to Lyon CSD Policy GDD: Substitute Teachers as a first reading. This item is being presented by the Executive Director of Human Resources, Dawn Huckaby. **466**
22. **(For Possible Action)** Discussion and possible action regarding revisions to Lyon CSD Policy IKF: Graduation Requirements as a first reading. This item is being presented by Executive Director of Education Services Jim Gianotti. **470**
23. **(For Possible Action)** Discussion and possible action regarding a review of the 2021-2022 Educational Services Plan as required by the Nevada Department of Education Guidance Memorandum 21-02. This item is being presented by Communications and Public Relations Officer Erika Cowger **481**

24. **(For Possible Action)** Discussion and possible action regarding the operations and funding of Lyon CSD during the COVID-19 pandemic and the Nevada State of Emergency. This item is being presented by Board President Holly Villines and Superintendent Wayne Workman. **503**

25. **(For Possible Action)** Discussion and possible action on agenda items for future board meetings and/or information item requests, including a summary by the superintendent. This item is being presented by Board President Holly Villines and Superintendent Wayne Workman.

26. PUBLIC PARTICIPATION: The public is invited to address the Board on items not listed on the agenda. No action may be taken on any subject raised during public comment until the matter has been properly placed on an agenda for a properly noticed meeting pursuant to NRS 241 (Nevada's Open Meeting Law).

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27. ADJOURN:

The notice for this meeting was posted at the Lyon County School District Administrative Office and posted to the Lyon County School District website (http://lyoncsd.org) and the official website of the State of Nevada (http://notice.nv.gov) in accordance with NRS 241.020 (3) (b).

LYON COUNTY SCHOOL DISTRICT STATEMENT OF NONDISCRIMINATION AND ACCESSIBILITY
The Lyon County School District does not discriminate on the basis of race, color, national origin, gender, disability or age in any of its policies, procedures, or practices, in compliance with Title VI of the Civil Rights Act of 1964 (pertaining to race, color, and national origin), Title IX of the Educational Amendments of 1972, section 504 of the Rehabilitation Act, the Americans with Disabilities Act, and Age Discrimination Act of 1975, and any other pertinent statute or requirement. This Non-Discrimination policy covers admission, access, treatment, and employment in the District's programs and activities, including Occupational Education. For information regarding opportunity policies, or the filing of grievances, contact your school principal.
The Lyon County School District is pleased to provide accommodations for the handicapped or disabled. Members of the public who are disabled and require special accommodations or assistance at the meeting are requested to notify the Administrative Assistant to the Superintendent and Board of Trustees in writing at 25 E. Goldfield Ave., Yerington, NV 89447, email Margaret Heim at mheim@lyoncsd.org, or call (7750463-680 Ext. 10034 at least one week prior to the meeting.

Minutes of the November 16, 2021 Meeting

Lyon County School District
Board of Trustees

A meeting of the Board of Trustees of Lyon County School District was held November 16, 2021, beginning at 6:00 PM at Yerington Elementary School, 112 N. California St., Yerington, NV 89447.

1. 6:00 pm There was no closed meeting.

2. 6:30 pm REGULAR OPEN MEETING and CALL TO ORDER
   President Villines called the meeting to order at 6:30 pm.

3. PLEDGE OF ALLEGIANCE
   The Pledge of Allegiance was led by Member Bridget Peterson.

4. WELCOME OF GUESTS
   President Holly Villines
   Clerk Phil Cowee
   Member Barbara Jones
   Member Bridget Peterson
   Member Neal McIntyre
   Member Sherry Parsons

   Executive Cabinet in attendance:
   Superintendent Wayne Workman
   Deputy Superintendent Tim Logan
   Executive Director of Operations Harman Bains
   Executive Director of Special Services Marva Cleven
   Executive Director of Human Resources Dawn Huckaby
   Executive Director of Educational Services Heather Moyle
   Executive Director of Educational Services Jim Gianotti

   Staff and guests in attendance:
   Finance Manager/Comptroller Spencer Winward
   Operations and Maintenance Supervisor Kirk McCallum
   Communications and Public Relations Officer, Erika Cowger
   IT Director Alan Medeiros
   YES Principal Shannon Coombs
   YES Assistant Principal Ally Sceirine
   YHS Principal Desoto Dickson
   YHS Student Rep. Guadalupe Olague
   YIS Principal Sean Moyle
   YIS Assistant Principal Chrissy Haas

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SVS Principal Duane Mattice
Becca Fullenwider
Catherine Closson
Robert Closson
Loraine De La Torre
Laurel Winchester
LCEA Cindy Darden
YHS Assistant Principal Kathy Bomba-Edgerton

5. APPROVAL OF AGENDA
Clerk Cowee made a motion that the Board of Trustees approves the agenda as presented. It was seconded by Member McIntyre and passed 6-0.

6. APPROVAL OF MINUTES
Member McIntyre made a motion that the Board of Trustees approves the minutes of the October 26, 2021 meeting as written.
It was seconded by Member Peterson and passed 6-0.

7. BOARD MEMBER REPORTS
The board members spoke on highlights from the Nevada Association of School Board (NASB) Conference held recently.

8. ATTITUDE OF GRATITUDE
The board members read notes of gratitude from students across the district.

9. SUPERINTENDENT REPORT
Superintendent Workman thanked YHS Student Representative, Guadalupe Olague for attending our meeting. He expressed his appreciation to the board for attending the NASB Conference to grow in leadership and service. He thanked the veterans, especially those in our district, for their service.
There was a brief presentation by the LCSD Psychology Team led by Jennifer Mortensen, in honor of National School Psychology Week. The theme was "Let's Get in GEAR" using the acronym for Grow, Educate, Advocate, and Rise. They talked about their work to help the students and families of our schools to grow from last year's challenges, and their passion to be engaged in the programs and resources in the district.
Lyon County Manager Jeff Page gave an update on issues affecting the county. He spoke about the subdivision projects seeking approval that would affect the school district and he invited the superintendent and board to attend an upcoming commissioners' meeting to let them know what the school district's needs are regarding growth and school capacity. Already approved are numerous other housing developments. He said that the county will be creating a public lands bill that will go before congress to secure federal lands back in the county. Currently, the county leases some properties that would be more beneficial to own, in order to bring in businesses to enlarge the county tax base. He spoke on some of the initiatives the commissioners are working toward.
Mr. Page recognized that the Yerington Lions high school team playing a state championship game at the Raiders Stadium.

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Superintendent Workman had the principals introduce the new staff at the Smith Valley and Yerington schools.

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    If you wish to speak, please step up to the front table, be seated, and state your name. Your comments are limited to no more than three minutes per person and must fall under subjects within the Board's jurisdiction and control. In consideration of others, avoid repetition. Although this Board does not restrict comments based upon viewpoint, comments will be prohibited if the contents are willfully disruptive, slanderous, amount to personal attacks, or interfere with the rights of other speakers. Comments made during this time are monitored by the Board Chairperson.

    There was no public participation.

11. CONSENT AGENDA **(FOR POSSIBLE ACTION)**: All matters listed under the consent agenda are considered routine and may be acted upon by the Board of School Trustees with one action and without an extensive hearing. Any member of the Board or any citizen may request that an item be taken from the consent agenda, discussed, and acted upon separately, during this meeting.
    a. Request for Early Graduation/HSE (confidential)
    b. Sick Bank (confidential)
    c. Personnel Reports
    d. Travel
    e. Department Reports
    f. Memorandums of Understanding
    g. School Continuous Improvement Plans (CIP's)
    h. Class Size Reduction (CSR) Quarterly Report
    i. District Financial Report Checks 204611-204696; Vouchers 1089, 1092, 1099, 10037, 1039; Total $312,061.91

12. END OF CONSENT AGENDA: **MOTION TO APPROVE**
    Clerk Cowee made a motion that the Board of Trustees approves the consent agenda as presented.
    It was seconded by Member Peterson and passed 6-0.

13. **(For Possible Action)** Discussion and possible action regarding the preparation for the augmented FY22 budget to be presented at the December 21, 2021 Board of School Trustees Meeting. This item is being presented by the Executive Director of Operations. Harman Bains, and Finance Manager/Comptroller, Spencer Winward.

    Mr. Winward referred to the budget packet. The only change was the updated Capital Project Fund. He spoke about the Pupil Centered Funding Plan (PCFP) and how it looks

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in the presented material. The report shows previous years' DSA numbers and explained the slight increase due to the discontinuation of grants during the pandemic. The audit may cause changes in some amounts in December's presentation. Something new, with the PCFP, is having it on one line item. Funds are earmarked to be used for restricted purposes. It is unclear what will happen if the funds don't get used completely. Funds going to Special Education are the average amount that were transferred to the Special Education Fund from our general fund for the past few years.
There was discussion regarding the restricted funds to be used for Special Education, "Maintenance of Effort" that must be used as it was the previous year. Other districts would have the same experience, with the amounts that were an average of what they would have spent the last few years. With the new lump sum style funding, it is hard to determine if we are getting more or less than we would have on the old style with the grants and separate funds as other line items.
Superintendent Workman reminded the board that the PCFP base funding was determined by FY20 amounts so all districts were basically set back two years.
The Hold Harmless amount would be 95% of our FY20 enrollment. LCSD is not expected to drop to that low number. It was determined that LCSD's ending fund balance has been typically 6-8% over the last few years. Mr. Winward noted that the Federal grant section of the budget will be completed next month. The numbers are currently being determined.
Member Peterson made a motion that the Board approves the District's Amended Final Budget for Fiscal Year 2022.
It was seconded by Member McIntyre and passed 6-0.

14. **(For Possible Action)** Discussion and possible action regarding a resolution authorizing the Executive Director of Operations or Superintendent to arrange for the sale of general obligation school improvement and refunding bonds of the district in the aggregate principal amount not to exceed $27,660,000; authorizing the Executive Director of Operations or Superintendent to file an application with the State of Nevada for the State Permanent School Fund Guarantee Program for all or a portion of such school improvement and refunding bonds; and providing the effective date. This item is being presented by Executive Director of Operations, Harman Bains, and Finance Manager/Comptroller, Spencer Winward.

    Mr. Marty Johnson, with JNA Consulting, provided information to start the process of issuing bonds early next year for capital projects. He reported that LCSD has authority right now to issue about 35 million in bonds. He spoke on the status of our bonds and the great rates occurring right now. With the upcoming improvement projects coming in at around 25 million, he suggests issuing 25 million in bonds, as there is a reasonable expectation for them within the required three years. He recommended the refunding of the 2012 bonds, to save the district around $225,000. He referred to the presentation and explained how the bonds will be paid for, as the debt declines. The purpose of approving the resolution is to have the ability to submit an application to the State Permanent School Fund Guarantee Program. He went over the anticipated timeline, ending with the district having access to the funds in early March 2022.
    Member McIntyre commented on the good that Marty Johnson has done in the district

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over the years.
Clerk Cowee made a motion that the Board approves the resolution authorizing the Executive Director of Operations or the Superintendent to arrange for the sale of general obligation school improvement and refunding bonds of the District in the aggregate principal amount not to exceed $27,660,000; authorizing the Executive Director of Operations or Superintendent to file an application with the State of Nevada for the State Permanent School Fund Guarantee Program for all or a portion of such school improvement and refunding bonds; and providing the effective date.
It was seconded by Member McIntyre and passed 6-0.

15. **(For Possible Action)** Discussion and possible action regarding the work and recommendations from the district facilities committee on structural improvements in the LCSD, using bonds and other funding sources. This item is being presented by the Executive Director of Operations, Harman Bains, and the Operations and Maintenance Supervisor, Kirk McCallum.

    Mr. Bains spoke on the facilities committee meeting and their recommended changes to the projects. The memo showed the reallocation of funds to cover the projects.
    Member McIntyre would like to be on site for the FHS project. He said he was present for the installation of the conduit and is aware of the utility lines in the area.
    Member McIntyre made a motion that the Board of Trustees approves the recommendations from the district facilities committee for structural improvements in the LCSD using bonds and other funding sources.
    It was seconded by Clerk Cowee and passed 6-0.

16. **(For Possible Action)** Discussion and possible action regarding the bid approval for the addition of a modular building at the Silver Springs Lyon CSD Complex. This item is being presented by Executive Director of Operations, Harman Bains, and Operations and Maintenance Supervisor, Kirk McCallum.

    Mr. Bains explained the concerns regarding two modular buildings, one in Fernley and the other in Yerington, that house the District's support services. The buildings have been used beyond their lifespan and are in need of major repair or replacement. The Fernley building, used by multiple departments, is owned by WNC and sits on land that doesn't belong to LCSD. The committee recommends a new modular centrally located in Silver Springs at the Lyon Complex.
    This project went out to bid per NRS and received one bid, by US Modular.
    Clerk Cowee made a motion that the Board of Trustees approves the purchase of a new modular building from US Modular at a cost of $449,725.
    It was seconded by Member Peterson and passed 6-0.

17. **(For Possible Action)** Discussion and possible action regarding the bid approval for perimeter fencing at Silver Stage High School. This item is being presented by Executive Director of Operations, Harman Bains, and Operations and Maintenance Supervisor, Kirk McCallum.

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Mr. Bains spoke on the committee's recommendation for the perimeter fencing at SSHS. This project received one bid, by Tahoe Fencing Company.
The concern is for the safety of students and this project will provide fencing all the way around the property, with locked gates to secure the school.
Member Peterson confirmed that Principal Patrick Peters was on the committee and chose fencing over the lights for SSHS.
Member McIntyre made a motion that the Board of Trustees approves the proposal from Tahoe Fence Co. for perimeter fencing at a cost of $172,370.
It was seconded by Member Peterson and it passed 6-0.

18. **(For Possible Action)** Discussion and possible action regarding an update by the Yerington and Smith Valley area principals on the work of their respective schools. This item is being presented by principals Shannon Coombs, Sean Moyle, DeSoto Dickson, and Duane Mattice.

    Principals Shannon Coombs, Sean Moyle, and DeSoto Dickson spoke on the highlights and goals of the Yerington schools. Principal Duane Mattice did the same for the Smith Valley Schools.
    There was no action taken.

19. **(For Possible Action)** Discussion and possible action regarding the Class of 2021 Graduation Rates. This item is being presented by Executive Director of Educational Services, Jim Gianotti.

    Mr. Gianotti presented the information and data on the 2021 graduation rates. He was pleased to announce that the LCSD graduation rates rose again this year and are higher than the state rate.
    Clerk Cowee commended the Adult Education department and their staff's work to help people earn their high school diplomas.
    Member Peterson made a motion that the Board of Trustees approves the report on the graduation rates of the LCSD Class of 2021.
    It was seconded by Member McIntyre and passed 6-0.

20. **(For Possible Action)** Discussion and possible action to direct district administration to begin the process of appointing an individual to fill the vacancy in District VII-Smith Valley/ Mason Valley per NRS 386.270 and LCSD Board Policies BBC and BBE due to the resignation of Member Kimber Crabtree. This item is being presented by President Holly Villines and Clerk Phil Cowee.

    Clerk Cowee expressed his concerns about appointing someone. Because of the shift in population areas Lyon County, he feels it would be unfair to appoint someone until things are determined.
    President Villines informed the board that the state had just approved their boundaries and information on that would be available soon. There was discussion regarding the action the state and county need to take in their redistricting process. It may take up to a couple of months to have final information. The school district is at the mercy of the

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county decisions. The board will need to adopt a resolution to accept the county's redistricting lines. Mr. Lattin confirmed that an appointed person would only have the seat temporarily. The board spoke about the need and cost to train a new trustee, per NRS, but also the minimum requirement of a 4-2 vote to pass any motions, if the board stayed at six members. There is no time frame for filling the vacancy. However, Smith Valley residents would be unrepresented. Holding meetings and being available in that attendance area would allow the community there to be present and represented.
By March 2022, the district boundaries would need to be finalized for the election. Superintendent Workman explained that the latest projections from the 2020 Census show around 59,000 people in Lyon County and each district would need to be more equally divided, plus or minus 5%. The seat for district 7 will be determined at the time of filing in March, and they will hold that seat for the 2022-2024 term.
Superintendent Workman recommended scheduling a workshop to put together recommendations to take to the commissioners for the proposed districts that our board of trustees would prefer.
Member McIntyre stressed the importance to wait until the county determines boundaries, before appointing a person.
There was discussion on the lack of representation for the Smith Valley residents and the March meeting will held there to give people a chance to speak. They could also schedule another opportunity to hold a board meeting there.
Member McIntyre made a motion to table the item to direct district administration to begin the process of appointing an individual to fill the District VII vacancy until the January meeting.
It was seconded by Member Jones and passed 6-0.

21. **(For Possible Action)** Discussion and possible action to provide the Superintendent informal feedback per LCSD Board Policy BCD: Board-Superintendent Relationship. This item is being presented by Board President, Holly Villines.
President Villines opened up the discussion for the informal evaluation of the superintendent.

    Clerk Cowee commented on the current status of other school districts looking for superintendents. He feels we are fortunate to have Mr. Workman, while the average term of a superintendent is less than three years and ours is one of the longest in his position. He listed qualities like his attention to the job, and with so many changes and challenges in the past years, there have been no complaints. This speaks to the relationship with staff and students, putting kids first.
    Member McIntyre spoke on the life expectancy of a school superintendent as being less than two years. Wayne Workman is going on seven years. He feels he is doing an outstanding job. He said he heard other trustees at the NASB conference who had nothing but good things about Mr. Workman. He puts kids first.
    Member Peterson spoke about him taking time to make a difference and achieve goals. He is a steady person. She complimented him on being forward-thinking and prompt in communicating. She appreciated that, through Covid, Mr. Workman would stick up for our district, defending staff and students, protecting our district values.
    Mrs. Parsons commented on data that she felt was missing, but she praised the district

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performance plans showing detailed goals. She hopes that the district will keep up on those, and she sees them as a chance to raise test scores.
President Villines appreciated Superintendent Workman's tireless knowledge, his availability, and his handling the complexities of Covid. She see that he is quick to give credit to the staff.
There was no motion for this item.

22. **(For Possible Action)** Discussion and possible action regarding revisions to LCSD Policy EDB: Internet and Public Network Acceptable Use as a second and final reading. This item is being presented by Executive Director of Operations Harman Bains, and Information Technology Director Alan Medeiros, and Oasis Online CEO Dan Slentz.

    Member Peterson made a motion that the Board of Trustees approves the revision to LCSD Policy EDB: Internet and Public Network Acceptable Use as a second and final reading.
    It was seconded by Clerk Cowee and passed 6-0.

23. **(For Possible Action)** Discussion and possible action regarding revisions to LCSD Policy IA: District Technology as a second and final reading. This item is being presented by Executive Director of Operations, Information Technology Director, Alan Medeiros, and Oasis Online CEO Dan Slentz.

    Member Peterson made a motion that the Board of Trustees approves the revisions to LCSD Policy IA: District Information Technology as a second and final reading.
    It was seconded by Clerk Cowee and passed 6-0.

24. **(For Possible Action)** Discussion and possible action regarding the operations and funding of the Lyon County School District during the COVID-19 pandemic and the Nevada State of Emergency. This item is being presented by President Holly Villines and Superintendent Wayne Workman.

    Superintendent Workman commented on a discussion during the Nevada Association of School Superintendents (NASS) on the required testing of athletes. He reported that Nevada is the only state in the nation that requires it and there was frustration expressed by the superintendents.
    Member McIntyre commented on the effort that goes into the testing of all of the people involved in extracurricular activities. For close contact sports, the NIAA does require testing of these students.
    There was discussion regarding the inequitable testing. Section 6 or 7 of the guidance states that those leaving the county to compete must be tested. Washoe and Clark school districts don't generally leave their county, so it is the rural districts that have the inordinate amount of testing happening. The NIAA has contacted the Governor's office to end this mandate but there has been no change.
    Member McIntyre made a motion to drop the testing of extracurricular activities.
    Superintendent Workman explained that the directive says we still need to offer it. To remain in compliance, he recommended continuing to offer the testing to students who

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wish to participate. Staff, coaches, and any volunteer adults are required by OSHA to be tested when they are involved, if not vaccinated.
Member McIntyre amended his motion to make it voluntary for students, but leave the requirement for adults as is.
It was seconded by Member Jones and passed 6-0.
There was discussion about the Covid test that gives a result in 15 minutes, versus the one that requires waiting 3 days for results. The athletes typically have the later test.
Upon calling for the vote, it passed 6-0.

President Villines asked about the availability of tests. This information will be gathered and sent to the board when determined.

25. **(For Possible Action)** Discussion and possible action on agenda items for future board meetings and/or information item requests, including a summary by the superintendent.
This item is being presented by Board President Holly Villines and Superintendent Wayne Workman.
The next meeting will be December 21, at DHS at 6:30 pm
The item to Appointment a District 7 trustee was tabled until January
FY 22 Aug Budget
Resolutions for the budget
5 years CIP
FY 21 certified financial audit
District strategic plan
Board self-evaluation
FY 23-24 master calendar
Update on the YES kiss and drop City of Yerington
Subcommittee for the renewal of the superintendent's contract
The standing item on operations during the pandemic
Information on the Covid testing supplies
Letter to NSBA -no more action to be taken

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27. ADJOURN: 9:02 pm

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Lyon County School District Statement Of Nondiscrimination And Accessibility
The Lyon County School District Does Not Discriminate On The Basis Of Race, Color, National Origin, Gender, Disability Or Age In Any Of Its Policies, Procedures, Or Practices, In Compliance With Title Vi Of The Civil Rights Act Of 1964 (Pertaining To Race, Color, And National Origin), Title Ix Of The Educational Amendments Of 1972, Section 504 Of The Rehabilitation Act, The Americans With Disabilities Act, And Age Discrimination Act Of 1975, And Any Other Pertinent Statute Or Requirement. This Non-Discrimination Policy Covers Admission, Access, Treatment, And Employment In The District's Programs And Activities, Including Occupational Education. For Information Regarding Opportunity Policies, Or The Filing Of Grievances, Contact Your School Principal.
The Lyon County School District Is Pleased To Provide Accommodations For The Handicapped Or Disabled. Members Of The Public Who Are Disabled And Require Special Accommodations Or Assistance At The Meeting Are Requested To Notify Margaret Heim, Administrative Assistant To The Superintendent And Board Of Trustees, In Writing At 25 E. Goldfield Avenue, Yerington, Nevada 89447; E-Mail At Mheim@Lyoncsd.Org; Or By Calling (775) 463-6800 Ext. 10034, At Least One Week Prior To The Meeting.

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Attitude of Gratitude

My name is Isabella Nikolakakis and I am successful at
student name

Fernley Intermediate school because of Mr. Cooper.
school name teacher/staff member's name

I want to thank him/her for Being a good principal, dealing with problems around the school, Making it a good environment for the teachers and students, Making it easy for everybody to learn No matter what, and for making sure the teachers don't go crazy because of the wild students.

Signed: Isabella Marilyn Nikolakakis
student signature

Attitude of Gratitude

My name is Kennedy Harris and I am successful at

student name

Dayton High School because of The custodians.

school name teacher/staff member's name

I want to thank him/her for

always cleaning up after all of us and that they work really hard to keep this school supper

clean. You all work very hard and are supper appreciated by the students at DHS

Signed: _____

student signature

Attitude of Gratitude

My name is Rowan Westom and I am successful at
student name

Dayton High School because of Mr. Santos.
school name teacher/staff member's name

I want to thank him/her for

Always pushing me to my limits and helping me reach my goals in all areas physically.

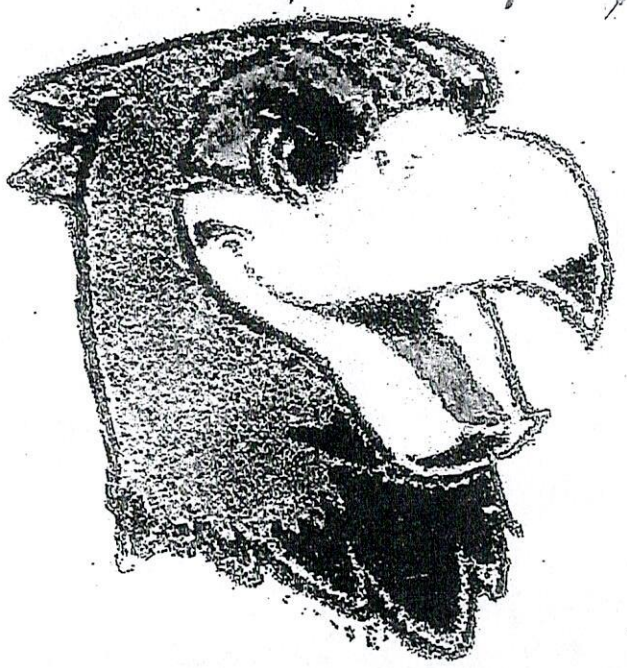
Signed: Rowan Westom
student signature

ATTITUDE OF GRATITUDE

My name is Autumn and I am successful at Riverview Elementary School because of Mrs. De pasquale

I want to thank him/her for inspired me on the first day. You helped me learn more and more. I don't no what I do with out you. You helped me grow more. Your the best teacher ever.

Signed: Autumn crowell



Attitude of Gratitude

My name is Aubrey Heinassar and I am successful at
(Student's Name)

Smith Valley Bulldogs because of mrs. Scatena.
(School Name) (Teacher/Staff Member's Name)

I want to thank him/her for ~~When~~ When I walk out of school she always says "hi" or ~~gives~~ gives me a hug and she ~~makes~~ makes my brother pretty smart.

Thankyou mrs. Scatena.

Signed: Aubrey
(Student's Signature)

Attitude of Gratitude

My name is Ruby Martinez and I am successful at

Dayton High School because of Mrs. Wick. I want to thank ~~him~~/her for helping me get all my stuff done in class and always letting me know what I can do in class. She always makes me feel confident in my work which always helps me to do better with my art.

_____
_____
_____
_____
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_____
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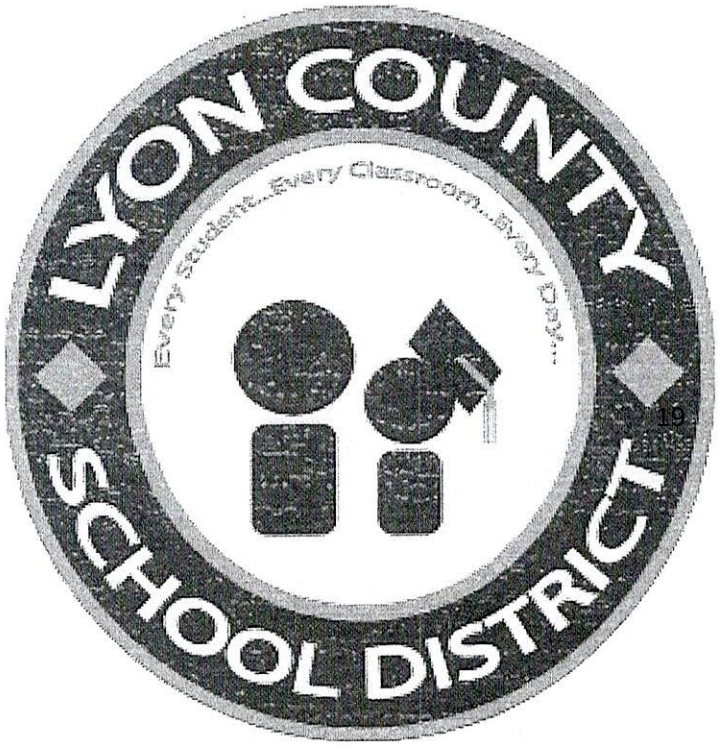
_____
_____.

Signed: Ruby Martinez_____

student signature



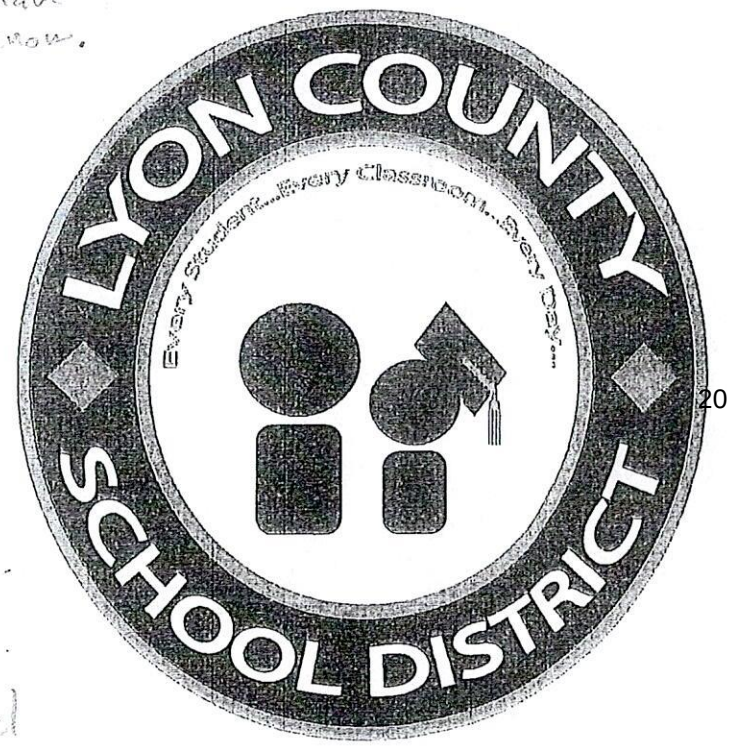
Attitude of Gratitude

My name is Noah Martinez and I am successful at
student name

Fernley Intermediate School because of all the teachers I have known.
school name teacher/staff member's name

I want to thank him/her for catching me up at a new school, welcoming me politely, nicely. If I could list this school a place in my favorites, it'll be your guys in first place because FIS is the most organized and most polite ful school I've honestly have been to. I hope this will be read to all of FIS staff so that they can feel proud of themselves for doing a great job."

Signed: Noah Edward Martinez
student signature



LYON COUNTY SCHOOL DISTRICT
LICENSED

PERSONNEL REPORT LIC1001 – December 21, 2021

That the Board of Trustees approves the following recommendations:

HIRINGS:

SCHOOL/SITE	POSITION	NEW	EST	FUNDED BY and BOARD APPROVAL DATE {if new position}	EFF. DATE	NAME OF RECOMMENDED EMPLOYEE
Yerington Intermediate	Teacher		X	(Karen Pedersen)	8/11/21	Amanda Angeles
Riverview Elementary	Teacher		X	(Pamela Mahalec)	1/03/22	Tabitha Hayden

SEPARATIONS:

SCHOOL/SITE	POSITION	EFF. DATE	EMPLOYEE
Riverview Elementary	Teacher Grade 6	12/17/21	Pamela Mahalec
Dayton Elementary	Nurse	12/31/21	Tammi McCurry
Fernley High	Teacher Math	1/17/22	Irene Billington

OTHER CONSIDERATIONS:

SCHOOL/SITE	POSITION	REQUEST	REASON	EFF. DATE	EMPLOYEE

LYON COUNTY SCHOOL DISTRICT

CLASSIFIED

PERSONNEL REPORT CL1001– December 21, 2021

That the Board of Trustees approves the following recommendations:

HIRINGS:

SCHOOL/SITE	POSITION	NEW	EST.	FUNDED BY and BOARD APPROVAL DATE	EFF. DATE	Name of Recommended Employee
Silver Stage Elementary	Paraprofessional	X		(new allocation)	11/10/21	Nicole Lago
Dayton Transportation	Bus Driver		X	(Melissa Oeder)	11/11/21	Natalie White
Smith Valley Transportation	Bus Driver		X	(Susan Baker)	11/12/21	Brian Baker
Yerington Elementary	Paraprofessional		X	(Aubrey Lenzi)	11/15/21	Kimberly Ervin
Silver Stage Middle	Paraprofessional		X	(Crystal White)	11/15/21	Robyn Mergell
Dayton High	Paraprofessional	X		(new allocation)	11/17/21	Theresa Hampton
Fernley Transportation	Bus Driver		X	(Joseph Lappin)	12/03/21	Sierra Barumen
Yerington Elementary	Custodian		X	(Adam Hartman)	12/13/21	Russell Fischer

SEPARATIONS:

SCHOOL/SITE	POSITION	EFF. DATE	EMPLOYEE
Dayton High	APEP Aide	11/19/21	Stephanie Seitz
Silverland Middle	Interventionist	11/29/21	Amanda Hulsey
Dayton Transportation	Bus Driver	12/03/21	Morgan Olds
Dayton Transportation	Bus Driver	12/03/21	Deborah Warren
Silverland Middle	Secretary Aide	12/17/21	Shannon Moffett
Dayton High	Custodian	12/22/21	Edward Parker
Food Services	FS Assistant	01/01/22	Danielle Busch

OTHER CONSIDERATIONS:

SCHOOL/SITE	POSITION	REQUEST	REASON	EFF. DATE	EMPLOYEE

Extra Duty Contracts Report December 21, 2021

	DAC	Description	Name
1	SILVER STAGE HIGH SCHOOL	Xduty - Basketball Girls Assis	PEREZ, BRANDON
2	FERNLEY HIGH SCHOOL	Xduty - Class Advisor 9	CHAPIN, DIANE
3	SMITH VALLEY SCHOOLS	Xduty - Basketball Girls Head	DECHAMBEAU, JAMIE A
4	SILVER STAGE HIGH SCHOOL	Xduty - Basketball Girls Head	VOLKOV, PETER M
5	SMITH VALLEY SCHOOLS	Xduty - MTSS Program Facilitat	ACCIARI, HOLLIE
6	SMITH VALLEY SCHOOLS	Xduty - Basketball Boys Assist	HARTMAN, MARSHAL E
7	FERNLEY INTERMEDIATE SCHOOL	Xduty - Intramurals Middle Sch	STRASDIN, TRICIA A
8	SILVER STAGE MIDDLE SCHOOL	Xduty - Activity Director Midd	LEACH, RACHEL
9	FERNLEY HIGH SCHOOL	Xduty - Class Advisor 10,11&12	WHITEHEAD, PATRICK
10	FERNLEY HIGH SCHOOL	Xduty - Class Advisor 10,11&12	KUNTZ, HEATHER
11	FERNLEY HIGH SCHOOL	Xduty - Class Advisor 10,11&12	KINGSTON, JACKIE
12	FERNLEY HIGH SCHOOL	Xduty - Basketball Boys Head	MILLER, DEREK
13	FERNLEY HIGH SCHOOL	Xduty - Basketball Boys Assist	SLOAN, ANFERNEE
14	FERNLEY HIGH SCHOOL	Xduty - Basketball Boys Assist	SERRANO, HUMBERTO
15	FERNLEY HIGH SCHOOL	Xduty - Basketball Girls Head	KINGSTON, THOMAS
16	FERNLEY HIGH SCHOOL	Xduty - Basketball Girls Assis	WILSON, ALLEN ROSS
17	FERNLEY HIGH SCHOOL	Xduty - Basketball Girls Assis	KNUTSON, JORDAN E
18	FERNLEY HIGH SCHOOL	Xduty - Cheerleader Winter Hea	RASCHE, ERIKA
19	FERNLEY HIGH SCHOOL	Xduty - Wrestling Head	GARCIA, ERNESTO
20	FERNLEY HIGH SCHOOL	Xduty - Wrestling Assistant	WILSON, ANTHONY
21	FERNLEY HIGH SCHOOL	Xduty - Play Director High Sch	FERGUSON, TARA
22	FERNLEY HIGH SCHOOL	Xduty - Play Director High Sch	FERGUSON, TARA
23	SILVERLAND MIDDLE SCHOOL	Xduty - Site Webmaster/School	BOYD, AMBER
24	FERNLEY HIGH SCHOOL	Xduty - Cross Country Assistan	SLATER, KRISTIAN
25	FERNLEY HIGH SCHOOL	Xduty - Dance/Drill - Fall - S	FAGUNDES, KELSEY A
26	SILVER STAGE MIDDLE SCHOOL	Xduty - Volleyball 8	HOWELL, NATALIE C
27	SILVER STAGE MIDDLE SCHOOL	Xduty - Volleyball 7	STRATTON, CARLENE
28	SILVER STAGE MIDDLE SCHOOL	Xduty - Intramurals Middle Sch	CONDER, ALEXANDRA M
29	SILVER STAGE MIDDLE SCHOOL	Xduty - Intramurals Middle School .5FTE	WILEY, JOSHUA M
30	YERINGTON INTERMEDIATE SCHOOL	Xduty - Volleyball 7	AIAZZI, ANASTASIA
31	DAYTON HIGH SCHOOL	Xduty - Volleyball Assist	SMITH, ASHTON
32	FERNLEY INTERMEDIATE SCHOOL	Xduty - Academic Fair School	CROW, COLLENE M
33	SILVERLAND MIDDLE SCHOOL	Xduty - Academic Fair School	GILLESPIE, JEANETTE
34	YERINGTON HIGH SCHOOL	Xduty - MTSS Program Facilitator	ICHORD, ELIZABETH A
36	YERINGTON HIGH SCHOOL	Xduty - Wrestling Head	ERIKSEN, TRINITY
37	YERINGTON HIGH SCHOOL	Xduty - Wrestling Assistant	MILLIGAN, JASON
38	YERINGTON HIGH SCHOOL	Xduty - Basketball Boys Head	KEATS, MICHAEL JR.
39	YERINGTON HIGH SCHOOL	Xduty - Basketball Boys Assistant	BOBB, JAKE
40	YERINGTON HIGH SCHOOL	Xduty - Basketball Boys Assistant	SAVAGE, DANIEL
41	YERINGTON HIGH SCHOOL	Xduty - Basketball Girls Head	AGUILAR, JUSTIN
42	YERINGTON HIGH SCHOOL	Xduty - Cheerleader Winter Head	WHITTEMORE, TIFFANY A
43	YERINGTON HIGH SCHOOL	Xduty - Dance/Drill - Winter	MATTICE, CRYSTAL

Lyon County School District
Volunteer Report

December 21, 2021

	School Site	Volunteer Position	Name
1	Cottonwood Elementary	Classroom Volunteer	Sommer Payne
2	Yerington Elementary	Classroom Volunteer	Andrea Rodriguez
3	Yerington Elementary	Classroom Volunteer	Reyna, Villagrana
4	Yerington Elementary	Classroom Volunteer	Jaimee Kersch
5	Fernley High	Girls Basketball	Jose (Gabe) Velasquez
6	Fernley High	Vocational Rehab Work Program	Jamie Brown
7	Fernley High	Wrestling	Jack Kyle
8	Dayton High	Girls Basketball	Maria Wilcox
9	Yerington High	Wrestling	Adan Pineda

LYON COUNTY SCHOOL DISTRICT
TRAVEL REQUEST

NOTE: All travel MUST have prior approval of the Superintendent or Board of Trustees. All requests must be submitted to the district office a minimum of FOUR (4) WEEKS PRIOR to a Board Meeting. A written report is due to the district office within two weeks of return. See LCSD Board Policy DG: Travel Policy for all requirements.

NAME(S) Of Attendees: DeSoto Dickson, Michelle Farinas, Kayla Mueller

DATE of request: 12/2/21

SCHOOL: Yerington High School

NAME OF CONFERENCE: Senior Trip

(ATTACH conference program information and provide website address)

CITY/STATE OF CONFERENCE: Santa Cruz Boardwalk

DATE OF DEPARTURE: May 27, 2022 DATE OF RETURN: May 28, 2022

Training/Travel/Conference is (check all that apply): Mandated by the state Mandated by the district Needed for certification/licensing Related to the District Performance Plan Related to our School Performance Plan Related to a specific program/course Other ✓

Provide a detailed description below of the requested travel and how it will have a positive impact on student learning.

See attached itinerary

TRAVEL APPROVED: (Yes) No
DATE: 12/9/21

DeSoto Dickson
Site administrator or supervisor signature

TRAVEL APPROVED: (Yes) No
DATE: 12/9/21

Tim Rogers
Superintendent or designee signature

Received by Superintendent's Office
DATE: 12/9/21

Request received at least 4 weeks prior to next board meeting? Yes ( ) No (X)

Board Approved: Yes ( ) No ( ) Date: 12/26/2021

LCSD Travel Request Form Rev. 8/27/19

**FAILURE TO COMPLETE ANY PART OF THIS FORM WILL RESULT IN THE FORM BEING RETURNED AND/OR TRAVEL DENIED.

ESTIMATED EXPENSES

Please ensure that you read and comply with Lyon County School District Policy DG: Travel Policy when completing this form and submitting for reimbursable items. Properly mark the funding source of the travel.

		Total	District Office	Grant	School Site	Other
BUDGET# Student Funded Registration Fees:	Attendees 35 x 496 Reg. fee	$ 17,360			✔	✔
BUDGET# Travel By: Amador Charter (Air, district car, private car for personal convenience, etc.)		$ inc.			✔	✔
BUDGET# Lodging:	Room rate $ ____ X ____ nights	$				
(Use GSA ratings for lodging and meals www.gsa.gov ATTENDEE WILL OWE DIFFERENCE if applicable) *lodging receipts must be obtained and sent to District Office upon return.*						
Meals:	Breakfast $ ____ X ____ days	$				
	Lunch $ ____ X ____ days	$				
	Dinner $ ____ X ____ days	$				
	Incidental $ ____ X ____ days	$				
Substitutes:	# of Days ____ X $____/day					
Other transportation fees: (i.e. car rental, taxi, shuttle, parking, mileage to/from airport, etc.)		$				
Other Miscellaneous expenses: (attach explanation)		$				
TOTAL EXPENSES		$ 17,360.00				

Conference Dates & Times:	Friday, May 27, 2022
Name of where conference/training is being held (i.e. Hotel, School, College, Convention Center):	Santa Cruz Boardwalk

Do you need airline reservations? ☐ Yes ☑ No

Note: Conference registration and travel arrangements will only be made after school board approval. Only airfare, lodging, and conference registration are eligible for payment prior to traveling. All other expenses will be reimbursed after travel per LCSD Policy DG: Travel Policy.

Attach your preferred and most economical flight schedule (*i.e. Southwest, Delta, United, etc.*)

Date & Time you wish to DEPART:	May 27, 2022 at 5am
Date & Time you wish to RETURN:	May 28, 2022 at 2am
List any special notes here:	

Are you renting a car? ☐ Yes ☑ No How many Days? _____ **Note: Car insurance should be declined as the district insurance provides adequate coverage.**

Do you need lodging reservations? ☐ Yes ☑ No	Single ☐	Double ☐	Triple ☐
(Circle Preferences) **Note: Lodging must be made by Attendee or Site for purchase order payments only. "No" district office credit card charges.**	Smoking ☐		Non-Smoking ☐
GSA (Per Diem Rate) : _____	All travelers agree to share lodging as appropriate?	☐ Yes	☐ No
Register under what name(s)?			
Name, Address, Phone number of lodging establishment:			

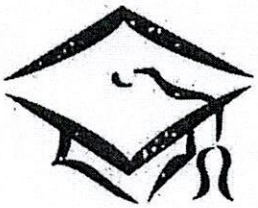
If this activity is sponsored by a large group, does the group have a block of rooms/code reservation name or number reserved in a particular hotel? ☐ Yes ☐ No

DEADLINE DATE : _____ **Code Information:** _____

NOTE: Please furnish a copy of any information you have on the conference, workshop, training, etc. Please email ORIGINAL travel form with SIGNATURES to Margaret Heim at the district office for approval. Keep copies at your site, as this paperwork will not be returned to you.

Educational Discovery Tours

Yerington High School
2022 Graduation Celebration
Proposal #2



Friday – May 27, 2022

4:30 am	Meet at Yerington High School
5:00 am	Depart from Yerington High School
8:15 am	Stop for Breakfast in Roseville (included)
12:00 pm	Santa Cruz Beach Boardwalk Unlimited Ride Wristband Micro Beach Party • Outdoor Venue Rental (3 hours) • Picnic Tables • Fire Pits with Adirondack Chairs • Sodas and Bottled Water • Four Item Finger Food Menu • Choice of dessert • $30 My Boardwalk Card per Attendee • Photo Booth (3 hours)
6:15 pm	Depart for dinner
6:45 pm	Dinner at Buca di Beppo Campbell (included)
8:00 pm	Depart for Yerington High School

Saturday – May 28, 2022

2:00 am	Arrive Yerington High School

(Times are approximate and subject to change)
Order of events may vary and inclusions are subject to change.

2022 Pricing: $496.00 per student (based on a minimum of 35 students), 1 free chaperone with every 10 paying participants

www.EducationalDiscoveryTours.com • (800) 544-4723 • (530) 582-6030 • fax (530) 582-6039
Mailing: PO Box 6717, Reno, NV 89513 • Shipping: 1490 Stardust #6717, Reno, NV

LYON COUNTY SCHOOL DISTRICT
TRAVEL REQUEST

NOTE: All travel MUST have prior approval of the Superintendent or Board of Trustees. All requests must be submitted to the district office a minimum of FOUR (4) WEEKS PRIOR to a Board Meeting. A written report is due to the district office within two weeks of return. See LCSD Board Policy DG: Travel Policy for all requirements.

NAME(S) Of Attendees: Rachel Stewart and Dena DeGolyer

DATE of request: 12/07/2021

SCHOOL: District Office

NAME OF CONFERENCE: Future of Education Technology Conference (FeTC)

(ATTACH conference program information and provide website address)

CITY/STATE OF CONFERENCE: Orlando, Florida

DATE OF DEPARTURE: 01/24/2022 DATE OF RETURN: 01/28/2022

Training/Travel/Conference is (check all that apply): Mandated by the state Mandated by the district Needed for certification/licensing Related to the District Performance Plan Related to our School Performance Plan Related to a specific program/course Other

Provide a detailed description below of the requested travel and how it will have a positive impact on student learning.

We would like approval to attend the Future of Education Technology® Conference from January 25 - 28, 2022 in Orlando, Florida. FETC® is the leading independent event on K-12 education technology, with a program tailored to the needs of an increasingly technology-driven education community. As we know you understand, the past year has shown just how important technology in education truly is. With that, being up to date on technology strategy and tools is crucial to our ability to effectively perform my duties as the Professional Development/Data Manager and Content Area Specialist - Integration of Technology.

With hundreds of learning opportunities on the agenda, we will recieve expert guidane on the latest education technology to bring back to LCSD as we adapt to the changing education environment throughout the school year and moving forward.

TRAVEL APPROVED: (Yes) No
DATE: 12/9/21

Site administrator or supervisor signature

TRAVEL APPROVED: (Yes) No
DATE: 12/9/21

Superintendent or designee signature

Received by Superintendent's Office
DATE: 12/9/21

Request received at least 4 weeks prior to next board meeting? Yes ( ) No (X) 12/21/21 Bd mtg

Board Approved: Yes ( ) No ( ) Date:

**FAILURE TO COMPLETE ANY PART OF THIS FORM WILL RESULT IN THE FORM BEING RETURNED AND/OR TRAVEL DENIED.

ESTIMATED EXPENSES

Please ensure that you read and comply with Lyon County School District Policy DG: Travel Policy when completing this form and submitting for reimbursable items. Properly mark the funding source of the travel.

| | | |

Conference Dates & Times:	January 25-28
Name of where conference/training is being held (i.e. Hotel, School, College, Convention Center):	Convention Center

Do you need airline reservations? ☑ **Yes** ☐ **No**

Note: Conference registration and travel arrangements will only be made after school board approval. Only airfare, lodging, and conference registration are eligible for payment prior to traveling. All other expenses will be reimbursed after travel per LCSD Policy DG: Travel Policy.

Attach your preferred and most economical flight schedule *(i.e. Southwest, Delta, United, etc.)*

Date & Time you wish to **DEPART:**	01/24 8am
Date & Time you wish to **RETURN:**	01/28 3pm
List any special notes here:	

Are you renting a car? ☑ **Yes** ☐ **No** How many Days? 4

Note: Car insurance should be declined as the district insurance provides adequate coverage.

Do you need lodging reservations? ☑ **Yes** ☐ **No**	Single ☐	Double ☑	Triple ☐
(Circle Preferences) **Note: Lodging must be made by Attendee or Site for purchase order payments only. "No" district office credit card charges.**	Smoking ☐		Non-Smoking ☑
GSA (Per Diem Rate) :	All travelers agree to share lodging as appropriate? ☑ **Yes** ☐ **No**		
Register under what name(s)?	Rachel Stewart and Dena DeGolyer		
Name, Address, Phone number of lodging establishment:	Fairfield Inn & Suites by Marriott Orlando I-Drive/Convention Center 8214 Universal Blvd, Orlando, FL 32819, UNITED STATES		

If this activity is sponsored by a large group, does the group have a block of rooms/code reservation name or number reserved in a particular hotel? ☐ Yes ☑ No

DEADLINE DATE : _____ **Code Information:** _____

NOTE: *Please furnish a copy of any information you have on the conference, workshop, training, etc.* ***Please email ORIGINAL travel form with SIGNATURES to Margaret Heim at the district office for approval. Keep copies at your site, as this paperwork will not be returned to you.***

FETC FUTURE of EDUCATION TECHNOLOGY® CONFERENCE

JANUARY 25 - 28, 2022
ORANGE COUNTY CONVENTION CENTER
ORLANDO, FLA.

Claim Early Bird Savings Today!

REGISTER NOW

FETC® is the support system for education teams.

For over 40 years, the National Future of Education Technology® Conference has gathered the most dynamic and innovative education leaders and professionals from around the world for an intensive, highly collaborative exploration of new technologies, best practices and pressing issues. It is known to educators and technologists as the best place to engage with the thought leaders and pioneers who are leading the charge in classrooms, schools and entire districts.

We are excited that the Future of Education Technology Conference will return to an in-person event in 2022, and that we can once again offer the unique opportunity to learn and network face-to-face with thousands of fellow ed tech enthusiasts, view the latest tools and resources from top education technology companies, and explore the future of education.

FETC is the place for entire education teams to come together and learn the latest on ed tech, build a community of dedicated peers, and gain ideas to achieve classroom, school and districtwide technology goals.

FETC has been supporting education teams for 41 years — and we'll continue to provide essential guidance to help you thrive in today's evolving world of education.

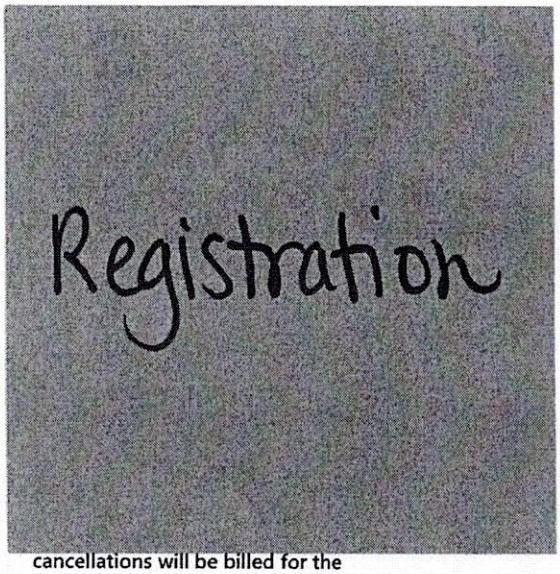
2 EASY WAYS TO REGISTER

ONLINE:

REGISTER NOW

PHONE:

1-800-727-1227



REGISTRATION INFORMATION

Registration Types & Rates

	Super Saver Now - 11/12/21	Early Bird 11/13 - 12/17/21	Standard 12/18/21 - 1/24/22	On-Site After 1/24/22
Premium	$860	$910	$960	$1010
Basic	$340	$390	$440	$490
Daily		$315		
Workshops		$190 each		

Premium registration includes unlimited access to Workshops in addition to Basic registration.

Basic registration includes all keynotes and concurrent sessions, coffee and networking breaks, receptions and special events, plus unlimited entry to the FETC 2022 Expo Hall. Workshops require an additional registration fee.

Daily registration is available on Wednesday, Thursday or Friday and includes Basic registration **ONLY on the specified day.** Workshops require an additional registration fee.

Seating in FETC Workshops is on a first-come, first-served basis.

Team Discounts

It takes more than one person to take in everything that FETC has to offer! Register a team of 3 or more from the same organization for **Premium**, **Basic** or **Daily** registrations and get discounted team rates.

Team Size	You Save Per Attendee
3 - 9	15%
10 - 19	20%
20 - 49	25%
50+	30%

If you have any questions on registering your team, please email conferences@lrp.com. No refunds will be given for discounts not taken at time of registration. Cannot be combined with any other discount offer.

cancellations will be billed for the appropriate fee. No-show registrations will not be refunded. Please email any requests for refunds or substitutions to conferences@lrp.com.

LRP reserves the right to cancel the conference due to lack of registrations. In case of conference cancellation, LRP's liability is limited to the refund of the conference registration fee only. LRP reserves the right to alter this program without prior notice.

Photo Policy

Attendees are permitted to use smartphones to take photographs and capture digital images at the Future of Education Technology Conference and within the Expo Hall for personal, non-commercial use, provided the photography is not disruptive. Registrants may take photos from their seats, as long as they are not standing in the media area, obstructing views or using flash after the session begins. Photographs may not be sold, reproduced, transmitted, distributed or otherwise commercially exploited in any manner whatsoever.

Live Streaming and Recording Sessions

Although FETC records, streams and photographs various sessions, the programming is presented primarily for the benefit of the attending audience. While we have a "no live streaming and recording" policy, we understand the desire to take photos and capture video

Industry Analyst, Blogger and Press Passes

The Future of Education Technology® Conference welcomes industry sanalysts to cover both the FETC Conference and the Expo. Visit our Press Room to learn more.

POLICIES, TERMS & CONDITIONS

Payment must accompany registration

MasterCard, VISA, American Express and Discover are accepted. Checks should be made payable to LRP Conferences, LLC.

Credit Card Processing Policy

Credit card payments are processed upon receipt. ANY PAYMENT CHANGES will result in an administrative fee.

Special Needs

LRP Conference Staff is available to accommodate persons with special needs. Please register at least 4 weeks prior to the conference and email conferences@lrp.com with your accommodation request. TTY: 561-799-6633

on phones to share on social networks. However, to protect the rights of speakers, as well as the conference, please note you are NOT allowed to live stream and also agree to record no more than 45 continuous seconds of any single session.

Conference Photography

By attending FETC, you consent to having your image captured by official show photographers and videographers. The resulting materials, including still photographs, video and audio recordings, may be used by FETC, without restriction, in news materials, promotional materials, on the website and other properties.

Email Communications

If you have registered for the conference and supplied an email address, you may receive transactional emails pertaining to your registration and promotional conference-related emails. You can opt-out of receiving our emails by using the opt-out link located within a received email message. It may take up to 5 business days to process your email opt-out request.

Questions?

Call toll-free 1-800-727-1227 or email our customer service department at conferences@lrp.com.

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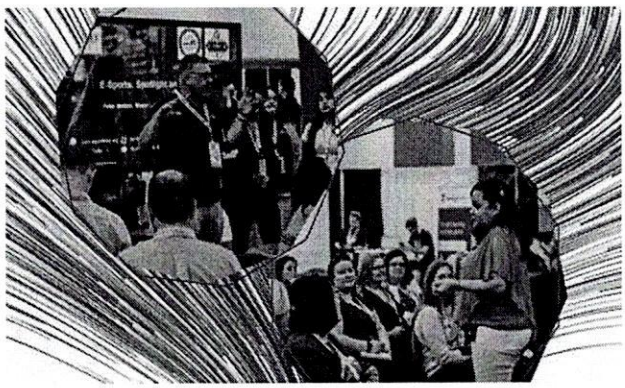
SKIP AHEAD

REGISTER NOW

FETC® 2022 Schedule at a Glance

Tuesday, January 25

Registration	7 a.m. - 5 p.m.
Workshops	8:30 - 10:30 a.m.
Coach Summit Library Media Specialist Summit	8:30 a.m. - 12:30 p.m.
Off-Site Field Trips	8:30 a.m. - 2 p.m.
Workshops	11 a.m. - 1 p.m.
Workshops	1:30 - 3:30 p.m.
Mobile Mega Share Computer Science Firehose	1:30 - 4:30 p.m.
Workshops	4 - 6 p.m.



Wednesday, January 26

Registration	7 a.m. - 5:30 p.m.
Workshops	8 - 10 a.m.
Track Orientations	8:30 - 9:15 a.m.
Technology Solutions Seminars	9:30 - 10:15 a.m.
OPENING KEYNOTE	10:30 a.m. - 12 p.m.
Expo Hall Open	12 - 5:30 p.m.
Sessions in:	12:15 - 5:15 p.m.

- **Information Technology Theater**
- **Technology Discovery Theater**
- **Thought Leadership Theater**
- **eSports Theater**
- **STEM Theater**

Concurrent Sessions	1 - 1:45 p.m.
Workshops	1:30 - 3:30 p.m.
Mega Sessions Concurrent Sessions	2 - 2:45 p.m.
Concurrent Sessions	3 - 3:45 p.m.
Expo Hall Reception	4 - 5:30 p.m.

Thursday, January 27

Registration	7 a.m. - 5 p.m.
Workshops	8 - 10 a.m.
Keynote	8:30 - 9:45 a.m.
EXPO HALL OPEN	10 a.m. - 5 p.m.

Friday, January 28

Registration	7 a.m. - 1 p.m.
Workshops	8 - 10 a.m.
Closing Keynote	8:30 - 9:30 a.m.
EXPO HALL OPEN	9:30 a.m. - 12:45 p.m.

Thursday, January 27

Coffee Break in Expo Hall	10 - 10:30 a.m.
Sessions in:	10:15 a.m. - 4:45 p.m.

- **Information Technology Theater**
- **Technology Discovery Theater**
- **Thought Leadership Theater**
- **eSports Theater**
- **STEM Theater**

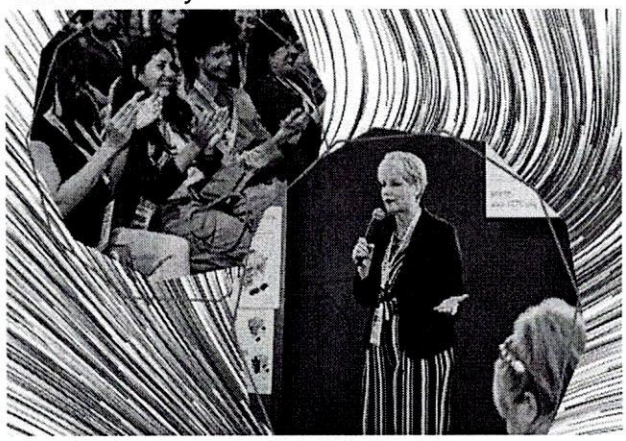
Concurrent Sessions	10 - 10:45 a.m.
Workshops	10:30 a.m. - 12:30 p.m.
Mega Sessions Concurrent Sessions	11 - 11:45 a.m.
Mega Sessions Concurrent Sessions	1 - 1:45 p.m.
Workshops	1:30 - 3:30 p.m.
Mega Sessions Concurrent Sessions	2 - 2:45 p.m.
Mega Sessions Concurrent Sessions	3 - 3:45 p.m.
Concurrent Sessions	4 - 4:45 p.m.

Friday, January 28

Coffee Break in Expo Hall	9:30 - 10 a.m.
Sessions in:	9:45 a.m. - 12:30 p.m.

- **Information Technology Theater**
- **Technology Discovery Theater**
- **Thought Leadership Theater**
- **eSports Theater**
- **STEM Theater**

Concurrent Sessions	10 - 10:45 a.m.
Workshops	10:30 a.m. - 12:30 p.m.
Mega Sessions Concurrent Sessions	11 - 11:45 a.m.
Closing Festivities and Prize Giveaway	12:30 - 12:45 p.m.



Claim your spot at the education technology event that will help you navigate this school year and beyond!

SIGN UP NOW

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FETC FUTURE of EDUCATION TECHNOLOGY CONFERENCE

Start Over

42nd National FETC®

January 25, 2022 - January 28, 2022

Back to hotel list

Fairfield Inn & Suites by Marriott Orlando I-Drive/Convention Center

1.5 Mile(s) from Orange County Convention Center

8214 Universal Blvd
Orlando, FL 32819, UNITED STATES

Sort by

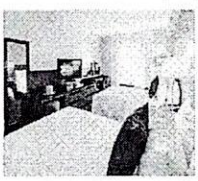
Price(Low To High)

Show available only

656.00 + taxes & fees

Select Your Room

Available | Waitlist | Selected



Guest room, 2 Queen

Max Guests: 4

Details

Show more

Jan

Mon 24	Tue 25	Wed 26	Thu 27

USD 164.00

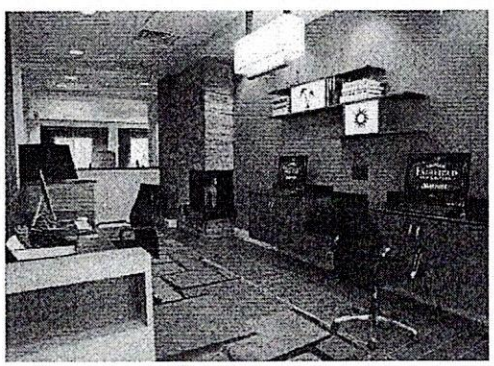
Average nightly rate
+Taxes & Fees

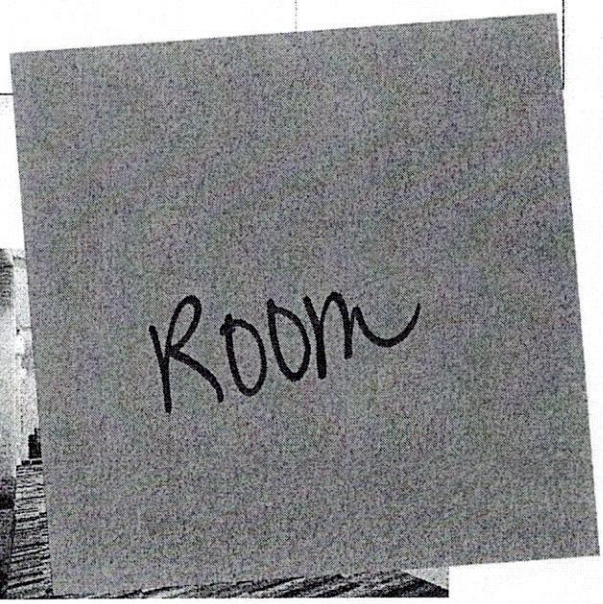
1 rooms

2 guests

Remove

Description





Reservation Su

Check-in

Mon, Jan 24, 202

Checkout

Fri, Jan 28, 2022

Rooms

1

Guests per room

2

FAIRFIELD INN & SUIT
DRIVE/CONVENTION C

Change hotel

ROOM 1

Guest room, 2 Quee
2 adults, 4 nights

Subtotal

Show details

We are excited to welcome you to the Fairfield Inn & Suites nestled minutes to all the amazement that is Orlando. A Universal Partner Hotel located just one mile from Universal Orlando™. Free Scheduled Shuttle Service to Universal Orlando Resort™ & Disney Theme Parks daily and you can walk to over 30 of Orlando's best Restaurants, Shops & Attractions, including the newest entertainment complex ICON 360 and the ICON Orlando Eye. Our Guest Service Desk located in the lobby is here to help you plan your adventures, assist you with dinner reservations or spa services in the area and purchase your Orlando tours or park tickets, so just check in, relax and let us do the work. Whether you are planning a family vacation, business trip or attending a convention at the Orlando Convention Center you can rest assured that you have found the right hotel to get things done!

Key Amenities

Fitness Center/Health Club	Business Center	Gift Shop	Golf nearby
Hairdryer	In-room movies	Iron/ironing boards	Meeting rooms
Public transportation nearby	Outdoor pool	Parking	Valet

Show more

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Jan 24-28 MODIFY

Start Over

Delta Air & Budget Car Seperate

Trip Summary

Book Confidently Now with No Change Fees Later

Book your next trip now and enjoy more peace of mind with no change fees.

Terms apply.

Outbound	DL4172 [1], DL1098	RNO▸MCO
Change Flight	Mon, Jan 24	1 stop
	7:26am-6:26pm	
	Basic	
Return	DL770 , DL2666	MCO▸RNO
Change Flight	Fri, Jan 28	1 stop
	7:15am-12:11pm	
	Basic	

NonChangeable / Nonrefundable

Main

Changes Allowed with No Change Fees

Select & Change Seats at Any Time

Jan 24-28 MODIFY SIGN UP LOG IN 3

Rates & Fees | Offer Terms | Benefit Terms

☐ Apply for the Delta SkyMiles® Gold American Express Card

AMEX Statement Credit*	-$200.00
Total After Statement Credit	**$628.80 USD**

Amount Due
(2 Passengers) **$828.80 USD**

As a SkyMiles Member, you could earn
with the 2022 Medallion® Status Accelerators

1,715 Miles | **5,146** MQMs | **$343** MQDs

24 HR RISK-FREE
CANCELLATION

CONTINUE TO REVIEW & PAY

See Terms Below.

Terms and Conditions

GENERAL CONDITIONS OF PURCHASE

You must accept the following terms and conditions in order to complete your booking. For full details, please review our International **Contract of Carriage**.

Once your ticket is purchased, **Risk-Free Cancellation** may apply. No contract exists until you receive confirmation that payment was received and processed.

In addition, you understand that Delta Air Lines will pass personal data provided in connection with this booking to government authorities for security purposes. I accept the **Privacy Policy**.

View **Fare Rules, Change & Cancellation Policies.** This ticket is **nonchangeable / nonrefundable** . Fees may apply. If you do not show up for any flight in your itinerary without notifying us or changing/cancelling your flight before it departs, we will cancel all remaining flights in the itinerary and the ticket will have no remaining value.

3 Rental Options

Pick-Up
Orlando Intl Airport, MCO
Mon, Jan 24, 7:00 PM

Return
Orlando Intl Airport, MCO
Fri, Jan 28, 4:30 AM

Economy

Ford Fiesta or similar
Automatic Transmission

5 Auto 1 1

Car rental

Estimated Total		
Base Rate for 3 day(s) 9 hour(s)		~~$299.96~~ $269.96
Mileage		**Unlimited**
Offer Codes		
Coupon: NA		
BCD: NA		
Rate Code: AQ	Modify	
Fees & Taxes Taxes & Fees		$76.43$76.43
Concession Recovery Fee (10%)		27.57
Customer Facility Fee - 3.50/day		14.00
Energy Recovery Fee - 0.60/day		2.40
Florida Surcharge - 2.00/day		8.00
Vehicle License Fee - 0.80/day		3.20
Waste Tire/Battery Fee - 0.03/day		0.12
Total Tax		21.14
Estimated Total (Prepaid)		**$346.39**
Total Savings		**$30.00**
See Rate Terms		
Amount Prepaid (USD)		346.39

Your Total Savings Today: $30.00

Unlimited Mileage
Pay Now & Save
Great Deal
Modify / View Rental Details $346.39

Recommended Extras

Continue

Protections & Coverages

U.S. General Services Administration

FY 2022 Per Diem Rates for Orlando, Florida

Meals & Incidentals (M&IE) Breakdown

Primary Destination	County	M&IE Total	Continental Breakfast/Breakfast	Lunch	Dinner	Incidental Expenses	First & LastDay of Travel
Orlando	Orange	$69	$16	$17	$31	$5	$51.75

LYON COUNTY SCHOOL DISTRICT

Staff Travel Report to School Board of Trustees

Your recent request to travel has been approved. Within two weeks of the date of the conference, the following report is due in the office of the Deputy Superintendent via Cheryl Veil.

Please TYPE the following information.

Staff Member: Cathy Turos School: Grants

Assignment: Children in Transition Conference Attended: NAEHCY

Location of Conference: Atlanta, Georgia Dates Attended: 11/12/21-11/16/21

General Overview:

The National Association for the Education of Homeless Children and Youth Conference provides professional development opportunities, tools, and many other resources that help those who work with children and youth in our communities that are experiencing homelessness. This year's conference was focused on housing stability, mental health wellness, postsecondary educational pathways, and increasing capacity and quality of services for students and families experiencing homelessness by utilizing ARP-HCY funding.

How will this positively impact student learning?

By providing our homeless children and youth with the services they need to be academically successful in school with positive reinforcements for social and emotional support and to thrive as a community member. These support services include: transportation to school of origin, free school meals, backpacks, school supplies, hygiene kits, clothing, enrichment fees, 1:1 para professional support for behavior and academic support, before and after school academic tutoring, assistance with obtaining required enrollment documentation such as school records, birth certificates, immunization records, school athletic insurance as required, and wrap-around services for mental and dental health.

How will I implement what I learned and how will I share this information with my colleagues?

We will continue to provide professional development for all LCSD staff members through annual trainings and collaboration. It is important to share the different strategies learned from the sessions we attend to improve and streamline our current processes and develop our own best practices when serving this vulnerable student population. I would like to see the district implement a series of family workshops within our schools to promote mental health healing strategies, improve communication skills, and develop healthy coping skills when faced with adversity. A workshop of this type could help give support for all of our families to achieve wellness within themselves, our schools, and within their own community.

Other Comments:

There was a tremendous amount of information discussed that was very insightful and I feel it would be beneficial for Administrators, Deans, Counselors, Teachers, and frontline individuals to attend this conference in the future. Listening to the success stories of homeless students that have overcome their barriers to achieved academic success and have found their way in this life was very emotional but deeply heartfelt. Thank you for giving me the opportunity to attend this annual conference.

Site Principal/Supervisor Approval

Director/Deputy Superintendent Approval

12-1-21

Date

Date

LYON COUNTY SCHOOL DISTRICT

Staff Travel Report
to
School Board of Trustees

Your recent request to travel has been approved. Within two weeks of the date of the conference, the following report is due in the office of the Deputy Superintendent via Margaret Heim.

Please TYPE the following information.

Staff Member: Lisa Taylor Gledhill School: Transportation

Assignment: Driver Trainer Lead Conference Attended: TSD Conference

Location of Conference: Frisco, Tx Dates Attended: 11/17-11/23/2021

General Overview:

Thank you very much for the opportunity to attend and learn more for our students that we transport everyday. Every student should have the safest environment possible, wither its in the classroom or the school bus. We must care and respect about all our students that we transport. Safety is a very important part of any students learning, to give them the best chance at the best education they can receive for their future. It all starts with the ride to school, as we are an extending of the class room. This conference was very informative from learning about child safety restraints for the LRE Least Restrictive Enivorment, behavioral issues, bullying and Autisum. Leadership and accountability with employees and staff, along with being in compliance with FERPA. Transporting students with disabilities can be difficult at times but also rewarding as you watch them accomplish a task they couldnt do before. Successfully suporting these students is our main focus and to learn what wonderful individuals they are.

How will this impact student learning in a positive way?

Education is the most important journey of any students life. Helping our students through their challenges and difficulties on the road to success is very important. Identifying ours students skill set and helping through with understanding the ways of life. It all starts with the ride to and from school. Our positive relationship with them will nurture and grow their confidence to strive to be better. If we just help one student become successful we have done our job as educators.

How will I implement what I learned and how will I share this information with my colleagues?

I share as much information as I can with our drivers when I do their yearly drive assessments. Many things that I have learned at this conference also applies to regular education bus routes as well. Our Annual In-Service and monthly safety meetings are times when I also share information.

Other Comments:

Creating the Home Field Advantage
Managing Length of Ride Time During a Driver Shortage
Promoting Student Independence & Removing Fear from Students with Disabilities
Student with Autism: Tips and Tricks for Building Resiliency
Understanding the Foundations of Special Needs Transportation
The Short and Long Term Effects of COVID-19 on Special Needs Transportation
FERPA and the Transportation Department
Mental Health First Aid on the School Bus
Establishing Effective Interdisciplinary Team Training Programs
Relationship-based Behavioral Intervention and De-escalation
Developing Contingency Plans for Student Transportation
PBIS on the Bus and Creating Behavior Plans
Are you ready for the New Entry-Level Driver Training Regulations

Site Principal/Supervisor Approval

Deputy Superintendent Approval

12/13/21
Date

12/13/21
Date

LYON COUNTY SCHOOL DISTRICT

Staff Travel Report to School Board of Trustees

Your recent request to travel has been approved. Within two weeks of the date of the conference, the following report is due in the office of the Deputy Superintendent via Margaret Heim.

Please TYPE the following information.

Staff Member: Wyndy Jackson School: Transportation

Assignment: District Wide Conference Attended: Transporting Students with DIsabilities

Location of Conference: Frisco, Texas Dates Attended: November 16-23, 2021

General Overview:

This conference Transporting Students with Disabilities & Special Needs, offers workable solutions and practical answers to pressing questions about transporting students with special needs — from preschool to adult transition services. It is designed to not only increase safety for this special student population, but to also make local operations more efficient and effective.

This year's conference, Transporting Students with Disabilities was held in Frisco, Texas. The conference was focused on delivering professional learning and development to help our organization avoid litigation, and provide support while in IEP meetings and transporting students. The keynote speakers and presenters during this conference consisted of many experts from across the spectrum of student transportation. Occupational and physical therapist, Lawyers, Training and Safety professionals discuss and share their knowledge and leadership, by mentoring and sharing their expertise of planning strategies that can be applied throughout our district. T.S.D offered five days of keynote, breakout and general sessions with diverse, vital and practical insights to help gain information for our organization.

How will this impact student learning in a positive way?

There were many different classes and all of them had different insight, information and laws when it involves transporting special needs students. I will be sharing with drivers and leadership about, students with autism, violent behavior, implementing PBIS on our buses. The conference offered legal classes to keep our school district out of "hot water" , HR and Leadership sessions. There were classes discussing and educate our drivers about FERPA and what information should and shouldn't be shared. Transportation education, including travel training, is an opportunity for school transportation department to create a system and offer practices that enhance the knowledge and skills of youth with disabilities regarding mobility and travel. These Classes help gain an understanding, and identify a role, in implementing transportation education and training; enhance knowledge regarding mobility and transportation strategies and opportunities supported by the Federal Transit Administration.

How will I implement what I learned and how will I share this information with my colleagues?

During the conference I focused on three different tracks, leadership and collaboration, operational safety, policy and case law. There are aspects of this conference that I will use during in service trainings, IEP meetings and coaching coordinators and drivers. There will also be times when people call with questions about liability and legalities when transporting students.

I would like to use the tools that I learned in these classes to create a culture of safety and better understanding for the drivers when faced with difficult decisions on the bus. For example, during the fostering positive interactions with autistic students class, our drivers will understand why maybe our students may react unexpectedly or no reaction at all. Autistic children's behavior and methods of communication can be misunderstood.

I found the information about FAPE (Free & Appropriate Public Education), IDEA (Individuals with Disabilities Education Act) and ADA Americans with Disabilities Act) important and how they tie into IEP meetings and services provided to students. Information relating to reducing liability is important knowledge working for the school district.

Other Comments:

This year I was given the opportunity to be a speaker at the conference. Although I was nervous, it was a great opportunity to share my own expertise with other likeminded transportation attendees. I presented three different breakout sessions.

1. Managing Length of Ride Time During a Driver Shortage Pandemic.
2. When Drivers and Attendants Go Rogue: Ensuring Compliance with Training and Policies.
3. Are you ready for the New Entry-Level Driver Training Regulations?

All three session were well attended with many attendees following up my sessions looking for contact information for further questions. I would unquestionably present again if given another opportunity to share my knowledge.

Site Principal/Supervisor Approval

Deputy Superintendent Approval

12/13/21
Date

12/13/21
Date

LYON COUNTY SCHOOL DISTRICT

Staff Travel Report
to
School Board of Trustees

Your recent request to travel has been approved. Within two weeks of the date of the conference, the following report is due in the office of the Deputy Superintendent via Margaret Heim.

Please TYPE the following information.

Staff Member: Judith Ellis School: Transportation

Assignment: ALT Driver Trainer Conference Attended: TSD Conference

Location of Conference: Frisco, Tx Dates Attended: 11/17-11/23/2021

General Overview:

Attending the TSD Conference this year was a great experience. I am grateful I was given the opportunity to attend and learn so many things. During my time at the conference I participated in many different classes. Every class that I took was knowledgeable and valuable. I enjoyed being able to meet transportation employees from different locations around the country. It was so great to be able to collaborate and share knowledge with other individuals in the school transportation industry. I feel like we were able to learn a lot from eachother by sharing personal experiences and tips. The conference was informative and the speakers were knowledgable. Patrick Mulick was an amazing speaker.
As a driver trainer I really liked the Entry Level Driver Training Regulations class. I know it is so important to understand the laws and regulations so that they can be implemented in the workplace and while training.
I also enjoyed learning about children with special needs, autism, resilency in children, equity in student transportation, de-escalation tools, FERPA, and so much more. This conference gave me knowledge that will help me be a better, more educated driver and trainer. I also feel like I can now be a stronger adovcate for special needs children. As drivers we play an important role in a childs education.

How will this impact student learning in a positive way?

Children start their day on our bus, and their experience can really set the tone for the rest of their day. Children deserve to have educated, understanding and caring adults in their lives. This conference educated us on different special needs children deal with, and how to help ensure every childs needs are being met. We were taught evidence based approaches to help handle situations and behaviors appropriately. The tools we learned are meant to help the child recover from negative experiences and can really promote a safe and positive environment. A safe and positive environment can start on the school bus and will carry over into the classroom.
The conference helped me better understand children with special needs. I feel like I can now be a more confident and better advocate for these kids.
I can also help expand positive student learning by sharing what I've learned with others. Every person working with children who have special needs would benefit from this conference.

How will I implement what I learned and how will I share this information with my colleagues?

I was excited to share what I've learned from the conferences and I started sharing information with my colleagues once I returned. I have enjoyed sharing the new strategies I've learned with aids, other special needs drivers, and new trainees. As a driver I have implemented PBIS and creating behavior plans with positive reinforcement on the school bus. As a trainer I have shared PBIS and its value with other drivers. I have discussed de-escalation techniques and student positive bus expectations with my aid on the school bus. I will continue to act as a resource to my coworkers and will share as much information as possible. I am excited to help create a positive environment for our students.

Other Comments:

Creating the Home Field Advantage
Managing Length of Ride Time During a Driver Shortage
Promoting Student Independence & Removing Fear from Students with Disabilities
Student with Autism: Tips and Tricks for Building Resiliency
Understanding the Foundations of Special Needs Transportation
The Short and Long Term Effects of COVID-19 on Special Needs Transportation
FERPA and the Transportation Department
Mental Health First Aid on the School Bus
Establishing Effective Interdisciplinary Team Training Programs
Relationship-based Behavioral Intervention and De-escalation
Developing Contingency Plans for Student Transportation
PBIS on the Bus and Creating Behavior Plans
Are you ready for the New Entry-Level Driver Training Regulations

Site Principal/Supervisor Approval

Deputy Superintendent Approval

12/13/21
Date

12/13/21
Date

Information Technology
Service Ticket Report
11/1/2021 - 11/30/2021

Created 11/1/2021 - 11/30/2021

Ticket Type		DO	AdultEd	SSDO-PDC	PLC	B&G	CES	DES	DHS	DIS	ERHS	EVES	FES	FHS	FIS	RES	SES	SMS	SSES	SSHS	SSMS	SVS	YES	YHS	YIS	Total
Urgent		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
High		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Medium		4	0	0	0	0	0	1	1	0	0	3	1	0	0	0	0	1	1	3	2	0	2	0	0	19
Normal		21	0	0	1	0	19	10	33	22	0	18	16	45	22	17	24	92	35	9	18	9	13	20	8	452
Project		1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
Total		26	0	0	1	0	19	11	35	22	0	21	17	45	22	17	24	93	36	12	20	9	15	20	8	473

Closed 11/1/2021 - 11/30/2021

Ticket Type		DO	AdultEd	SSDO-PDC	PLC	B&G	CES	DES	DHS	DIS	ERHS	EVES	FES	FHS	FIS	RES	SES	SMS	SSES	SSHS	SSMS	SVS	YES	YHS	YIS	Total
Urgent	Closed	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Canceled	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Resolved	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
High	Closed	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Canceled	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Resolved	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Medium	Closed	4	0	0	0	0	0	1	1	0	0	3	1	0	1	0	0	1	1	3	2	1	2	0	0	21
	Canceled	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Resolved	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	4	0	0	0	0	0	1	1	0	0	3	1	0	1	0	0	1	1	3	2	1	2	0	0	21
Normal	Closed	18	3	0	0	0	18	10	34	14	0	17	18	43	22	17	17	89	27	7	16	8	12	20	13	423
	Canceled	2	0	0	0	0	0	0	4	1	0	1	0	2	0	0	0	1	0	0	0	0	0	0	0	11
	Resolved	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	20	3	0	0	0	18	10	38	15	0	18	18	45	22	17	17	90	27	7	16	8	12	20	13	434
Project	Closed	3	0	0	0	0	1	0	0	0	0	0	1	2	1	0	0	0	0	0	0	0	0	0	0	8
	Canceled	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Resolved	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	3	0	0	0	0	1	0	0	0	0	0	1	2	1	0	0	0	0	0	0	0	0	0	0	8
Total	Closed	25	3	0	0	0	19	11	35	14	0	20	20	45	24	17	17	90	28	10	18	9	14	20	13	452
	Canceled	2	0	0	0	0	0	0	4	1	0	1	0	2	0	0	0	1	0	0	0	0	0	0	0	11
	Resolved	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	27	3	0	0	0	19	11	39	15	0	21	20	47	24	17	17	91	28	10	18	9	14	20	13	463

Information Technology
Service Ticket Report
11/1/2021 - 11/30/2021

Closed by Site/District Tech

Technician Type		DO	AdultEd	SSDO-PDC	PLC	B&G	CES	DES	DHS	DIS	ERHS	EVES	FES	FHS	FIS	RES	SES	SMS	SSES	SSHS	SSMS	SVS	YES	YHS	YIS	Total
Site Tech		0	0	0	0	0	1	0	4	0	0	2	1	1	0	5	4	5	0	0	0	1	1	4	0	29
I. T. Tech		27	3	0	0	0	16	10	31	7	0	19	18	37	22	12	13	80	26	10	17	8	12	13	9	390
Oasis Support		0	0	0	0	0	2	1	4	8	0	0	1	9	2	0	0	6	2	0	1	0	1	3	4	44

Open as of 11/30/2021

Ticket Type		DO	AdultEd	SSDO-PDC	PLC	B&G	CES	DES	DHS	DIS	ERHS	EVES	FES	FHS	FIS	RES	SES	SMS	SSES	SSHS	SSMS	SVS	YES	YHS	YIS	Total
Urgent	Open	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Pending	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	On Hold	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
High	Open	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Pending	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	On Hold	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Medium	Open	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Pending	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	On Hold	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Normal	Open	0	0	0	0	0	2	2	0	10	0	1	1	9	5	4	5	8	11	6	9	2	1	4	3	83
	Pending	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
	On Hold	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	3
	Total	1	0	0	1	0	2	2	0	10	0	1	1	9	5	4	5	8	11	6	10	3	1	4	3	87
Project	Open	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
	Pending	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	On Hold	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Total	Open	0	0	0	0	0	2	2	1	10	0	1	1	9	5	4	5	8	11	6	9	2	1	4	3	84
	Pending	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
	On Hold	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	3
	Total	1	0	0	1	0	2	2	1	10	0	1	1	9	5	4	5	8	11	6	10	3	1	4	3	88

Yearly Closed Comparison		DO	AdultEd	SSDO-PDC	PLC	B&G	CES	DES	DHS	DIS	ERHS	EVES	FES	FHS	FIS	RES	SES	SMS	SSES	SSHS	SSMS	SVS	YES	YHS	YIS	Total
	2021	351	30	30	2	3	247	244	352	243	16	210	218	667	335	307	277	465	226	156	170	150	199	284	252	5434
	2020	511	116	0	9	1	261	199	299	271	29	231	212	645	313	263	261	321	230	218	233	226	299	358	229	5735
	2019	199	17	1	5	1	184	233	369	310	44	222	185	492	402	251	155	302	182	190	215	125	213	379	159	4835
Total	Total	1061	163	31	16	5	692	676	1020	824	89	663	615	1804	1050	821	693	1088	638	564	618	501	711	1021	640	16004

NWRPDP

Northwestern Nevada Regional Professional Development Program

2020-2021 Annual Report

August 2021

Sara Cunningham

Program Director

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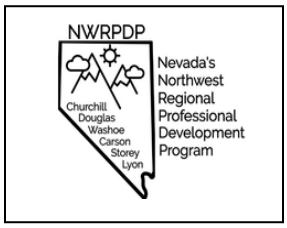

NWRPDP

Northwestern Nevada Regional Professional Development Program

Introduction

The 70th Session (1999) of the Nevada State Legislature passed Senate Bill 555, which, under Sections 16 and 17, authorized the establishment of four Regional Professional Development Programs (RPDPs) in the state. Since that 1999 session, the four programs have been reduced to three. Their collective charge is to support the state's teachers and administrators in implementing Nevada's Academic Content Standards (NVACS) through regionally determined professional development activities. Although the essential mission has remained unchanged, legislative mandates and the pedagogical needs of teachers continue to broaden the program's scope and responsibilities; the programs' expertise is called upon to assist with district and statewide educational committees and assist in statewide efforts to improve instruction through the Nevada Educator Performance Framework (NEPF).

The planning and implementation of professional development services in each region is overseen by a governing body consisting of superintendents in the respective regions, master teachers appointed by the superintendents, representatives of Nevada's higher education system, and the State Department of Education. A nine-member Statewide Coordinating Council, consisting of members appointed by the Governor or legislators, the Superintendent of Public Instruction, and one member from each of the RPDP governing boards oversees the three regional programs.

As outlined in Standards for Professional Learning (Learning Forward, 2011), there is a relationship between professional learning and student results:

1. When professional learning is standards-based, it has greater potential to change what educators know, are able to do, and believe.

2. When educators' knowledge, skills, and dispositions change, they have a broader repertoire of effective strategies to use to adapt their practices to meet performance expectations and student learning needs.

3. When educator practice improves, students have a greater likelihood of achieving results.

4. When student results improve, the cycle repeats for continuous improvement (p. 16).

Figure 1 below is a visual representation of the relationship between professional learning based on the Professional Learning Standards and improved student learning. (Desimone, 2009).

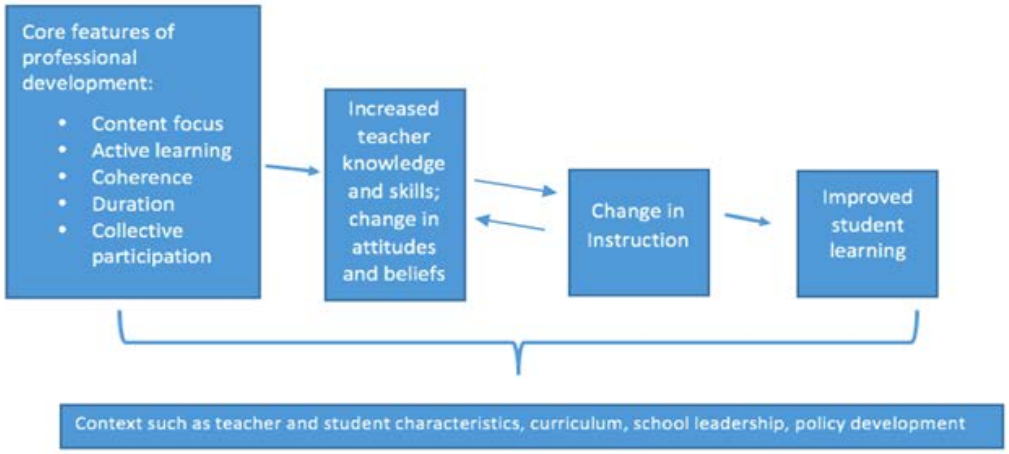

Figure 1: Conceptual Framework for Studying Effects for Professional Development on Teachers and Students

The updated Standards for Professional Learning from the national professional development organization, Learning Forward, were adopted by the Regional Professional Development Programs in 2011. In 2017, Nevada included two additional standards to address equity and cultural competency to become the Nevada Professional Development Standards. These nine standards are used synergistically in order to increase educator effectiveness thereby improving students learning. The standards provide a framework for planning and leading professional learning opportunities.

Part I: NRS 391A.190 1c Evaluation of Regional Training Program

(1) The priorities for training adopted by the governing body pursuant to NRS 391A.175 [391A.175 (a) *Adopt a Training Model, taking into consideration other model programs, including, without limitation, the program used by the Geographic Alliance in Nevada.]*

After conversations with our service requestor to establish the outcome(s) of the professional learning and alignment with the standards for professional development adopted by

the State Board, a training model that is best matched to the work is chosen. Training models may include, without limitation, action research, critical friends/professional learning communities, personal learning networks, coaching, mentoring, instructional rounds, lesson study, and educational courses.

391A.175 (b) *Assess the training needs of teachers and administrators who are employed by the school districts within the primary jurisdiction of the regional training program and adopt priorities of training for the program based upon the assessment of needs. The board of trustees of each school district may submit recommendations to the appropriate governing body for the types of training that should be offered by the regional training program.*

391A.175 (c) *In making the assessment required by paragraph (b) and as deemed necessary by the governing body, review the plans to improve the achievement of pupils prepared pursuant to NRS 385A.650 for individual schools within the primary jurisdiction of the regional training program.*

The assessment of training needs of teachers and administrators is determined through a request for service model. This model takes into consideration the needs of our districts and includes a combination of planning tools and strategies, including but not limited to the following:

- Request for services from district personnel or principals based on School Performance Plans (SPP) and needs of teachers on staff;
- Collaborative meetings with superintendents and/or key district personnel to identify priorities and needs on an annual basis guided by District Performance Plans (DPP);
- Collaborative planning meetings with principals and leadership teams to determine goals and objectives for designing a professional development plan;
- Formal and informal needs assessments as needed with districts, departments, and/or schools;
- Input from the RPDP Governing Boards; and/or
- Collaborative work with the Nevada Department of Education on initiatives to design and implement support or roll-out plans for the NVACS as well as other state initiatives.

Table 1. 391A.190 1c (8) *An evaluation of the effectiveness of the regional training program, including, without limitation, the Nevada Early Literacy Intervention Program, in accordance with the method established pursuant to paragraph (a), and (10) An evaluation of the effectiveness of training on improving the quality of instruction and the achievement of pupils:*

Table 1*: RPDP State Approved Evaluation*

RPDP State Approved Evaluation (5-point scale)	2020-21
1. The training matched my needs.	4.60
2. The training provided opportunities for interactions and reflections.	4.76
3. The presenter's/facilitator's experience and expertise enhanced the quality of the training.	4.79
4. The presenter/facilitator efficiently managed time and pacing of activities.	4.77
5. The presenter/facilitator modeled effective teaching strategies.	4.74
6: This training added to my knowledge of standards and/or my subject matter content.	4.59
7. This training will improve my teaching skills.	4.63
8. I will use the knowledge and skills from this training in my classroom or professional duties.	4.70
9. This training will help me meet the needs of diverse student populations.	4.63

Table 2. 391A.190 1c (2) Type of training offered through the regional training program in the immediately preceding year.

Table 2*: Type of Training*

	Aggregate	*Carson*	*Churchill*	*Douglas*	*Lyon*	*Storey*	*Washoe*
Total Trainings	**184**	**25**	**33**	**42**	**10**	**15**	**42**
Instructional	152	20	28	36	7	14	33
Observation and Mentoring	14	2	0	4	1	1	5

Consulting	17	3	5	2	2	0	4

Note: Aggregate total trainings equals the total of all 2020-2021 NWRPDP trainings. Because educators from different districts often attend the same trainings, totals by district will exceed the aggregate total.

Table 3. 391A.190 1c (3) *The number of teachers and administrators who received training through the regional training program in the immediately preceding year.*

Table 3*: Number of Teachers and Administrators Who Received Training*

	Aggregate	*Carson*	*Churchill*	*Douglas*	*Lyon*	*Storey*	*Washoe*
Total Regional Teachers	**5,751**	**494**	**200**	**362**	**637**	**34**	**4,024**
Unduplicated Teachers	1,660	234	189	236	192	35	711
Duplicated Teachers	3,064	471	543	573	328	77	990
Total Regional Administrators	**596**	**33**	**13**	**42**	**47**	**4**	**457**
Unduplicated Administrators	156	31	11	21	15	2	67
Duplicated Administrators	284	56	24	46	31	5	111

Table 4. 391A.190 1c (4) *The number of administrators who received training pursuant to [NEPF] in the immediately preceding year.*

Table 4: *Number of Administrators Receiving Training*

	Aggregate	*Carson*	*Churchill*	*Douglas*	*Lyon*	*Storey*	*Washoe*
Unduplicated Administrators	156	31	11	21	15	2	67
Duplicated Administrators	284	56	24	46	31	5	111

Table 5. 391A.190 1c (5) *The number of teachers, administrators, and OLEP who received training [specific to correct deficiencies in performance identified per NEPF evaluation] in the immediately preceding year.*

Table 5*: Number of Teachers, Administrators, and OLEP*

	Aggregate	*Carson*	*Churchill*	*Douglas*	*Lyon*	*Storey*	*Washoe*
Teachers, Admin, OLEP	0	0	0	0	0	0	0

Table 6. 391A.190 1c (6) *The number of teachers who received training in [family engagement] in the immediately preceding year.*

Table 6: *Teacher Training in Family Engagement*

	Aggregate	*Carson*	*Churchill*	*Douglas*	*Lyon*	*Storey*	*Washoe*
Unduplicated Teachers	126	7	7	8	19	0	79
Duplicated Teachers	127	7	7	8	19	0	80

Table 7. 391A.190 1c (7) *The number of paraprofessionals, if any, who received training in the immediately preceding year.*

Table 7: *Paraprofessional Training*

	Aggregate	*Carson*	*Churchill*	*Douglas*	*Lyon*	*Storey*	*Washoe*
Para-professionals	140	70	36	1	0	0	31

Table 8. 391A.190 1c (9) I & II *Trainings that included NVACS in the immediately preceding year;* III *Trainings that included NEPF in the immediately preceding year;* IV *Trainings that included culturally relevant pedagogy in the immediately preceding year.*

Table 8: *NVACS, NEPF, and Culturally Relevant Pedagogy Trainings*

	Aggregate	*Carson*	*Churchill*	*Douglas*	*Lyon*	*Storey*	*Washoe*
Total Trainings	**184**	**25**	**33**	**42**	**10**	**15**	**42**
NVACS	232	17	28	33	9	11	40
NEPF	134	9	12	15	8	2	24
Culturally Relevant Pedagogy	149	10	12	19	8	2	27

Note: Aggregate total trainings equals the total of all 2020-21 NWRPDP trainings. Because educators from different districts often attend the same trainings, totals by district will exceed the aggregate total. The proportions of NVACS, NEPF, and Culturally Relevant Pedagogy will not add to 100% because there were other types of trainings included in the total.

391A.190 1c (12) *The 5-year plan for the regional training program prepared pursuant to NRS 391A.175 and any revisions to the plan made by the governing body in the immediately preceding year.*

NWRPDP

Northwestern Nevada Regional Professional Development Program

Five Year Plan

Establishment

The Northwestern Nevada Regional Professional Development Program (NWRPDP) is one of three state-funded professional development programs in the state. The 70th Session (1999) of the Nevada State Legislature passed Senate Bill 555, which, under Sections 16 and 17, authorized the establishment of four Regional Professional Development Programs (RPDPs) in the state; since that 1999 session, the four programs have been reduced to three. Their collective charge is to support the state's teachers and administrators in implementing Nevada's Academic Content Standards (NVACS) through regionally determined professional development activities. The planning and implementation of professional development services in each region must be overseen by a governing body consisting of superintendents in the respective regions, master teachers appointed by the superintendents, and representatives of Nevada's higher education system and the State Department of Education (Section 16.1-16.8).

The NWRPDP work targets three broad categories: 1) Meeting district requests for services (e.g., NVACS, differentiation, student engagement), 2) Fulfilling legislated mandates (e.g., NVACS, NEPF, Parent Engagement), and 3) Supporting individual teachers and schools (e.g., coaching, credit classes, modeling, instructional rounds).

The NWRPDP Five-Year Plan is a living document and is routinely examined and revised according to changing needs and focus within the region as well as changes in personnel.

Service Area

The NWRPDP serves over 5,751 teachers and administrators in schools across six counties in Northwestern Nevada. The NWRPDP services Carson City, Churchill, Douglas,

Lyon, Storey, and Washoe County School Districts. Among districts there is considerable disparity in the number of students, ranging from approximately 445 in Storey County to 63,000 in Washoe County.

Measurement

In order to measure progress of the plan, multiple measures will be used. First, the statewide evaluation form will continue to be collected and reported. Second, the five-level evaluation of professional development framework (Guskey, 2002; Desimone, 2009) will guide the assessment of the professional development provided in our region. Third, qualitative documentation of stakeholders and specifically created as-needed surveys will provide measures of progress and success.

The Statewide Coordinating Council approved an outline structure for RPDP evaluation purposes to include the number of teachers and administrators affected by professional development in the region according to requirements set forth in NRS 391A.190.

Northwest Regional Professional Development Five-Year Plan 2017-22

Northwestern Nevada's Regional Program Development Program services the following school districts: Carson City, Churchill, Douglas, Lyon, Storey, and Washoe.

Vision and Mission

Our Vision: Nevada's Northwest Regional Professional Development Program, in accordance with the Nevada Revised statutes, is committed to elevating teaching and learning by providing sustained professional development and building regional partnerships.

Our Mission: Nevada's Northwest Regional Professional Development Program (NWRPDP) collaborates with stakeholders to provide high-quality learning opportunities that are aligned with the Nevada Professional Learning Standards and the Nevada Academic Content Standards. NWRPDP offers diverse professional learning opportunities and support based on current empirical research on effective instruction for student learning. We are committed to increasing communication between regional members and families in order to develop capacity among all partnerships and to increase student achievement.

Professional Development Standards

The goals, strategies, and outcomes in this five-year plan are guided by the professional learning standards outlined by the Nevada Professional Learning Standards (based on the Learning Forward Standards for Professional Learning). When professional learning is standards-based, educator effectiveness has greater potential for change.

Goals

The mission and vision of the NWRPDP guide the goals of the organization by providing a framework around which services are provided. An important aspect of the goals is to meet our organization's charges while continuing to honor and respect the individual regional districts' initiatives, strategic plans, and identities. Ultimately, there are four major goals to improve our performance and meet the needs of our region along with bulleted strategies identified to meet these goals:

Goal 1:

Accelerate and deepen professional learning for *teachers* that increases their content knowledge of the Nevada Academic Content Standards, maximizes their implementation of empirically research-based instructional strategies, and ensures their ability to understand and use a variety of classroom assessments to make instructional decisions and changes based on data.

- Provide ongoing leadership and support for understanding the Nevada Academic Content Standards.
- Create robust professional development and implementation plans with specific outcomes in collaboration with stakeholders.
- Provide professional development that improves teaching and learning through the Standards.
- Provide and communicate professional development choices for teachers.
- Develop and provide professional development training to teachers on how to use data effectively to change and/or enhance student instruction.
- Provide professional development in the uses of technology integration for the purposes of teaching, learning, and college and career readiness.
- Provide professional development that has an immediate and sustained impact on teacher effectiveness and student achievement.
- Provide professional development that will increase the knowledge and understanding of evaluation and supervision expectations.
- Provide professional development opportunities for the NWRPDP Facilitators in order to stay current in their areas of expertise and to meet the needs of the region.

Goal 2:

Accelerate and deepen professional learning for *school administrators* by increasing their instructional leadership skills, improving their ability to ensure teacher effectiveness, and maximizing their ability to make sure all classrooms are based on the Nevada Academic Content Standards.

- Partner with administrators in order to develop positive relationships and trust.

- Provide ongoing leadership and support for understanding the Nevada Academic Content Standards.
- Encourage administrators to participate actively with teachers in content specific professional development.
- Provide professional development that improves teaching and learning through the Standards.
- Provide professional development on instructional leadership that has an immediate and sustained impact on teacher effectiveness and student achievement.
- Develop and provide professional development that trains administrators on how to use data effectively to change and/or enhance student instruction.
- Provide professional development in the uses of technology integration for the purposes of teaching, learning, and college and career readiness.
- Provide professional development that will increase the knowledge and understanding of evaluation and supervision skills.
- Provide professional development opportunities for the NWRPDP Facilitators in order to stay current with meeting the needs of administrators in the region.

Goal 3:

Measure the impact of professional development work on teacher effectiveness and student learning.

- Strategically collect and use data to provide direction for and assess professional development effectiveness.
- Apply appropriate models of measurement required for evidence, which may include but are not limited to: the State RPDP evaluation, case studies, post-reflective surveys, and other formative assessments and surveys.
- Continue to update data management systems to analyze evaluation data for decision-making for future services (Access, Google, work with UNR, etc).
- Design professional development goals for and with NWRPDP Facilitators that are based on assessment and meet the needs of the region.
- Communicate findings to stakeholders.

Goal 4:

Develop partnerships and enhance our public profile to support the expanded work of the NWRPDP.

- Solicit partnerships to enhance the resources and services of the NWRPDP with teacher and administrator support.
- Identify common services, actions, and practices of the six districts in Northwestern Nevada as well as with the remaining districts and RPDPs across the state.

- Continue collaboration with systems of higher education and the Nevada Department of Education.
- Where appropriate, develop partnerships to secure financial resources to support expanded work of the NWRPDP.

A Two-Year Focus (2019-21)

NRS 391A.175 section 1

(d) (1) An assessment of the training needs of teachers and administrators who are employed by the school districts within the primary jurisdiction of the regional training program;

The assessment of training needs of teachers and administrators is determined through a request for service model. This model takes into consideration the needs of our districts and includes a combination of planning tools and strategies, including but not limited to the following:

- Request for services from district personnel based on School Performance Plans (SPP) and needs of teachers on staff;
- Collaborative meetings with superintendents and/or key district personnel to identify priorities and needs on an annual basis guided by District Performance Plans (DPP);
- Collaborative planning meetings with principals and leadership teams to determine goals and objectives for designing a professional development plan;
- Formal and informal needs assessments as needed with districts, departments, and/or schools;
- Input from the RPDP Governing Boards; and/or
- Collaborative work with the Nevada Department of Education on initiatives to design and implement support or roll-out plans for the NVACS as well as other state initiatives.

(d) (2) Specific details of the training that will be offered by the regional training program for the first 2 years covered by the plan including, without limitation, the biennial budget of the regional training program for those 2 years.

Biennial Budget for the NWRPDP for 2019-21: $2,233,856.00

NWRPDP Sponsored Training Programs

The Northwest Regional Professional Development Program (NWRPDP) is a service organization providing professional learning opportunities to districts and schools within our region. Training programs offered each year vary depending upon the needs and requests of the districts we serve; the NWRPDP does not solely determine those training programs without significant input from our stakeholders. In addition to serving the requests of our districts and schools, the NWRPDP has developed and provided the training listed below for teachers and administrators during the 2019-21 biennium.

- NVACS K-12 Computer Science Standards implementation to include: Computer Science Endorsement courses, Botball training, and Code.org courses.
- Technology Integration
    - Google Level 1 and Level 2 certification courses
    - Educators across the region and state participated in several workshops on how to use Google tools during distance learning throughout the school year, including regular office hours for support as needed.
- NVACS Social Studies implementation and instructional resource support. Various book clubs were facilitated with a focus on content and lesson development as a support in social studies classrooms.
- (NELIP) Early Literacy Cadre/Literacy Cohort restart:
    - The first virtual cohort of Early Literacy Cadre was held for PreK-third grade teachers. Virtual classroom observation and feedback, peer observation, lesson study, and video self-analysis are included. Content to include: strategies for teaching and learning in reading and writing, guided reading, running records, choice of literature, speaking and listening, assessment.
- Math professional learning opportunities
    - Math support will include a variety of models
        - A three-credit SUU course focused in the eight mathematical practices.
        - Site support for novice math teachers focuses on lesson design, standards, and assessment of student learning.
        - High school math supported through on-site collaboration with school administration and math departments to include study of standards, math discourse, and high-level collaborative problem solving.
        - Use of virtual math tools for K-8 classroom teacher teaching virtually or at a distance.
- STEM Program
    - Teachers across the region participated in an Introduction to STEM course held virtually.
    - AWIM kit training was provided for schools that requested. Each teacher participating received an instructional kit
- Teacher Leadership Cohort (TLC) – continuation

    - Teachers engage in a two-year program based on teacher leadership competencies. Teachers engage in workshops to learn the competencies and to develop action research plans. By developing and acting upon action research, teachers practice the competencies and self-assess their efficacy. A professional learning community model is practiced and teachers learn to give and receive highly effective feedback. Content includes but is not limited to: Reflective practice, personal effectiveness, interpersonal effectiveness, communication, continuing learning and education, group processes, adult learning, technological facility, coaching, resistance, research, and assessment, among others.
- National Board Certification (NBC) - continuation
    - Teachers meet throughout the year in a cohort model to learn the NBC process, work on submissions, receive feedback from facilitators and colleagues, as well as provide feedback and support to other candidates. Teachers are responsible for practicing the NBC expectations in their classrooms and bringing student samples to share and analyze. Classroom observation, peer observation, and video analysis are included.
- NVACS Science training for three content areas: Life, Earth, and Physical
    - Teachers receive training in science standards, cross-cutting concepts, science and engineering practices, and disciplinary core ideas.
    - Supports for all areas of science standards were provided on an ongoing basis. Integrated opportunities will be provided as follow up.
    - Support for engagement science lessons for students learning in various instructional models during the COVID-10 pandemic.
- Parent and Family Engagement
    - SUU three-credit course was offered three times during the 2020-21 school year. This course focuses on strategies for educators to engage families in their child's educational experience.
    - Family literacy club are designed to support teacher leaders in planning and implementing 2-4 literacy events at their individual school sites.
- Multicultural Education
    - Educators receive training on the foundations of multicultural education and culturally responsive teaching practices.

Professional Development Standards Recommendations

Nevada State Board of Education Adopted 7/19/18

Recommendation 1(a):

The Legislature should direct the State Board of Education (SBE) to adopt (either by regulation or policy) professional development standards to be used by all school districts and Regional Professional Development Programs (RPDPs).

Recommendation 1(b):

When adopting standards, the SBE should consider the nine standards below. These mirror the Seven Learning Forward Standards and include two additional standards, which have been adopted as is or with modifications by many other states. Two additional standards, Equity and Cultural Competency, are modeled after those adopted in California and Connecticut, respectively.

Standard #1 (Learning Communities):

Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.

Standard #2 (Leadership):

Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.

Standard #3 (Resources):

Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.

Standard #4 (Data):

Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.

Standard #5 (Learning Designs):

Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.

Standard #6 (Implementation):

Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.

Standard #7 (Outcomes):

Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

Standard #8 (Equity):

Professional learning that increases educator effectiveness and results for all students focuses on equitable access, opportunities and outcomes with an emphasis on addressing achievement and opportunity disparities between student groups.

Standard #9 (Cultural Competency):

Professional learning that increases educator effectiveness and results for all students facilitates educator's self-examination of their awareness, knowledge, skills, and actions that pertain to culture and how they can develop culturally-responsive strategies to enrich educational experiences for all students.

Part Two: Individual RPDP Information

391A.190 1c (11) *A description of the gifts and grants, if any, received by the governing body in the immediately preceding year and the gifts and grants, if any, received by the Statewide Council during the immediately preceding year on behalf of the regional training program. The description must include the manner in which the gifts and grants were expended.*

The Nevada Regional Professional Development Programs revised two gifts and grants in the 2020-2021 academic year: 1) TESLA (Computer Science) and 2) Great Teaching and Leading Fund (GTLF). The Southern RPDP served as the fiscal agent for the TESLA award and the Northwest served as the fiscal agent for the GTLF grant.

TESLA

Seventy-seven teachers received a stipend or a 0.5 in-service credit for participating to attend a one=day workshop with emphasis on code.org computer science curriculum. The workshop was offered on weekends by a certified code.org computer science trainer.

GTLF

Funds from the Great Teaching and Leading grant award were used to support the Teachers Leading Change Summer Institute. This grant supported the purchase of materials for the two-day event, as well as stipends for the facilitators to plan and run the event. Thirty-nine educators participated in this summer institute.

Regional Projects: NWRPDP Case Studies

Self-Evaluation Procedures

As outlined in NRS 391A.190, Director Sara Cunningham, directs the in-house evaluation, assisted by support staff who coordinate data collection and compilation. The Director and an outside consultant, Dr. Bill Evans from UNR, provide support for the rest of the team as they develop logic models, design instruments to gather and analyze data, and create, implement, and write their evaluative case studies. The case studies, based on the Killion (2002) staff development evaluation model, and aligned with prominent teacher professional development frameworks (Desimone, 2009; Guskey, 2002), provide in-depth analysis of specific professional development projects, while showcasing the diversity and scope of the support provided by the NWRPDP to schools and educators in the region. These evaluation projects employ both qualitative and quantitative designs and incorporate mixed-methods data collection strategies to assess training outcomes. Collectively, they help to 'tell the story' and document the impacts of the diverse NWRPDP professional development activities this past year. An inclusive logic model depicting NWRPDP activities is shown in Figure 2. This conceptual model presents the overall professional development resources (inputs) and training activities (outputs), and links them to the short, medium, and long-term outcome objectives of the NWRPDP.

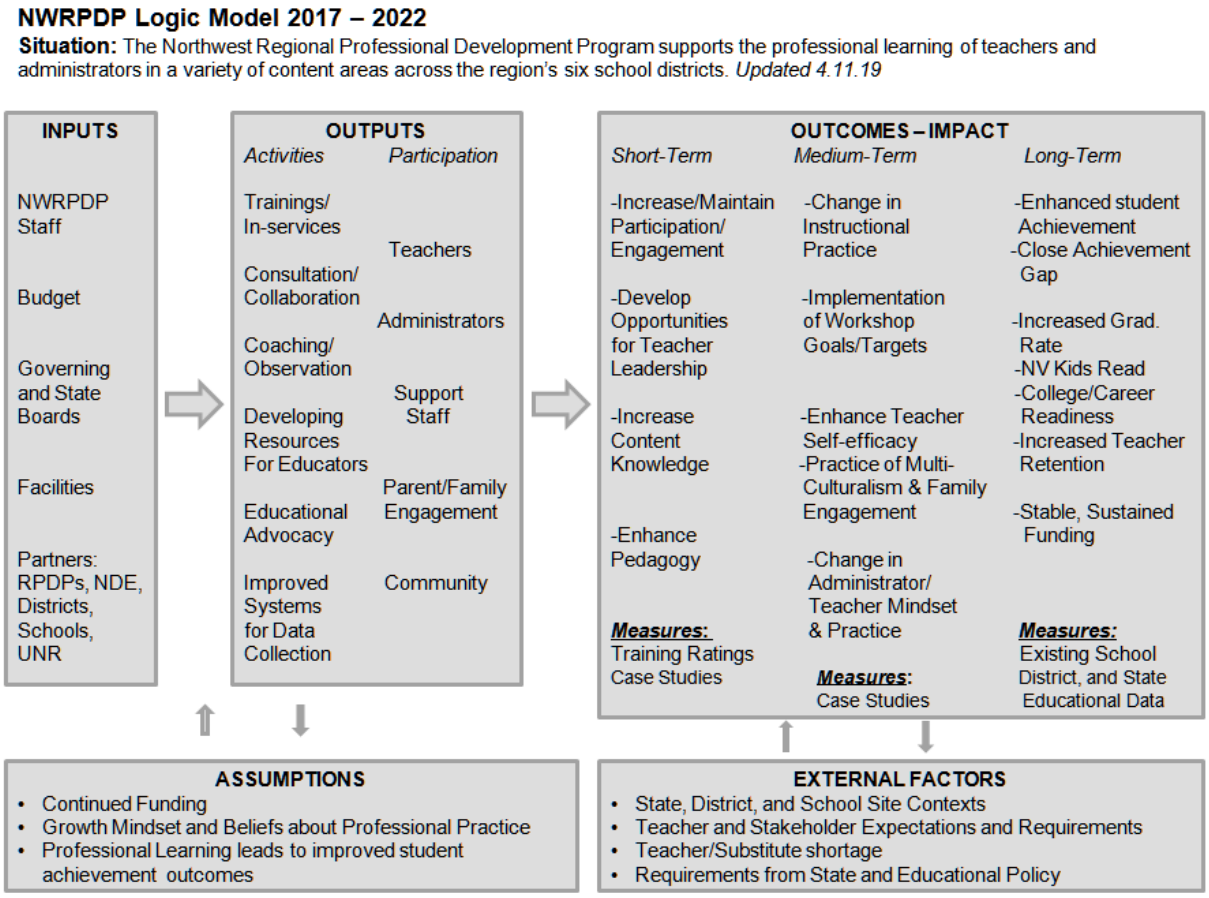

Figure 2: NWRPDP Logic Model

Key Findings from 2020-21 NWRPDP Evaluation Activities:

- Professional development services were conducted in all six districts that comprise the NWRPDP, reaching a total of 1,816 unique educators during 2020-21. Because professional development covers varied training topics and consulting services, and educators often attend multiple trainings, the total number of duplicated educators receiving services was 6,347. Elementary teachers (*unique* total served = 971) again were the largest educator group served this past year; followed by High school teachers (427); Others, which include substitutes, counselors, paraprofessionals and district personnel (289); Middle school teachers (271); and Administrators (147). Overall, 32% of the approximate 5,751 educators employed in the region (as reported by each district) participated in programs provided by the NWRPDP during 2020-21. Remarkably, these numbers are only slightly lower than 2019-20 participant numbers despite the entire 2020-21 academic year impacts of the COVID-19 pandemic.
- Case study evaluation data reveal a variety of positive outcomes across the 12 NWRPDP 2020-21 case study projects. The diverse foci of case studies this past year included helping teachers develop new Nevada centric resources to meet NVACS-S Science standards; improving culturally responsive teacher pedagogy and parent communication practices; fostering teacher retention through enhancing the student teaching experience; improving teacher civic efficacy through NVACSS trainings in Social Studies; enhancing parent involvement and family engagement through the development of a 3-credit graduate course for teachers; and boosting teacher retention and efficacy through National Board Certification. Evaluation results revealed that general education teachers who participated in five courses to earn their ELAD (English Language Acquisition and Development) endorsement reported significant increases in how second languages are acquired (<.001), and teaching and assessment strategies of student language development (<.001); improvements in NVACSS computer science knowledge, pedagogy, and student engagement strategies among teachers in six districts (<.002); increased self-efficacy regarding National Board Certification and knowledge of research-based pedagogy among members of the National Board Certification training cohort; and improved teacher deep content matter math understanding, knowledge of math standards, and integration of NVACS math standards into classroom pedagogy (<.001). The ongoing COVID-19 pandemic continued to disrupt all public educational activities throughout the 2020-21 school year—including NWRPDP professional development and trainings. NWRPDP facilitators, however, flexibly completed their ongoing case study and training activities. Specific pandemic related adjustments to professional development projects and evaluation activities can be found in the case study section of this report.
- Due to the pandemic, professional services this past year were predominately delivered virtually through web-based meeting platforms in the form of in-service classes and workshops. Eighty-four percent of NWRPDP activities were delivered as instructional training opportunities, 10% provided via consultation, and 6% within an

observation/mentoring format. Content focused primarily on the Nevada Academic Content Standards (NVACS) in the areas of Computer Education and Technology (20%), Mathematics (14%), Science (12%), Literacy/English (8%), Computer Science, Social Studies, Science, and STEM. The remaining areas of focus were diverse, and included PreK-Third Grade support, Administrative Support, Teacher Leadership Development, Mindset/SEL, and Family Engagement.

The Case Study Model

Over several years, the NWRPDP has employed a case study model to document professional development training. The NW regional program engages in an ongoing internal evaluation for all training activities, which incorporates case studies from projects throughout the region to document the diversity and wide-ranging impact of professional development activities. Evaluation results are then used to inform practice and help document the long-term effects of the support provided to teachers in the region. Evaluative case studies facilitate exploration of complex phenomena within their contexts—in this case, professional development (PD) within schools and districts—often using a variety of data sources. This ensures that PD is not explored through one lens, but rather through a variety of perspectives, which allows training effectiveness to be revealed and understood more fully (Desimone, 2009; Guskey, 2002; Killion, 2002; Yin, 2003). NWRPDP staff actively design and implement each evaluative case study that seeks to illustrate changes in teacher practice and student learning as a result of the diverse professional learning activities employed over the past year. Thus, the following case studies are focused evaluation investigations that incorporate mixed-method research designs to illustrate the breadth of training, variety of topics, and depth of consultation employed by NWRPDP staff over the past year. Each case study also is guided by a logic model framework--developed to link the case study training activities to the short, medium, and long-term outcomes expected from the professional development project.

NWRPDP Case Studies

Case Study 1: The Learning Project

Introduction

"Dan Shareski, who teaches preservice teachers at the University of Regina, wanted to shift the thinking of his students who had mostly experienced a system he refers to as "mind-your-own-business learning," in which they were rarely expected or given opportunities to be self-directed learners. He explains in his blog that he wanted these young educators to experience a different type of learning. His goal was for them to understand not only how to learn but how to articulate the process and express their learning. With this goal in mind, he created the "Learning Project," which required his students to choose something to learn, reflect on how they learn, and then share their process over a given period of time" (Martin, 2018).

In her book, Learner Centered Innovation: Spark Curiosity, Ignite Passion, and Unleash Genius, Katie Martin describes implementing a Learning Project with teachers (2018). She allowed them to pick any topic that interested them, set a goal, and identify resources to support learning, and to use social media to post their progress. Teachers in her group learned that when the focus is narrow, on assigning and grading, students often miss out on the most important part of education, the learning. More teachers need to experience what it feels like to learn something new in this manner. Based on that idea, The Learning Project in-service class was born.

COVID-19 and its impact on teaching and learning presented a huge challenge during the 2019-2020 and 2020-2021 school years. Teachers were feeling overwhelmed by technology and how to reach students working entirely at home or in a hybrid classroom situation. Frustration and exhaustion were at an all-time high. Thus, it seemed like a great time to offer teachers a chance to take a step back from the usual professional learning classes offered on new and innovative teaching techniques and allow them to learn something they have always wanted to learn and, while doing so, gain some perspective on what it feels like to be a learner and the motivation involved in learning.

Instructional Context

Douglas County School District (DCSD) is a rural school district located in Northern Nevada. DCSD is comprised of 13 schools, including 7 elementary schools, 2 middle schools and 4 high schools. Approximately 5786 students were enrolled in DCSD during the 2019-2020 school year. The student population is comprised of 68.83% white students, 22.85% Hispanic students, 3.08% American Indian students and 6.01% students who are more than one race. DCSD has an Average Daily Attendance rate of 94.8%. It has a cohort graduation rate of 91.26% as reported in the Nevada Report Card (2020).

Initial Data and Planning

Douglas County School District has been working to modernize learning for students. Their newly developed Instructional Model, focuses on three main components: Positive Culture

comprised of creating connections, fostering curiosity, develop a growth mindset, and being inclusive; Learner Centered comprised of flexibility, innovation, voice and choice, and metacognition; and Responsive Instruction comprised of relevance, formative assessment, personalized learning, and rigor. If teachers are expected to create classroom environments that foster these conditions for learning, they need to experience them as well. The Learning Project offered teachers and other professionals the opportunity to put themselves in the shoes of a learner and to take part in a true learning community.

Delivery of Services

Two sections of the Learning Project were offered for DCSD teachers and other professionals during the 2020-2021. Due to COVID restrictions, the first session met face-to-face and had eleven participants and the second session had twenty-six participants but met virtually. Participants attended seven and a half hours of class and completed an additional seven and a half hours of asynchronous learning working on their projects. Participants created blog entries weekly that were posted to the class blog. Additionally, participants commented on each other's posts weekly. After taking the in-service course, the Learning Project was implemented in several freshman seminar classes as a way to engage students in learning new things.

Participants in the learning project ranged from classroom teachers to administrators to school counselors to specialists. They each selected a topic that they had always wanted to learn how to do. They walked through a series of exercises to create a large list of topics and then to narrow that down based on time available and time of year and topics that felt most relevant to them. Topics chosen included: meditating, cooking, Peloton riding, learning a musical instrument, learning to use a Cricut machine, sewing, drawing, understanding the stock market, budgeting and savings, printmaking, and making various bath products like scrubs and candles.

Results and Reflection

In reviewing the post-reflective data from twenty-six teachers and other school professionals completing the Learning Project, all participants with the exception of one, indicated that their knowledge of their chosen topic increased as a result of participating in the Learning Project. All participants indicated that they learned between some (3) to a great deal (5) as a result of participation. Table 9 summarizes their responses. The table indicates the average of their responses, which shows teachers reporting a gain in knowledge from a 1.62 to a 3.85 average in six weeks. There was a statistically significant improvement in knowledge after the training ($p<.001$).

Table 9: *Post-reflective Survey Data*

How much did you know about your topic PRIOR to starting your project?	How much do you know NOW?	*t*-score	*p*-value
1.62	3.85	12.526	< .001

As part of the post-reflective survey, participants were asked about what they learned about themselves as a learner. Responses ranged from learning that they needed someone to hold them accountable to learning that they can do hard things. One teacher noted that learning can be frustrating and a break time to regroup helped. Another mentioned feeling intimidated by new learning and procrastinating as a result. Participants were also asked if they had changed anything in their work with students as a result of taking the class. Many participants mentioned that they had started really modeling and discussing a growth mindset with their students because they had experienced what it really felt like to try and have a growth mindset when learning something new. One teacher said, "I am more patient with my students as learners and I have more compassion for how frustrating new learning can be." Another said, "I am more understanding of how hard new learning is on the brain and trying to incorporate time to just sit with new knowledge in my classes." In one comment, the teacher said, "I feel like I can relate to kids who may be feeling overwhelmed more at learning new/more things. I feel like I can be more relatable to them and empathetic."

Conclusion

Results from the Learning Project in-service showed that teachers and other school professionals really enjoyed stepping into the shoes of a learner and trying something new. They enjoyed the freedom to choose their own topic and their survey results indicate that they gained a lot of knowledge in the process. Their blog posts were very thoughtful and their responses to one another were extremely powerful. Their final presentations of their work modeled the successes and struggles of learning something new. Most participants felt like they preferred meeting face to face rather than virtually, which was out of our hands at the time. The Learning Project will continue to be part of the professional learning offered to teachers and other school professionals in the future.

References

Martin, K. L. (2018). *Learner centered innovation: Spark curiosity, ignite passion and unleash genius*. IMPress.

Nevada Report Card. (2020). Retrieved from www.nevadreportcard.com

Figure 3: *Case Study 1: The Learning Project Logic Model*

Case Study 1: The Learning Project- Logic Model

Situation: What does it feel like to learn something new? What does it feel like to have a growth mindset about learning? In this case study, teachers were given the opportunity to learn a new skill and to blog about their learning. An additional group of teachers designed their own professional learning using the Learning Project Model to focus on the DCSD Instructional Model.

Inputs	Outputs		Outcomes -- Impact		
	Activities	Participation	Short	Medium	Long
RPDP trainer In-service/salary credit Learning Project model DCSD district level leadership support Substitutes Budget Facilities for trainings Resources: Learner Centered Innovation by Katie Martin	In-service class: six weeks long, 15 hours • learning bucket list • learning focus • target a skill within the focus • blogging results New teacher trainings with instructional learning project Freshman seminar learning project	12 teachers and specialists in fall in-service 25 teachers in spring 65 teachers in DCSD teacher academy, years 1 and 2 Freshman seminar students	Increased growth mindset and goal setting Increased knowledge of safe blogging practices **Measures:** Qualitative feedback; Post-reflective Survey	Increase implementation of engaging teaching practices. **Measures:** Student and Teacher post-reflective Surveys	Increased student engagement in hybrid learning Increased graduation rate Increased grade progression rate **Measures:** School, district, and state existing data

Assumptions: Attendance at in-service classes, participation in class blogs, developing a growth mindset and an understanding of the learning process, theory of change that teacher training will lead to teacher efficacy and improved pedagogy

External Factors: District data, budget, and initiatives

Case Study 2: Nevada CONNECTS - Nevada Communities Offering Networking and Education: Connecting Teachers and Experts

Introduction

Nevada CONNECTS (Nevada Communities Offering Networking aNd Education: Connecting Teachers and expertS) is a collaborative project between all three Regional Professional Development Programs (RPDP), the Nevada State Science Teachers Association (NSSTA), and participating Nevada school districts. This project aims to provide teachers and STEM professionals across the state with a space to collaboratively develop and align Nevada-centric resources to meet the Nevada Academic Content Standards in Science (NVACS-S).

One essential component to improve science education in Nevada and impact student achievement is equitable access to high-quality, standards-aligned materials. Currently, there is a lack of already-made materials for Nevada teachers and students in our schools. Developing these resources requires opportunities for collaboration. Nevada CONNECTS provides a pathway to addressing this challenge by supporting Nevada teachers in developing assessment performance tasks aligned with Nevada standards in collaboration with Nevada STEM professionals (Subject Matter Experts; SMEs). The goal of Nevada CONNECTS is to engage Teachers in professional learning that will allow them to develop a grade specific NVACS-S aligned, locally-based, performance task with the help of a partnered STEM Professional who will provide context, science knowledge expertise, and data surrounding a specific Nevada-based science phenomenon. These performance tasks will be available for all K-12 teachers in Nevada as examples of high-quality tasks for teachers to use and adapt as needed for their students.

Background

Three of the four Key STEM Indicators for our state, as identified by the Nevada OSIT office, directly connect with student test scores in Science (and Math). According to the Nevada Report Card, only 24.6% of fifth grade students and 36.8% of eighth grade students are proficient in Science. Test data from 2019, shows only 19% of students met the College Readiness Benchmarks on the ACT Science test. This suggests several things could be happening to result in such low achievement scores across the state, including misaligned assessments to measure student achievement. As a result, the developers of the project sought to determine if developing assessment tasks closely aligned to the NVACS-S would better measure student achievement across the state. Including teachers as developers would bolster capacity across the state as well, and an additional variable was to include localized topics around which to develop the performance tasks, with the idea that students would be more engaged in the tasks if they were focused on events that actually take place in our state, and even more closely in the region the student lives. By including professionals in STEM careers to provide real world science events that they are studying and working with in Nevada, the tasks would be relevant to students. However, the STEM professionals do not have the background knowledge to develop tasks geared at determining student achievement in NVAC-S. Although the project was a collaboration

between the Nevada State Science Teachers Association and the Regional Professional Development Program Science trainers for the state, who could develop the tasks on their own, it was important to include teachers across the state to be the developers of the tasks. This would provide teachers with a deeper understanding of the NVACS-S, as well as promote involvement in shifts at the school and district levels.

Project Planning and Participants

The initial planning for Nevada CONNECTS occurred in the fall of 2020 between the Nevada State Science Teacher Association (NSSTA), the Regional Professional Development Program Science trainers for the Northwest (NWRPDP), and South (SNRPDP) regions, and Clark County School District Professional Learning Department (CPD). All districts across the state were offered a chance to participate in the planning, but due to the pandemic, most offered support but could not directly help with project development. The leadership team consisted of three people who served in multiple roles within each group: one member was a NSSTA Board Member and CPD employee, one was from NWRPDP and served as a NSSTA Board Member, and final was from SNRPDP and was a NSSTA member.

The leadership team met weekly between October 2020 and January 2021 to develop the goals, objectives, deliverables, associated costs, and project outline. The planning began with identifying elements that would be necessary for teachers to develop NVACS-S aligned performance tasks. These elements included (1) phenomena and scenario development, (2) tasks and development, (3) fairness and equity, (4) NVACS-S instruction and assessment shifts, (5) facets of knowledge, and (6) evidence of student learning.

STEM Professionals

Recruitment of STEM professionals occurred in November 2020 by word of mouth or direct association with the project team, as well as through social media. A virtual Q&A session was hosted for STEM professionals in November 2020 and by January 2021 with the 35 STEM professionals who volunteered to work with the project. These volunteers were diverse and came from careers in multiple science areas including meteorology, geology, life science, space sciences, and applied sciences. In January 2021, the project team met with each STEM professional individually for 15 minutes to determine the science they use in their everyday careers and to get a sense of where they fit in the k-12 science spectrum. Next, the project team developed a spreadsheet aligning each STEM professional to grade band core ideas based on the 15-minute interview. Most of the STEM professionals were using scientific ideas daily that could span the k-12 spectrum, with developmental adjustments, so the next step was to pair each STEM professional with a teacher.

Teacher Developers

The recruitment of teachers as Teacher Developers began in January of 2021 through email lists that the project team held, as well as through social media and district leads across the state. Initially, the hope was to have 13 teachers, one from each grade level k-12, from each RPDP region (NNRPDP, NWRPDP, and SNRPDP) participate. This would lead to the development of three performance tasks for each grade level. However, it became clear that was not going to be

possible due to a variety of circumstances. A total of 54 teachers applied to the project across all grade levels and science disciplines, and the leadership team had to determine who to eliminate fifteen teachers. Throughout the first month of teacher developer implementation (mid-February through mid-March) several teachers stepped down from the project, leaving the final teacher developer population at 31. A timeline for synchronous and asynchronous learning was developed for Teacher Developers (*table 10*), with associated asynchronous work for each session.

Table 10: *Teacher professional learning sessions*

- **Introduction Session** (1 hour - 3/2/21, 5:00-6:00 p.m)
- **PL1 -Phenomenon Scenario Development** (5 hours - Saturday, 3/6/21, 8:00 a.m.-1:30 p.m.)
- **PL2 - Peer Review of Scenario** (**K-2** 4/12/21; **3-5** 4/13/212; **6-8** 4/14/21; **9-12** 4/15/21)
- **PL3 - Analyzing the facets of the claim to be assessed** (3 hours - 4/20/21, 4:00-7:00 p.m.)
- **PL4 - Making Fair & Equitable Tasks** (3 hours - 4/27/21, 4:00-7:00 p.m.)
- **PL5 - Evidence of Student Learning** (3 hours - 5/4/21, 4:00-7:00 p.m.)
- **PL6 - Peer Review using the NGSS Task Screener** (5 hours - Saturday, 5/15/21, 8:00 a.m.-1:30
- **Final Celebration with Teachers and SMEs** (1 hour - 6/15/21, 1:00-2:00 p.m.)

Delivery of Services

The COVID pandemic led to an unintended positive effect for STEM professional learning across the state of Nevada. Whereas collaboration for science education across the state had been spotty in the past, the ability to use digital tools to plan, meet, and deliver professional learning provided an avenue to develop statewide initiatives and support to all districts and populations across the state. Although the pandemic eliminated in person professional learning sessions, it provided ample opportunities to shift practices to virtual trainings. The leadership team met virtually every week and worked collaboratively to expand resources with teacher developers and STEM professionals. This format for sharing work enabled the leadership team to review the work being done asynchronously by teacher developers instead of having to wait until the next synchronous training, thus eliminating wait time for review and feedback to teacher developers.

Conducting virtual synchronous learning sessions also allowed teacher developers to participate in diverse formats using virtual tools such as PearDeck, science simulations, videos, and more, taking a training from “sit and get” to more interactive formats. Teachers worked collaboratively with grade level peers to implement ideas from professional learning sessions, an additional benefit that without the virtual delivery format would have left teachers working only with people from their region.

Two live professional learning sessions were conducted with teacher developers and STEM professionals. All other live sessions were specific to either STEM professionals or teacher developers to ensure the content presented was specific and meaningful to each group. Professional learning sessions for the teachers were conducted out of contract hours (either after school or during the weekend) in three- or five- hour chunks. Topics covered included in-depth standards, instruction, and assessment aligned to current research in science education and the

Next Generation Science Standards (NGSS Lead States, 2013). Deep dives into access and equity, facets of knowledge, task development, and refinement were done iteratively for teachers to be able to revise their tasks.

Professional learning sessions specific to participating STEM Professionals also were conducted through virtual meeting platforms (either Zoom or Google Meets). These sessions tended to be short one-hour sessions conducted during a typical lunch time (either 12:00pm-1:00pm or 1:00pm-2:00pm) due to the work schedule of the STEM participants. These sessions also were recorded for STEM professionals who could not make the live session. Shared folders through the Google Suite also were provided to STEM professionals to collaborate with the leadership team and the teacher who they would be paired with. STEM Professionals were provided trainings on standards, instruction, and assessment in formal classrooms, as well as needs and research behind the project direction.

The STEM professionals' main job was to provide a Nevada specific scenario that they work with (habitat protection, mine reclamation, water protection, energy production, weather patterns, climate models, etc.) and provide teachers with accurate scientific background and data from that scenario. Many of the STEM professionals work for government agencies, which allowed them to easily share data they collected during their regular work. For STEM professionals who were privately employed, sharing permissions were provided prior to providing any data from their jobs to ensure the resources could be available publicly to any teachers in Nevada. Teacher developers could then use those ideas, scenarios, and data to develop the actual performance task materials that included student facing materials, teacher materials, and scoring guides. STEM professionals checked the task for scientific accuracy at each iteration of the project. All products developed through the project will be licensed under Creative Commons as well to ensure access for all teachers, as well as posted to RPDP and Nevada State Science Teachers Association websites.

Data Collection and Analysis

At this point in the project, anecdotal notes have been collected from professional learning sessions with both the STEM professionals and teacher developers. Quantitative data from a survey for the teacher developers is discussed in this section. To determine the effectiveness of the professional learning sessions, a ten-question, eight-level semantic survey was developed as a Google Form on the topics presented in the professional learning sessions. Five of the questions were reverse coded to help eliminate participants from just selecting the right most answer choice every time. The statements for the survey were collected from well-known and utilized work developed through NGSS Lead States (2013). Teacher participants took the survey at the beginning of the first session as a pre-survey, and at the end of the session as a post-survey. The results were statistically analyzed using a Mann-Whitney U to determine changes to teachers' thoughts about the topics resulting from the Professional Learning sessions. Thirty-one teachers across kindergarten through twelfth grades, in all science disciplines took the survey. Results indicate significant gains in teacher understanding of the components of performance tasks to be

more aligned with the ideas presented during the professional learning sessions (see Table 11). The only two questions that teachers did not show significant changes were "*The three-dimensions of a performance expectation are assessed separately in a performance task*" and, "*Rote knowledge is required to answer significant portions of the performance task*".

Table 11: *Results of Teacher Learning Survey*

	M_{pre}	M_{post}	*W*	*P*	*Rank-Biserial Correlation*
1. A performance task needs a phenomenon.	5.839	7.793	59.00	< .001*	0.869
recode 2. Performance tasks should focus on generally observable occurrences.	2.871	1.966	650.00	0.002*	0.446
recode 3**.** Students should be able to answer significant portions of a performance task without using the task scenario.	4.613	5.552	311.00	0.039*	0.308
4. All prompts in a performance task should link to the scenario presented in the task.	5.742	6.517	303.00	0.027*	0.326
5. Phenomena are a critical predictor of whether a performance task can elicit evidence of three-dimensional learning.	5.871	7.000	267.50	0.005*	0.405
6. Students have to use at least one science and engineering practice to complete a performance task.	6.194	7.207	248.50	0.002*	0.447
recode 7. The three-dimensions of a performance expectation are assessed separately in a performance task.	5.194	5.207	420.50	0.670	0.065
recode 8. Rote knowledge is required to answer significant portions of the performance task.	6.161	6.586	323.50	0.054	0.280
9. Performance tasks need to contain multiple components.	5.613	7.172	223.50	< .001*	0.503
recode 10. A phenomenon can be the ""hook"" of a task, and does not need to be central to student sense-making.	3.258	2.483	596.00	0.027*	0.326
Note. Mann-Whitney U test. * indicates significant change from pre to post survey					

Results and Conclusions

Although this is a pilot study for an ongoing project, several conclusions can be drawn from the results of the data collection and analysis. It is clear that STEM professionals truly want to be involved in formal K-12 education. The STEM professionals continually made time during lunch hours, and after work to meet with the leadership team and connect with their teacher developer. Challenges remain as to how best to meaningfully involve these professionals. Nevada CONNECTS has served to introduce this population to the formal education system, and has provided some insight into the challenges educators face daily, including standards, school and district commitments, instructional materials, and teacher content knowledge to name a few. Many of the STEM professionals struggled to understand how science is taught and assessed in classrooms and why those changes were made (less content focused, more sense-making focused), and wanted to incorporate fun hands-on activities into the performance tasks that had no links to real-world phenomena or grade-level standards. This format for involving STEM professionals in the educational system has been used for years with no increase to student learning or teacher capacity.

Teachers also struggled with time commitments. With the ever-changing educational landscape this year, many teachers found themselves committing to more than they could do. The project took about 50 hours of teachers' time outside of contract hours over just about two months. Many teachers had additional coursework and projects they were involved with, and more than once teachers reached out with news about sick family members. Even with the struggles surrounding the development of the tasks, teacher developers did take away valuable knowledge surrounding current practices and strategies for assessing student learning in STEM. Teachers did significantly learn about performance tasks as measured by the survey, including what they were, what needed to be included in them to align to the standards, and shifts to align the assessment with instruction. However, when it came to developing their own performance task many struggled to find time to meet with their partnered STEM professional and collect the pertinent information to develop the actual task. Additionally, this was the first time many of the teachers had worked to develop a performance task, adding to the cognitive load required to produce a product. More time in small groups may help teachers to focus their efforts and provide time for feedback from the leadership team in real time.

A lack of communication between the teacher developers and the STEM professionals led to the biggest problems that arose. Both sides had participants who procrastinated. The leadership team provided suggested timeframes to complete the work, however often these suggestions were not headed leaving many struggling to complete work on time. This is not an uncommon problem, but still one that needs to be addressed in future work. More planned work times with the leadership team in attendance as well as the STEM professionals and partnered teacher developers could help reduce this problem, even if these times are just "office hours" or weekly check-ins.

Overall, the project's first year had both successes and challenges. Teacher developers were excited to be involved in a statewide project, even if they struggled to complete the assigned task. Many saw the value in the developed performance tasks and liked learning during the Professional Learning Sessions. The upcoming school year also will provide time for more focused work with the performance tasks for those who choose to continue working with the project. The STEM professionals enjoyed sharing their work with teachers, without the requirement of going into a school setting and teaching. This fit for STEM professionals could be an avenue to continue exploring; having them partner to share their knowledge and work with those who can translate it into classroom instruction and assessment. The leadership team is currently looking at the outcomes for both the teacher developers and STEM professionals and will be making changes based on this year of implementation.

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Figure 4: *Case Study 2- Nevada CONNECTS-Nevada Communities Offering Networking and Education: Connecting Teachers and Experts- Logic Model*

Case Study 2: Nevada CONNECTS - *Nevada Communities Offering Networking and Education: Connecting Teachers and Experts-* **Logic Model**

Situation: One essential component to improve science education in our state and impact student achievement is equitable access to high-quality, standards-aligned materials. Currently, there is a lack of already-made materials for Nevada teachers and students in our schools. Developing these resources requires opportunities for collaboration. Nevada CONNECTS provides a pathway to addressing this problem by supporting Nevada teachers in developing assessment performance tasks about a Nevada scenario with support from Nevada STEM professionals.

Inputs	Outputs		Outcomes -- Impact		
	Activities	*Participation*	*Short*	*Medium*	*Long*
• 39 teachers in K-12 grades • 39 STEM professionals from, across the state • Stipend of $1500 for each participating teacher • Professional learning for STEM professionals provided by RPDP, Nevada State Science Teachers Association (NSSTA) • 50 hours of Professional Learning for teachers provided by RPDP, NSSTA • Virtual setting (Zoom)	• Professional Learning for STEM Professionals focusing on standards, phenomena in school settings. • Professional learning for teachers on standards, phenomena, task development • Task development by teacher and STEM professional and feedback from RPDP/NSSTA trainers • Development of scenario and phenomena for 39 Nevada-centric performance tasks	• 39 teachers in k-12 grade across Nevada 50 hours of Professional Learning (synchronous) and task development (asynchronous)s • 39 STEM professionals from multiple companies across Nevada (8 hours synchronous), varied times for work with teacher partner • RPDP science trainers (from NWRPDP and SNRPDP) • NSSTA trainers	• Increased collaboration between educational communities and STEM industry professionals • Increased understanding of 3-dimensional assessment for NGSS **Measures:** • Synchronous meetings between STEM professional and partner teacher • Pre/post survey on NGSS	• Increased use of tasks in classrooms and data collection for further refinement. **Measures:** • Feedback card when task is downloaded and used	• Increased student performance based on science tests in 5th, 8th, and high school. • Increased enrollment in science courses in high school and post-secondary institutions • Increased workforce in NV STEM careers **Measures:** • Enrollment numbers for upper level science coursework • Standardized test results

Assumptions: Teachers have a basic understanding of the NGSS at their grade level, however the curriculum adopted at the state level provides limited ability to evaluate student learning aligned to the NGSS performance expectations. Participating teachers and STEM professionals value the collaboration between the groups and will ensure the time provided to work on this project is meaningful for everyone involved, resulting in a product that will be useful to teachers across the state.

External Factors: District initiatives that will impede the ability of the teachers to spend time focusing on developing their task. Workload for STEM professionals. Since all of them are volunteering their time with no compensation, their career takes a front seat.

Case Study 3: Cultivating Culturally Responsive Teaching through Multicultural Education

Introduction

As of July 1st, 2019, educators in Nevada are required to complete a course in Multicultural Education for license renewal. There is an urgent need to build the cultural competency in educators when considering the growing diversity of classrooms and the world around them and as a mending of the previous marginalization of various groups in the past. Historically, dominant classes and cultural groups have structured and administered curriculum in education resulting in a lack of representation surrounding the accomplishments and contributions of people of color, people within the LGBTQ+ community, people with disabilities, people who struggle with poverty, etc. One of the many problems that have resulted from this omission is the growing number of students within these groups that do not see themselves within the curriculum. Furthermore, all students (no matter their category) were only receiving a limited view of the world via a curriculum that only highlighted the stories of a select group of individuals. Additionally, traditional teacher education programs have failed to train their future teachers to effectively and empathetically engage students that come from a variety of backgrounds and circumstances. This speaks to the need for culturally responsive educators. As Sharroky Hollie explains, culturally responsive teaching responds to students needs by considering cultural and linguistic factors within their worlds (2018). Therefore, there has been a new focus on building cultural competency within education.

Due to the necessities set forth by our students and by the Nevada Department of Education licensure requirements, the Northwest Professional Development Program created a course titled *Multicultural Education: Culturally Responsive Teaching Across Contexts* to address these needs. The goal of this course was to build the cultural capacity of educators in Nevada by providing them strategies to respond to the variety of circumstances in which their students live while also helping them to identify and develop curriculum that better represents and connects to their students.

Instructional Context

Participants of the course included 32 educators from across Nevada. The largest faction came from Washoe County School District (31.3%), next was Clark County School District (25%), Carson County School District and Churchill County School District (15.6%), Lyon County School District (9.4%), and the remaining participants were from Douglas County School District. Of these participants, 46.9% worked at the elementary level while 46.9% worked in secondary schools. The remaining participants either worked with a mixed population or with adult learners.

Participants received three graduate credits through Southern Utah University (SUU) upon completion of the course in addition to meeting the requirement for license renewal.

Initial Data and Planning

This course was created in the spring of 2020 and launched in the Fall of 2021. Participants were recruited through use of the NWRPDP website and school district leaders were contacted by NWRPDP to notify their educators that the course was available. Participants registered for the course through NWRPDP and through SUU.

Two NWRPDP trainers participated in their own professional learning and research in multicultural education before implementing the course. Additionally, the Equity and Diversity Department for the Washoe County School District was consulted and provided guest speakers for the course.

Delivery of Services

The Fall session of *Multicultural Education: Culturally Responsive Teaching Across Contexts* began in August and ran through October. Courses were held virtually on consecutive Wednesday evenings in 2-hour blocks. Additionally, participants completed weekly reading and journal assignments in addition to responding to discussion board prompts using Canvas on SUU's website. For each virtual session, participants engaged in learning aimed at cultivating best practices for culturally diverse students. Participants also spent much of the virtual sessions engaging in activities where they were asked to reflect on their own teaching practices and situations.

Participants completed weekly reading assignments and were asked to apply what they read in reflective journal entries. They also completed field experience assignments where they were asked to assess the presence of culturally responsive material within their classrooms and curriculum and to critique ways in which they might be able to make their classroom environments more culturally responsive.

Results and Reflection

At the final class in October, participants were asked to reflect on their growth of knowledge and efficacy within culturally responsive teaching through a retrospective survey. Using a Lickert scale rating of 1 to 5, teachers assessed their knowledge and efficacy before and after the course on the following six topics: 1) privilege (by race, age, gender, ability, etc., 2) conscious and unconscious bias, 3) culturally/linguistically responsive teaching strategies, 4) assessing bias in standards and curricular materials, 4) discussion and collaboration strategies, 5) communication with students. Results indicate the average gains in the participants understanding of culturally responsive teaching topics and strategies. The results from the post-reflective assessment are displayed in Table 12. All areas show increases in the participant's knowledge after completing the course. Additionally, participants were asked about whether they planned to continue utilizing culturally responsive teaching practices going forward. Again, a Lickert scale rating of 1 to 5 was used to assess the question, *What is the likelihood that you will implement the skills and concepts learned in this training into your work with students and families?* These responses are displayed in Table 13 and results indicate that most participants are very likely to continue these practices.

Table 12: *Pre and Post Training Results (Rating Scale of 1 to 5 where 1 is No Knowledge and 5 is Extensive Knowledge).*

Question	Mean Before Training	Mean After Training	*t*-score	*p*-value
Privilege (by race, age, gender, ability, etc.)	3.16	4.47	-8.643	<.001
Conscious and unconscious bias	2.94	4.47	-9.464	<.001
Culturally/linguistically responsive teaching strategies	2.59	4.38	-8.930	<.001
Assessing bias in standards and curricular materials	2.44	4.19	-9.453	<.001
Discussion and Collaboration Strategies	2.91	4.44	-9.464	<.001
Communication with students	3.50	4.59	-6.664	<.001

Table 13: *Implementing Skills and Concepts of Culturally Responsive Teaching*

Question for Participants	**1 (Not likely)**	**2**	**3**	**4**	**5 (Very likely)**
What is the likelihood that you will implement the skills and concepts learned in this training into your work with students and families?	0%	0%	6.3%	25%	68.8%

Participants also were encouraged to provide reflective comments on their experience taking the course. Below are several of their comments in response to the following question: What did you appreciate most about this course?

- The knowledge that I learned from the course.
- I appreciated that it helped me look at myself and my practice not with an accusatory lens but with the optic that I am on the right track as long as I strive to better myself and my practice.
- It was an eye-opening experience- I have a lot of work to do and a lot of biases!
- Having conversations that took us out of our comfort zones.
- This class really opened my eyes to how I can successfully implement culturally responsive teaching in my speech groups.
- Learning about how a student's background can be a critical part of how they learn.
- The place and respect to have an uncomfortable conversation.

In addition to the retrospective survey, participants completed NWRPDP's end of training evaluation. Using a Lickert scale rating of 1 to 5, participants evaluated the characteristics of the trainings. Results indicated that the participants were positively impacted by the training and that it provided valuable learning and increased their teaching efficacy.

Table 14*: NWRPDP Training Evaluation Averages. Scale 1-5. (1= Not at all, 5= To great extent)*

Characteristics of Activity	Average Rating
1. The activity matched my needs.	4.42
2. The activity provided opportunities for interactions and reflections.	4.78
3. The presenter/facilitator's experience and expertise enhanced the quality of the activity.	4.78
4. The presenter/facilitator efficiently managed time and pacing of activities.	4.74
5. The presenter/facilitator modeled effective teaching strategies.	4.79
6. The activity added to my knowledge of standards and subject matter content.	4.37
7. The activity improved my teaching skills.	4.42
8. I will use the knowledge and skills from this activity in my classroom or professional duties.	4.47

Characteristics of Activity	Average Rating
9. The activity will help me meet the needs of diverse student populations (e.g., gifted and talented, ELL, special ed., at-risk students).	4.68

Conclusion

A nation-wide focus on culturally responsive teaching across a variety of educational contexts is needed now more than ever. The end of the 2019-2020 school year and the 2020-2021 school year have inundated our students with troubling events around the world, in our country, and even in their own communities. It is important for our students to feel seen and heard when they come into our classrooms (whether that be in-person or virtually). Teachers need to be prepared to instruct their pupils in a way that is culturally knowledgeable, relevant, and empathetic. This focus on culturally responsive teaching asks our educators to see their students as the individuals they are and to respond with strategies and practices that are best equipped to engage each particular student. *Multicultural Education: Culturally Responsive Teaching Across Contexts* was able to deliver this much needed training through the extensive research, discussion, and reflection completed by the participants. Through this work, participants were able to expand their knowledge of the needs of various student groups and also implement strategies that make their classrooms places of inclusion. This leads to students feeling they belong in the classroom while learning from each other and the diverse experiences in the room. The growth in these areas is showcased in the survey responses of participants.

Multicultural Education: Culturally Responsive Teaching Across Contexts has continued into two additional course offerings. Instructors are planning on offering three more opportunities for participants next school year.

References and Resources

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Figure 5*: Case Study 3: Cultivating Responsive Teaching through Multicultural Education Logic Model*

Case Study 3: Cultivating Responsive Teaching through Multicultural Education- Logic Model

Situation: Regional Multicultural Education Course
Course will explore the expectations of teachers in regard to state and district requirements and expectations for implementation. Course fulfills requirement for teachers who need the hours for recertification.

Inputs	Outputs		Outcomes -- Impact		
	Activities	*Participation*	*Short*	*Medium*	*Long*
• Use of Canvas on-line forum for assignments and discussion • 45 hours of instructional time Three graduate credits from SUU • *Culturally and Linguistically Responsive Teaching and Learning* by Sherroky Hollie and other readings	• Teachers discuss assigned text and respond to text in Critical Response Journals • Teachers practice culturally responsive strategies • Teachers brainstorm and have dialogue about implementation • Teachers actively listen to guest speakers and reflect on message • Teachers Assessment of Teacher Growth and Understanding	• K-12 Teachers • Social Workers • Speech Pathologists • Substitute Teachers • Three graduate credits that address state requirement	Learning • Increased Pedagogical Knowledge Emphasizing the importance of cultural and linguistic responsive pedagogy • Increased Teacher Confidence and Efficacy **Measures:** • Case Studies • Post-reflective surveys	Action • Increased use of culturally relevant communication practices • Increased Teacher Collaboration/ Development of culturally and linguistic responsive strategies **Measures:** • Coaching feedback • Case Studies	• Increased Student achievement • Increased Graduation rates • Increased Family Partnerships **Measures:** • Parent and Student Climate Data

Assumptions: Training will increase student achievement and be evident to the administration during the evaluation process. Continued funding.

External Factors: Time and student ability, Administrator expectations, State, District, and Social Site Contexts

Case Study 4: Integrating Eight Mathematical Practices through Instructional Routines

Introduction

"…having students transition from "answer-searching" to mathematical reasoning is a process and does not happen overnight (O'Conner, Dearborne, and Casa, 2021, p. 188).

The Common Core State Standards for Mathematics include both Standards for Mathematical Content and Standards for Mathematical Practice. The Standards for Mathematical Content define what students should understand and be able to do in each grade level or high-school content area in their study of mathematics. The Standards for Mathematical Practice set forth expectations for how students engage with mathematical content. Developed from National Council of Teachers of Mathematics process standards and the five strands of mathematical proficiency, the eight Standards for Mathematical Practice outline ways in which children can develop and demonstrate a deep understanding of and capacity to do mathematics (Van de Walle, Lovin, Karp, & Bay-Williams, 2014).

Instructional Context

Prior to the beginning of the 2019-2020 school year, two NWRPDP trainers worked to create mathematical professional development focused on implementing the Standards for Mathematical Practice. This professional development opportunity was offered to staff members during the 2019-2020 school year at two rural schools that the trainers had previously worked with. At the end of the training, there were major changes in teacher beliefs about math instruction. As teachers practiced the routines, classroom instruction shifted to include more student discussion of ideas and understanding of the concepts behind the problems. The students also became more independent as problem-solvers. The teachers were pleased with what students had accomplished and they were eager for more training with the math practices. The NWRPDP trainers and administrators of the two schools decided an additional year of training with a continued focus on additional math practice routines would be beneficial to the members of the original course. In addition, plans were made to re-create the original training to include all interested educators in the Northwestern region during the 2020-2021 school year.

At the beginning of the 2020-2021 school year, 13 of the 19 members of the original course returned for a second year of training on math practice routines. Eight teachers from four different school districts enrolled in the first year of the course to begin a study of the math practices.

Initial Data and Planning

Based on observational data and student test data, it was decided to continue to focus on the eight Standards for Mathematical Practice contained within the Nevada Academic Content Standards (2010) and routines for implementing them in order to create a shift in instructional practice by the teachers. The book *Routines for Reasoning: Fostering the Mathematical Practices in All*

Students (Kelemanik, Lucenta, & Creighton, 2016) continued to be an excellent resource to assist teachers with strategies and concepts for engaging all students in utilizing the practices. The focus of the both first-year and second-year training would be based on implementation of the principles and instructional routines recommended in the book.

Delivery of Services

Teachers in both cohorts were interested in taking a course that would provide them with graduate credit for the time spent in class. One NWRPDP trainer had an affiliation with Southern Utah University so a two-credit course for the second year class and a three credit course for the first year class were created, applied for, and granted from that institution.

The courses were setup with six whole group meetings to discuss the readings, to learn about and practice the routines, and to begin planning and refining the use of the routines in the classroom. In addition, there were smaller group meetings in between class meetings to collaboratively plan and revise lessons based on the core elements of the instructional routines. As a graduate level course, participants were to do required readings, participate in observations, and complete related tasks as part of the course. As an instructional tool, each student received a copy of the book *Routines for Reasoning: Fostering the Mathematical Practices in All Students* (Kelemanik, Lucenta, & Creighton, 2016). In addition, students in the first year course received a copy of *Teaching Student Centered Mathematics: Developmentally Appropriate Instruction* (Van de Walle, Lovin, Karp, & Bay-Williams, 2014).

The first three class sessions for the first-year course focused on understanding the Core elements of instructional routines (articulation of a math practice goal, individual think time, partner work, full group discussion of ideas, final math practice reflection, access through multiple modalities and multiple representations, liberal use of math practice focused prompts) and how they support the Standards for Mathematical Practice. The initial three sessions also introduced a routine called the Three Reads which focused on math practice one: Make sense of problems and persevere in solving them. The final three course sessions were focused on adding an additional routine to teachers' repertoires called Capturing Quantities which focuses on math practice two: Reason abstractly and quantitatively. Participants also had the opportunity to discuss implementation of the routines with mentors who were teachers from the second-year class. The second-year course was structured similarly with the first three class sessions focused on adding the Connecting Representations routine which focused on math practice seven: Look for and make use of structure. The final sessions focused on adding the Recognizing Repetition routine which focuses on math practice eight: Look for and express regularity in repeated reasoning.

The course was structured for participants to share their successes and collaboratively discuss their work. All participants participated in a classroom observation and follow-up coaching session around their work with the routines at the end of the first three course sessions. During the small group meetings, participants collaborated on lesson planning and making sense of the routine. To assist with common understanding of the routines, teachers volunteered to record their classrooms during March to share their collaboratively planned lessons in a lesson study

fashion where the collaborators were able to observe the lesson being implemented. Five of the eight participants in the first-year cohort completed the course. Those who dropped the course cited various reasons including heavy workload or health issues. All thirteen participants in the second–year cohort completed the course.

Results and Reflection

All of the participants who were enrolled in the Routines for Reasoning course were observed by the NWRPDP trainers as they were implementing the routines during in the fall and again in the spring. After the observations, the trainer and participant discussed elements of the routine that had been observed as well as what had gone well and if the participants felt additional support was needed. The trainers were looking for evidence of some of the key elements of the routines such as the purpose of each read during three readings of a problem as well as having a math practice goal related to the routine being implemented, individual think time, partner think time, full group discussion, and a final reflection. The teacher and trainer met after the observation to discuss what went well and what parts were challenging. One comment from a participant was that "the observations were challenging, but by the end of the class they turned out to be one of the most valuable aspects!"

At the completion of the course, all participants were given a post-reflective survey to show how they felt they had grown in seven areas related to The Nevada Academic Content Standards from the beginning of the course to the completion of the course. The areas were general knowledge of the eight standards for mathematical practice, routines as a predictable frame for engaging with mathematical content, math practice one (make sense of problems and persevere in solving them), math practice two (reason abstractly and quantitatively), math practice seven (look for and make use of structure), math practice eight (look for and express regularity in repeated reasoning), and deeper content knowledge around the standards. Teachers rated themselves on these six statements on a scale of one to five with one being poor and five being excellent. The results are shown in the table below and in the narrative following.

Table 15: *Post Reflective Survey Data*

	Before	**After**	**Increase**	***t*-score**	***p*-value**
General Knowledge of the 8 standards for mathematical practice	2.38	4.25	1.87	-9.303	< .001
Routines as a predictable frame for engaging with mathematical content	2.60	4.50	1.90	-7.250	< .001
Math Practice 1	2.38	4.63	2.25	-7.997	< .001
Math Practice 2	1.75	4.44	2.69	-15.267	< .001
Math Practice 7	1.45	3.91	2.46	-9.925	< .001
Math Practice 8	1.73	4.00	2.27	-8.480	< .001

Deep content knowledge around NVACS for math	2.93	4.27	1.34	-5.701	< .001
Teacher will use knowledge from this activity in classroom teaching		4.93			

The self-rating for "general knowledge of the eight Standards for Mathematical Practice" changed from a mean of 2.38 before the class to 4.25 after the class which was an increase of 1.87. This has a t-score of −9.303 with a corresponding p-value of < .001. The self-rating for "routines as a predictable frame for engaging with mathematical content" changed from a mean of 2.60 before the class to 4.50 after the class which was an increase of 1.90. This has a t-score of −7.250 with a corresponding p-value of < .001. The self-rating for "Math practice one--Make sense of problems and persevere in solving them" changed from a mean of 2.38 before the class to 4.63 after the class which was an increase of 2.25. This has a t-score of −7.997 with a corresponding p-value of < .001. The self-rating for "Math practice two—Reason abstractly and quantitatively changed from a mean of 1.75 before the class to 4.44 after the class which was an increase of 2.69. This has a t-score of −15.267 with a corresponding p-value of < .001. Participants in year two of the course were the only participants who rated themselves on Math practices 7 and 8, as that was the focus of the year two class. The self-rating for Math practice seven—Look for and make use of structure changed from a mean of 1.45 before the class to a mean of 3.91 which was a 2.46 increase. This has a t-score of -9.925 with a corresponding p-value of < .001. The self-rating for math practice eight- Look for and express regularity in repeated reasoning had a mean score of 1.73 before the class which changed to 4.00 after the class indicating an increase of 2.27. This has a t-score of -8.480 which has a corresponding p-value of < .001. The self-rating for "deeper content knowledge around the Nevada Academic Content Standards" changed from a mean of 2.293 before the class to 4.27 after the class which was an increase of 1.34. This has a t-score of −5.701 with a corresponding p-value of < .001. This indicates statistically significant improvements in all areas. Teachers were also surveyed regarding their likelihood of using the information from this class in their instruction with one being rarely and five being always. The mean score for this statement was 4.93.

Conclusion

The results show that participants in the Routines for Reasoning course felt that it was valuable and would continue to use the information in their instruction regularly. When questioned about their students' problem-solving abilities, teachers were unanimous in expressing the belief that their students had improved and were better prepared to solve problems as a result of implementing the routines shared in the course. One teacher shared that, "My students are at a completely different level after working through the skills I gained during my two years. They approach problems with confidence, know to read multiple times, and pull important information. We do not focus on 'key terms', but rather we think about context." Another teacher stated, "This class has allowed my students the ability to really think through a math problem in ways they were not able to do before. It has allowed them to understand and make connections within numbers beyond the surface. We have really been able to make

connections and build number sense and realize the ways in which we can apply problem solving strategies in many different situations." In addition, many teachers felt that students had gained both confidence in their own abilities and had become more independent with comments such as, "My students have gained a lot of confidence which positively impacts their learning. They will work hard to sort through the steps and challenges without 'shutting down'. Their math vocabulary and ability to describe their thinking has also improved and I see the impact in other subjects as well." Another commented, "Students have responded so well to the routines and structure. They are more engaged, with less wasted instructional time—they know what to do and they get started on each task so much more efficiently! The meaningful discourse about their own mathematical thinking is through the roof!"

One participant recently described how her own math anxiety has decreased as a result of this course. She went on to explain that she had previously had encountered a complex problem involving fractions during a professional learning class prior to the start of this class. At that time, she became anxious and wanted to avoid working on the problem. She encountered the same problem again in one of our Routines for Reasoning class sessions near the end of the second year. She stated that this time she felt much more comfortable and was willing to begin working with the numbers in the situation using the strategies she had learned in this course.

In addition to increasing students' problem-solving abilities, the NWRPDP trainers observed changes in instructional practice and beliefs about math teaching. This idea was central in many of the comments on the post-reflective survey. One participant stated, "This class has helped so much! It has completely changed my teaching which has, in turn, changed my students' problem-solving abilities. Their conceptual understanding is so much greater than it was before." Another observed, "The class has improved my understanding of the practices and how to foster these skills for students. Developing the math practices are as important, if not more important, than the computational skills most teachers and parents focus on in math instruction and mastery of math."

The National Council of Teachers of Mathematics (2014) has developed a set of Effective Mathematics Teaching Practices which are described in *Principles to Actions: Ensuring Mathematical Success for All.* These practices describe teaching behaviors which promote deep learning of mathematics (p. 9). Although teachers in the course were not directly taught about these practices, they immediately recognized that implementation of the routines in the course incorporated many of the effective teaching practices when asked about the regular use of them. One teacher shared, "I hadn't heard of these practices before now! But, in reading through them, I see that, because of this class, my teaching actually encompasses most of these practices now." Another stated, "This class has helped me really look at math discourse and the quality of the math problems I am using in my classrooms." Another commented that, "These routines have helped me really engage students to make connections among mathematical representations. The emphasis on providing opportunities for productive struggle is also an area that has been very impactful."

Participants in the course were excited about changes they had observed in student behavior during assessments. As one participant noted, "The Math Practices have given the students the

ability…to solve word problems with confidence. They are willing to take on challenges with word problems. Their effort has definitely improved their overall scores on various assessments." Another stated, "So amazing! I had my students using the strategies on MAP, SBAC…they really internalized the routines." During the final class session, several of the class members stayed after the end of class to share their excitement regarding their students' growth on MAP testing. They recounted numerous stories where some students had made huge gains or had scored well above average, and how, in general all students had made great growth.

Participants in the course recognized that they had made important changes in their classrooms, that students were persevering while problem solving, and were enjoying the complexities of doing mathematics. For many of the teachers, this course shifted their focus to including the math practices as an important component of quality math instruction. As stated above, the average participant rating of the likelihood of using these strategies now and in the future was a 4.93 on a scale of one to five. After the final class some of the participants wanted and third year continuation of the course and were offering assistance with future trainings. They were so excited about changes in their students' willingness to tackle challenging math problems and in their own professional growth that they didn't want to stop learning. Finding ways to harness that energy and expand to include more education professionals in the region should be a future goal for the Routines for Reasoning courses.

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Figure 6: *Case Study 4: Integrating Eight Mathematical Practices through Instructional Routines Logic Model*

Case Study 4: Integrating Eight Mathematical Practices through Instructional Routines--Logic Model

Situation: Teachers from multiple school districts participated in a course designed to integrate the eight mathematical practices into their classrooms through instructional routines

Inputs	Outputs		Outcomes -- Impact		
	Activities	Participation	Short	Medium	Long
RPDP Trainers Students Curriculum Administrative Expectations Budget Instructional Videos Resources --Professional Books --Standards Documents --Manipulatives	Five or six virtual trainings utilizing Routines for Reasoning 15 hours collaborative planning times focusing on implementation of Routines for Reasoning Virtual Observation and feedback and/or coaching Presentation of work to colleagues	Elementary teachers from four school districts.	Increased familiarity of Nevada Academic Content Standards in Mathematics Implementation of instructional routines designed to develop student use of the math practices Increased student use of mathematical practices **Measures:** Coaching feedback Post-reflective Survey	Enhanced teacher efficacy in teaching elementary mathematics Increased use of best practice pedagogy Increased student self-reflection enjoyment of math **Measures:** Coaching feedback Post-reflective survey	Increased student achievement Increased passing rates in secondary math Increased graduation rates **Measures:** Existing district/school data

Assumptions: Teacher training will lead to increased teacher efficacy.

External Factors: Individual teacher differences, competing initiatives, Covid-19 impacts

Case Study 5: Early Literacy Cadre – Year 1

Introduction

Author and educator Jennifer Saravallo sums up the goal of the The Early Literacy Cadre when she says, "We must meet children where they are, we must understand them well to teach them, and we must offer them the right amounts of supports and challenges to grow." (2015). This multi-year course aims to help teachers develop their expertise in high quality teacher practices and individualized responsive teaching of early learners. The underpinnings of the design utilize the continuous improvement model of professional learning by offering a multi-year opportunity for teachers to deeply engage in a variety of aspects of early literacy instruction. This case study highlights the learning of participants in the Early Literacy Cadre (year one). This course is intended to be an overview of the high-quality teaching practices that comprise the elementary school literacy block. Twenty-eight primary grade teachers across three districts in the Northwest Nevada region enrolled in the year one Early Literacy Cadre. In August, the trainer conducted a needs assessment to assess prior knowledge and determine the scope and sequence for the course that matched the needs of the participants. The needs and learning goals of the participants varied between reading strategies, writing support, comprehension, and phonics but they all fit well into the original course objectives, scope and sequence.

Instructional Context

Early Literacy Cadre I is a one credit course that meets monthly after school for two hours. It is offered to educators in grades K-4 across the Northwest Nevada region. This region includes six counties and six school districts: Washoe, Carson, Lyon, Douglas, Storey and Churchill. Participants enrolled in this year's cohort have a range of experience from 2 years to 24 years in the profession with the majority having taught more than 10 years (See Table 16).

Table 16: *Participants by Grade Level*

Grade Level	Number of Teachers	Average Years of Experience
Kindergarten	7	12
1st	8	13
2nd	3	16
3rd	1	4
4th	2	
Specialist (EL, Sped, LS)	7	10

Initial Data and Planning

Teaching students in the early grades requires different techniques, assessments, and supports than teaching upper grade students. Initially, I was surprised by the number of participants that had over 10 years of experience but had signed up for this year one class. Initial surveys revealed that many teachers were switching from a higher-grade level and wanted a "refresher" course on the demands of early literacy learners. Others were in districts that had recently adopted a new English Language Arts curriculum and they wanted to meet and discuss with other teachers how to best utilize the materials with their students. Some were interested in learning more about a particular literacy area such as phonics or guided reading, and a few were looking for tips to provide quality literacy instruction in the COVID era. The variety of interests and goals challenged the trainer to design the class with both opportunities for instruction as well as time for discussion in grade level, like-district, or vertical groups. The funding provided by the Northwest Regional Professional Development Program allowed for each teacher to receive a book to study throughout the class, Literacy Essentials by Regie Routman. The book and course were divided into three main sections: Engagement – Building relationships and classroom environment, Excellence: High quality assessment and teaching practices, and Equity: Intentionally creating opportunities for all students to succeed. Undergirding the three main sections were the six fundamental reading skills as defined in NRS391.A – 1) Phonemic Awareness 2) Phonics 3) Vocabulary 4) Fluency 5) Comprehension and 6) Motivation. Participants were asked to choose three "focus" students that they would consistently observe whenever they were trying any of the teaching strategies covered in the course. There also was an option to meet one on one with the trainer to address any additional questions, plan, assess, or co-teach utilizing the strategies taught in any of the sessions. The overview of high-quality teaching practices was grounded in the Gradual Release of Instruction model, in which teachers intentionally and strategically plan differentiated support for students with the goal of them becoming self-directed learners and fluent readers with deep comprehension.

Delivery of Services

The course began in September and the main objective for the first learning session was to build relationships among the participants, modeling the classroom community relationship building that is crucial to a successful elementary school classroom. The trainer presented some easy to implement phonics activities using student names as an equitable and motivating starting place for phonics development. The participants and the trainer worked together to learn to navigate the "new normal" of Zoom meetings and Hyperdocs that would be used to transform the in-person class to virtual.

The October session focused on creating the classroom environment. This included the physical setup to allow for multiple modes of learning such as whole group, small group, and independent work. It also addressed the importance of setting up routines so that students, especially in kindergarten – sometimes the first experience with formal school, are supported until they are gradually able to participate in the routines with increasing independence. This class also provided ideas for high quality independent work activities so that students use their time wisely even when they are not working directly with the teacher. Student independence and agency are pivotal to the function of the rest of the literacy block, so the trainer intentionally placed this session at the start of the course.

In November, the session covered a whole group teaching practice, Interactive Read Aloud. During read aloud time, the teacher takes responsibility for the decoding and fluency demands of the text so that students can fully devote their energy to comprehension and discussion. This practice allows for all members of the class to participate in higher order thinking skills and discussion regardless of his or her individual reading ability. Read aloud time provides access to grade level text to all students. In this session participants looked closely at the 10 characteristics of text that educators need to consider when planning a read aloud. They also discussed the importance of volume of text, variety of genre and diverse representation in the literature that is chosen to be read aloud. A Video example of a 1st grade read aloud was watched, analyzed, and discussed.

The Cadre paused for winter break and resumed in January with a session on the instructional practice of Shared Reading. In this practice the teacher and students share responsibility for reading the text, allowing for discussions that focus on comprehension and analysis of writer's craft as well as a focus on aspects of the actual print in the text.

During sessions 5 and 6 in February and March, Cadre participants studied the instructional practice of Guided Reading, a responsive, small group technique that individualizes reading support for 4 – 6 students at a time. Participants studied early literacy development, how to scaffold instruction while promoting independence and how to assess the growth of each student's individual reading ability. The trainer presented a variety of assessments to assist in planning for next steps as well as to identify student strengths.

The April and May class sessions focused on early writing. Participants examined the developmental continuum as well as the development of teaching pedagogy around writing over time. The trainer presented a variety of teaching techniques that can be used depending on student need and the educator's purpose. The educators evaluated writing samples to look for student strengths and to consider needs that will help them plan future writing mini lessons. Additionally, participants met in small groups by county to explore the writing curriculum adopted by their district and work together to reconcile the high-quality teaching practices presented in this session to their day to day lessons.

Results and Reflection

At the final session in May, participants completed a retrospective survey using a Likert scale rating of 1 to 5 on several indicators of their knowledge of early literacy instructional practices with 1 being "not at all," 3 being "somewhat," and 5 "very." Group scores for each indicator were averaged for pre- and post-implementation with the gain shown in the fourth column. Results shown below in Table 17 indicate gains in the group's overall understanding of the literacy instructional practices presented in the course.

Table 17: *Retrospective Survey Results*

Statement	How knowledgeable were you about this instructional practice before participating in Cadre? *(mean before)*	How knowledgeable would you say you are on each of the following now? *(mean after)*	*t*-score	*p* value
Creating a learning environment and independent work time activities	**3.53**	**4.29**	**-3.792**	**< .01**
Planning and implementing Interactive Read Aloud	**3.53**	**4.29**	**-3.49**	**< .01**
Planning and implementing Shared Reading	**3.41**	**4.24**	**-4.197**	**< .01**
Planning and implementing Guided Reading	**3.59**	**4.41**	**-3.57**	**< .01**
Early writing teaching methods	**3.35**	**4.18**	**-3.347**	**< .01**

n = 17

Teachers also were asked to reflect in writing on their overall experience with the course. Bulleted below are some of the comments gathered in response to the following question: What was the most useful session and/or resource of the Early Literacy Cadre and why?

- the Hyperdocs
- Examples and videos
- I loved all of the information we were given throughout the course!
- Writing rubrics!!
- The book was a great resource, lots of information. Amy also shared many very valuable resources.
- Just having Amy as a resource and the book, "Literacy Essentials" is a great tool for future use.
- I loved the videos...
- Everything in the guided reading section was so helpful! I need new ideas and more tools in my toolbox when it comes to helping kids learn how to read.

Teachers also reflected about their challenges with implementation. The most noted challenges were ensuring that the high-quality literacy practices fit into the particular curriculum adopted by the district and time allocated for instruction. Many teachers throughout the course expressed concern or frustration about the ability to spend enough time with individual students or small

groups with all the daily stresses and requirements placed upon teachers. Many also expressed that COVID precautions and exclusions exacerbated the problem further. However, despite the challenges of both COVID and everyday teaching duties, the participants found the course helpful overall. Below is some evidence of reflection and observation of the focus students teachers chose to observe closely throughout the course.

- One of my students predicted how the characters were going to solve the problem.
- One student connected the sound "ar" from park to decode market.
- Based on what was read, they could state the purpose for which the author wrote the text
- Students were using the pictures to make/confirm predictions
- One student made a self-correction
- Students could solve CVC words and blend, they identified beginning sounds

Conclusion

Early literacy is a complex and challenging topic. Educators often begin their careers without the proper training or materials to successfully guide all students through the developmental continuum to become fluent, independent readers. The Early Literacy Cadre provides support for new and experienced teachers to refine their practice and hone their observation abilities to skillfully determine the needs of the students in their classes and guide students toward proficiency, providing and removing supports along the way. As Regie Routman (2014) wrote, "Responsive teaching and assessing means we are always teaching understanding, continuously checking for understanding and adjusting instruction as needed." This work is no easy task. The Cadre provides a place to learn, review, and discuss how to be a responsive teacher in a safe environment with other teachers of the early grades. So often these teachers must "adapt" professional development from school wide initiatives to meet the needs of early learners. However, in the Cadre, the focus is on the early grades. There is opportunity to discuss the curriculum and skills needed to teach these young learners without having to "reinvent the wheel." As such, the Early Literacy Cadre serves as a positive environment to take risks and endeavor to improve the literacy outcomes of our youngest learners. Cadre year II will dig deeper into assessment and responsive teaching. Participants will choose an instructional practice on which they would like to concentrate. The educator and the trainer will plan and co-teach lessons to students together throughout the year. During class sessions they will discuss the observations and reflections from these co-teaching sessions and set goals for further improvement. Year II takes the overview of the instructional practices and applies it to practical, everyday teaching. This will encourage educators to learn more about all aspects of the instructional practice and refine their teaching over time. The eventual goal is to improve student outcomes by supporting teachers in the difficult but rewarding work of teaching young children.

Resources:

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Figure 7: *Case Study 5: Early Literacy Cadre- Year 1 Logic Model*

Case Study 5: Early Literacy Cadre- Year 1

Situation: Regional Early Literacy Cadre Course

Course will explore Nevada Academic Standards for Literacy in Grades PreK- 2. Participants will learn and implement best practices in literacy instruction based on the Nevada Early Literacy Intervention Program (NELIP) methods as outlined in NRS391A.120. The course will be divided into three main sections: Engagement – Building relationships and classroom environment, Excellence: High quality assessment and teaching practices, and Equity: Intentionally creating opportunities for all students to succeed. Participants will learn methods to teach fundamental reading skills including 1) Phonemic Awareness 2) Phonics 3) Vocabulary 4) Fluency 5) Comprehension and 6) Motivation.

Inputs	Outputs		Outcomes -- Impact		
	Activities	*Participation*	*Short*	*Medium*	*Long*
• NWRPDP Facilitator • 16 hours of instructional time via Zoom One graduate credit from SUU or 1 inservice credit • *Literacy Essentials: Engagement, Excellence, and Equity for All Learners* by Regie Routman and other readings • Budget • Instructional Videos	• Teachers discuss and reflect upon assigned text • Teachers observe and implement high quality literacy instructional strategies • Teachers brainstorm and have dialogue about implementation • Teachers connect learning to NVAC standards • Teachers use assessment to monitor student progress on 3 focus students	• K-4 Classroom Teachers • K-5 Special Education Teachers • K-5 EL Teachers • Literacy Specialists	**Learning** • Increased pedagogical knowledge emphasizing the importance of high-quality texts and instructional practices • Increased teacher confidence and efficacy • Graduate or in-service credit that allows for salary advancement **Measures:** • Post-reflective measure • Observation and discussion	**Action** • Increased use of high-quality literacy instructional practices • Increased Teacher Collaboration • Increased focus on incremental student progress using formal and informal assessment measures **Measures**: • Coaching Assessment • Post-reflective measures	• Increased Student achievement • Improvement of data pertaining to NV Kids Read • Increased Graduation rates **Measures:** • MAP Tests • Proficiency Exams

Assumptions: Training will increase student achievement and be evident to the administration during the evaluation process. Continued Funding. Participants will be engaged and reflective

External Factors State, District, and Social Site: Time in school day. Range of student needs and abilities. Administrator Expectations. State, District, and social site contexts. COVID-19 Pandemic.

Case Study 6: Family Communication through Google Classroom

Introduction

When schools across the nation, including Nevada, shut down in March of 2020, many teachers, parents, and students were immediately put into the widely uncharted educational territory of full-time distance learning. Many educational stakeholders were left to just make it by, and consequently student learning was heavily affected. One of the biggest issues for Storey County School District was that there was a widespread lack of understanding of what was expected from students, caregivers, and educators, and how caregivers could support their student learners at home. There also was a lack of experience for teachers in regular communication with parents, especially with assignments, in methods not strictly in-person. Consequently, teachers began to use various methods of communication of expectations and assignments with parents and caregivers, including digital communication platforms such as Bloomz, email, Google Classroom, ClassDojo, and social networking sites. While this worked on an individual basis for teachers, parents with students in multiple classrooms and grades were then required to navigate through various methods of understanding assignments, and receiving messages from teachers.

One strategy of increasing caregiver efficacy of parental communication during distance learning, is to make understanding expectations less complicated. To do that, it was determined that all elementary teachers in Storey County would use Google Classroom, as it was already being used at the both the Middle School and the High School, and would continue to be the main form of communication for students and parents/caregivers, when students were not in class. The selection of Google Classroom for teachers, was based on the understanding that it would be beneficial with the school's shifting educational delivery due to the pandemic.

Instructional Context

Storey is a small rural county in Northern Nevada. There are four schools: two PK-5, one 6-8, and one 9-12. The overall student population of Storey County Schools is 430, with 120 at the high school, 124 at the middle school, and 186 total preK-5 elementary students. To meet Covid safety protocols, the MS and HS started out with 2 days at school and 3 days home, and later increased student attendance at school to four days with one day at home. There also was an option at both schools to offer a digital online program for families that chose to utilize full online learning, with no student in-class days. Both elementary schools started out and finished the year with the delivery model of four days at school and Fridays at home. Additionally, an online only option, which combined students from both elementary schools, in two grade level groups K/1/2 or 3/4/5, was provided to families who chose to keep students at home. This professional development study focuses on teachers in grades 1-5, in one of the district's two elementary schools, as well as the two online only teachers. The breakdown of student and teacher numbers by grade are shown in Table 18.

Table 18*: Number of Teachers and Students per Grade Level*

Table 1: Teachers and Student Numbers by Grade Level Grades	Teachers	Students
K	1	17
1	1	14
2	1	16
K/1/2 Distance	1	5/4/8
3	1	19
4	1	15
5	1	27
3/4/5 Distance	1	6/8/6
TOTAL	**8**	**154**

Initial Data and Planning

With the unknown direction that the Covid-19 pandemic would drive schools throughout the 2020-2021 school year, it was necessary to plan for a variety of situations and solutions to address challenges. After the immediate shutdown of schools in March of 2020, it was clear that our schools would need to have a plan in place for ongoing communication with parents. At the elementary level in Storey County, the schools began the year with students - following all safety protocols – while attending in-person classes Monday through Thursday with distance learning on Fridays. In order to avoid the confusion that resulted from the school shutdown in March, teachers needed to be ready with a plan of communication if and when it was needed. Because all students have a Chromebook for personal use, it was decided that teachers would utilize Google Classroom as a format for posting assignments and communicating with parents and caregivers. It also was determined that having one digital platform would be most beneficial for parent and caregivers, so all teachers were asked to use the same format and would be trained in the use of Google Classroom.

Delivery of Services

In early Fall 2020, all teachers attended two Google Classroom (GC) workshops focused on the built-in tools designed for communication with parents and students. These trainings were conducted virtually, so that teachers could be connected with their Google Classrooms and working in real-time. Additional support was given to teachers, individually, on an as-needed

basis, during the initial set-up of classes and throughout the school year. This additional support was done both in-person and virtually with teachers.

All teachers were asked to rate on a Likert scale of 1-5 their own beliefs about parent communication through GC, by completing a pre-use survey as well as a post use survey, following the end of the third quarter of the school year. (see Table 2).

Teachers also were asked to reflect on and rate on a scale of 1-3, their value perception of the level of parent communication that was enhanced, their own beliefs about using Google Classroom as a resource for communication, and whether they feel that continued use will be beneficial in the future. (see Table3).

Additionally, teachers were asked to comment on their perceptions, take-aways, or anything else they would like to share about the school-wide use of Google Classroom as a parent communication tool.

Results and Reflection

The results from the teachers' pre and post reflective surveys (see Table 19) indicate that, while there was an overall increase in the efficacy of using Google Classroom (GC) as a tool for parent communications, those results were minimal. The highest area of growth was in teacher self-perception of how to specifically use GC as a communication tool with parents and caregivers. Teacher perceptions of the value in GC as a tool to support and increase parent support and communication showed growth, but at a lesser degree.

Table 19: *Teacher Pre and Post Reflective Use of Google Classroom as a Parent Communication Tool Survey (Scale 1-5)*

Rating	Pre	Post	Change
I know how to effectively use Google Classroom as a communication tool for distance learning	1.05	3.34	+2.29
I believe that all teachers using Google Classroom as a digital communication tool will act as a support for parents.	2.37	3.42	+1.05
I believe that by using Google Classroom, and providing an easily accessed tool for communication, parents will be more involved with their children's distance learning than they were at the end of last year.	2.37	3.42	+1.05

Table 19 shows that the teachers' perceptions of the benefits of all teachers at the school using Google Classroom as a common platform for parent communication were mixed. Of the eight teachers, one-half believed that using Google Classroom allowed them to communicate better than during the school shut-down at the end of last year. Less than one-half believed that GC enhanced their normal communication. And less than one-half plan on using it in the future. It also is notable that fewer than one-half of teachers regularly posted student assignments in Google Classroom.

Table 20*: End of Third-Quarter Teacher Reflection of the Value in Using Google Classroom as a Tool for Parent/Caregiver Communication (Numbers listed reflect the number of teachers who agreed, disagreed, or were unsure/or neutral).*

Reflection Topic	1 Disagree	2 Neutral	3 Agree
With the use of Google Classroom, I had better parent communication this school year than at the end of last school year.	25%	25%	50%
With the use of Google Classroom, I had better parent communication this school year than during a non-distance learning school year.	25%	38%	38%
Google Classroom was a useful resource for basic parent communication.	25%	38%	38%
I regularly posted student assignments into Google Classroom for parents to know what was expected.	50%	12%	38%
I plan on continuing the use of Google Classroom under future 'regular' classroom teaching and learning situations.	38%	25%	38%

Teacher Comments

"I found that parents of my students liked knowing that they could check Google Classroom daily, for communication from me."

"For much of the year, parents didn't respond to my posts."

"I regularly posted assignments in Google Classroom, so parents were used to checking it."

“I found that on Fridays and days that students were home quarantining, I had better response from parents.”

“My parents regularly checked the Classroom stream, and responded to my posts.”

“I ended up using both Google Classroom and my normal platform for parent communication. I think my regular program is a better fit for me and parents.”

“Some parents had technology issues with having to be a part of Google and the school, that made them not want to communicate through Google Classroom.”

“Google Classroom helped me give overall comments and information to parents, but on an individual basis, it did not help me communicate information about specific students to their parents.”

“I found that using email was a faster and more user-friendly method for communicating with parents.”

“I didn’t use Google Classroom for assignments, so parents had no reason to check it.”

“I wasn’t excited enough about using Google Classroom, to share my motivation with parents.”

“Even though I put all assignments into Google Classroom, not all parents checked regularly. Sadly, those that didn’t check were the ones that I wanted to be checking. Consequently, I found the need to use email, as Google Classroom does not save the direct emails sent through it.”

Conclusion

The hypothesis of this case study was: If teachers use the same digital platform to convey expectations and assignments, communication with parents and caregivers will be enhanced. This would result in less confusion for parents as to how to help their children, and thus create better learning opportunities for students. Additionally, with parents and caregivers expecting assignments and teacher communication in one place, they would check their child’s progress more often, which would allow teachers to discuss that progress in real time, even though the learning is at a distance.

In order to test this hypothesis, I provided professional development to teachers, in the form of expanding their initial knowledge base for using Google Classroom. It also was necessary to provide ongoing support and training for teachers, as questions and issues arose, throughout the year.

It should be noted that when this plan was initially formalized, there was a high expectation that the school would be closed due to the pandemic, and all students would be taking home their Chromebooks. Due to the young ages of the students, it was unclear that if Chromebooks were taken home on Fridays for distance learning that they would all be returned to school on Mondays for classroom use. Thus, Chromebooks were kept at school. In addition, many parents and caregivers lacked the ability to access their child’s Google Classroom due to school

technology protocols and allowances. Because Chromebooks did not go home, Friday distance work was given in the form of enrichment activities that likely contributed, at least in part, to current mixed findings.

Teacher comments also were mixed and, though there is a positive aspect, they raise questions such as: *Would teacher efficacy of the use of Google Classroom have been different if assignments and results had been posted and could have been shared with parents?* and *Would teachers be more open to using Google Classroom for communication if learning and changing was not coupled with all the changes from the pandemic?* This supports the need to provide additional professional development opportunities for teachers' use to enhance parental and caregiver communication during distance learning. Additionally, these professional development opportunities would be enhanced with the inclusion of strategies, such as posting assignments and instructions more often, to further invite parents to check their child's Google Classroom more often and foster increased communication.

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Case Study 6: Parent Communication Through Google Classroom - Logic Model

Situation: When schools shut down March of 2020, many teachers, parents, and students were immediately put into the widely uncharted educational territory of full-time distance learning. Many educational stakeholders were left to just make it by, and consequently student learning was heavily affected. One of the biggest issues was that there was a widespread lack of understanding of what was expected from students, caregivers, and educators. One method of increasing parental communication of student learning is through the use of Google Classroom, with the built-in abilities of presenting student tasks while clarifying expectations and using one digital platform.

Inputs	Outputs		Outcomes -- Impact		
	Activities	*Participation*	*Short*	*Medium*	*Long*
Use of Google Classroom Use of email RPDP Facilitator 8 Teachers total, at 1 Elementary School in Storey County Parents and guardians	Pre and post teacher survey regarding the efficacy of increased parental involvement during distance learning. Two workshops on the use of Google Classroom, with the focus on increasing parental communication of student progress and expectations Individual training, as needed, for further support of the use of Google Classroom.	<u>Teachers:</u> 1-Kindergarten 1-1st Grade 1-2nd Grade 1-3rd Grade 1-4th Grade 1-5th Grade 1-K/1/2 Distance 1-3/4/5 Distance	Teachers increase knowledge of the use of Google Classroom for increased parental and caregiver support and involvement during distance learning. **Measures**: Post-reflective surveys for teachers and parents/caregivers	Increased teacher efficacy in the use of Google Classroom to connect and communicate with parents and caregivers, during regular school learning. Increased teacher efficacy in the use of Google Classroom to connect and communicate with students, in and out of the classroom **Measures**: Post-reflective surveys for teachers, parents/caregivers, and students	Increased and ongoing teacher use of Google Classroom as a support and involvement tool for parents and caregivers. Increased and ongoing teacher use of Google Classroom as a support and involvement tool for students. **Measures:** Post-reflective surveys for teachers, parents/caregivers, and students

Assumptions: Positive attitudes and beliefs about Professional Practice. Changes in teachers' pedagogy leads to increased parental communication. Parents are willing and on-board with digital communication.

External Factors: Current hybrid model of education at the school is subject to change at any moment. Teachers must have the google classroom and parental training/support in place rather quickly, in case of school shutdown. Teacher efficacy in the practice. Fatigue in having another task to do with students, while already having to have changed nearly all aspects of the regular classroom atmosphere, due to Covid19 and needed health protocols.

Figure 8: *Case Study 6: Parent Communication through Google Classroom Logic Model*

Case Study 7: Building Skills for K-12 Technology Integration

Introduction

The Covid-19 pandemic increased the need not only for technology access, but for meaningful technology integration into instruction. The term digital divide was introduced in the mid-1990s to describe gaps in access to and knowledge of technological tools and resources (Ghobadi & Ghobadi, 2013). Student access to computing devices was a necessity when schools closed to bridge the digital divide. Secondary impacts of the digital divide faced by educators was students' and families' limited information and experience with education-based technologies (Ghobadi & Ghobadi, 2013; Yu, Ndumu, Mon, & Fan, 2018) necessary for continuation of education once schools closed.

Educational technologies are not new. However, they are frequently updated, modified, or developed. Many school districts in Nevada have embraced educational technology and provided devices and platforms to teachers, students, and parents. However, prior to the Covid-19 school closures, it was frequently used as an instructional enhancement. School closures in the spring of 2020 forced teachers and students to shift teaching and learning to a technology-focused instructional system. The start of the 2020-2021 school year included different education delivery, including hybrid, online, and blended learning, adding to the importance of purposeful educational technology use for learning.

Instructional Context

The Covid-19 pandemic altered the design and delivery of professional learning opportunities for Nevada educators. This course was a hybrid course including both synchronous and asynchronous learning. Synchronous were delivered via Google Meet, a videoconferencing platform supported by Google. Although not ideal in technology-focused professional learning, it opened up the opportunity to offer the course to teachers outside of the Northwest region.

Google for EDU (education) tools were the focus of this course. A majority of the school districts in Nevada use Google for EDU tools. Training focused on this platform not only ensured teachers would have access, but also allowed teachers to build their own instructional toolbox with district-supported resources. The artifacts provided an opportunity to create instructional materials that were used specifically for professional purposes, whether it was a learning guide for students, parent contact forms, or sites for expected student behaviors. A secondary benefit of this course was that participants finished with the skills and competencies necessary to pass the level 1 Google Certified Educator exam. While this was a requirement of the participants, it was highly encouraged.

This thirteen-week course included 26 teachers, including elementary, middle, and high school teachers. One administrator and two instructional coaches also participated. Five school districts were represented.

Tables 21 below shows training participants by county and grade level.

Table 21: *Training Participants by County*

County	K-5 Teachers	6-8 Teachers	9-12 Teachers	Admin	Other (TOSA)	TOTAL (District)
Carson	1	1	1	1	0	**4**
Churchill	2	3	0	0	1	**6**
Lyon	7	0	4	0	1	**12**
Washoe	1	2	1	0	0	**5**
Elko	2	0	1	0	0	**3**
TOTAL (Grade Band)	**13**	**6**	**7**	**1**	**2**	

Equity in educational technology access is more important now than ever as many students are now attending class and learning outside the four walls of a classroom. Awareness of district demographics brings a heightened awareness of student populations within each district.

Table 22 shows the demographic information for each county in which participants taught. (Nevada Report Card, 2020)

Table 22: *Demographic Data for Participating Counties*

County	Total Enrollment	Ethnicities other than White	Individualized Education Plans	English Language Learners	Free and Reduced Lunch
Carson	7849	52.96%	14.59%	12.6%	63.27%
Churchill	3361	40.43%	16.48%	6.81%	57.42%
Lyon	9034	37.85%	13.65%	6.25%	42.22%
Washoe	64,359	56.4%	14.1%	14.91%	51.22%
Elko	10,206	41.61%	12.83%	9.96%	44.55%

Initial Data and Planning

Technology focused professional development can be challenging because there are often mixed experiences with technology tools. These experiences can influence teachers' attitude, motivation, and participation. This was a voluntary course, which meant that all teachers were self-motivated to improve their technology competencies. However, the level of expertise ranged from beginner to highly fluent.

A calendar was created to pace the completion of the asynchronous modules. Some participants were able to move faster based on their comfort-level. Synchronous lessons were scheduled each

week. Given the mixed abilities and comfort levels of the participants, a strategic plan was established to address questions and provide support without slowing the progress of those who were comfortable moving forward. Adding a support time before and after the synchronous training provided an unplanned benefit. Each school district has different contractual requirements and cleaning processes that affected classroom access. Some schools allow teachers to stay after contract time, while others require schools to be empty by a certain time for cleaning. Adding in the support time before synchronous learning gave participants time to leave school and get to a suitable location to attend the course. These individuals could then participate in the support time after the synchronous lesson.

All participants completed a post-reflective evaluation survey at the conclusion of the course.

Delivery of Services

Synchronous classes met each week through a virtual face-to-face meeting using Google Meet, which included 1 hour of instruction buffered by 30 minutes of support and question/answer sessions before and after instruction time to accommodate different contract obligations in the various counties. Participants completed weekly asynchronous training modules focused on specific Google for EDU tools and resources. Each weekly synchronous session had a target topic, which included introduction to new content in learning modules or extending on information already learned in the modules. Participants completed weekly job-specific artifacts to apply what was learned in an authentic manner.

To meet the needs of all learners, two 30-minute question and answer sessions were held each week before and after the one-hour whole group training. This level of differentiation in the course provided opportunity for those who were more fluent in the concepts to focus on individual work during the question-and-answer sessions. Participants who wanted additional support or review were able to join before and after the one-hour training.

This professional development course had three components: technology skills, integration, and pedagogy. Technology skills incorporated specific steps to use the various Google for EDU applications, including Google Drive, Calendar, Gmail, and others. Proficiency in applying each skill was demonstrated through teacher-created artifacts. Integrating the technology skills into professional work and content was a focus mid-way through the course. Participants were encouraged to apply their skills and use multiple tools together for one artifact. For example, some teachers created a Google Form to administer an assessment, transferred the assessment data to a Google Sheet, and used analytic tools in Sheets to create graphs and charts to analyze the data.

Results and Reflection

All participants also were asked to complete a post-reflective survey at the conclusion of the training. The rating scale ranged from 1 (poor) to 5 (excellent). Due to school closures related to Covid-19, the post-reflective survey was completed electronically. One participant was not able to complete the post-reflective survey due to Covid-19 symptoms. Table X shows the results from the survey. Results reveal that significant gains occurred as a result of this course in participant knowledge, comfort, and implementation of technology for instruction.

Table 23*: Teacher Post-Reflective Mean Results*

Question	**Before attending**	**After attending**	**Difference**	**t-score**	**Significance (*p*-value)**
Knowledge of Integration of Technology Tools into Instruction	2.36	4.11	1.75	-10.967	<.001
Educational Technology Applications – Ease of Use for Integrating into Instruction	2.32	4.18	1.86	-16.630	<.001
Quality use of Technology Tools (Integration, collaboration, student engagement)	2.25	4.14	1.89	-12.744	<.001
Comfort Level of Using Technology Tools for Instruction for Distance or Hybrid Learning	2.32	4.11	1.79	-12.010	<.001
Incorporating Technology Tools into Meaningful Learning Experiences	2.25	4.25	2.00	-12.296	<.001

*All questions show significant growth at the *p*=<.001 value.

Participants also were asked to rate themselves on the implementation of course information and application to their job. Teachers ranked themselves on a scale ranging from 1 (very unlikely) to 5 (very likely). The results shown in Table 24 indicate a high probability of implementation and professional application.

Table 24: Instructional and Professional Application

What is the likelihood that you will implement the skills and concepts learned in this training into your classroom instruction?	4.82
To what extent to you feel this course is applicable to your job?	4.57

Conclusion

Educational technology is not new. It has been a topic in education for more than 30 years. However, the ways in which teachers integrate technology use into instruction in meaningful and purposeful activities has shifted over time. There is now a pedagogical shift in instruction design that teachers must embrace to prepare students for future learning as more post-secondary institutions use technology tools for instruction.

The Covid-19 pandemic accelerated these trends. The importance of educational technology is now more important and more used than ever before. While most schools will soon transition back to in-person education, there will forever be a need for educational technology in education. The educators who participated in this course not only learned strategic technology tools for planning and organization, but also increased their technology pedagogical expertise. These educators are more prepared to effectively integrate technology into their instruction in ways that will boost student engagement and learning.

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Case Study 7: Building Skills for K-12 Technology Integration

Situation: Due to Covid-19, teachers shifted to produce quality learning environments and instruction using available technology tools. Increasing teacher capacity in education-focused technologies contributes to improved engagement, instruction, and organization.

Inputs	Outputs		Outcomes -- Impact		
	Activities	Participation	Short	Medium	Long
Course Instructor NWRPDP Facilitators K-12 teachers in the Carson City School District, Churchill County School District, Washoe County School District, Lyon County School District Administration Expectations	Courses on Google for EDU applications • Weekly training via Google Meet • Independent assignments • Group Collaboration • Group Discussion Optional Training opportunities	K-12 teachers & administrators in the Building Skills for K-12 Technology Integration Courses • Carson City School District (4) • Churchill County School District (6) • Lyon County School District (12) • Washoe County School District (5) • Elko County School District (3) K-12 teachers & administrators in the Advanced Building Skills for the K-12 Technology Integration Course	Increased understanding of integrated technology tools Increased integration of appropriate technology tools in hybrid or distance learning models Increased understanding of effective technology integration Increased pedagogical knowledge Increased teacher confidence in educational technology integration **Measures:** RPDP Feedback Form, Post Reflective	Enhanced instructional practice (e.g., purposeful use of technology) Increased implementation of training goals/objectives Increased collaborative matching at school and district level Increased teacher efficacy **Measures:** Observation of implementation level Post Reflective	Increased teacher & student application of concepts Increased student participation in hybrid or distance learning assignments Increased pedagogical practice relative to educational technologies Increased teacher retention **Measures:** Existing school, district, & state

Assumptions: Teacher training will lead to teacher efficacy. All participants will successfully complete the course/s. Positive attitudes and beliefs about Professional Practice. All participants will shift instructional practices.

External Factors: Pandemic related challenges. Educational Delivery Models. Competing district initiatives. District resources. Teacher burnout

Notes:

Figure 9: *Case Study 7: Building Skills for K-12 Technology Integration*

Case Study 8: Teachers Leading Change: Collective Efficacy in Action

Introduction

The need for teacher leaders has never been more magnified than during the Covid-19 global pandemic. Educational leaders have been called on to make complex decisions in a volatile environment where a one-size-fits-all answer would not be acceptable. Collectively addressing challenges through collaboration can have a marked impact on student learning especially during this unprecedented time. Peter DeWitt ranked collective efficacy, the confidence we have in our group to make a difference, as one of the most important influences on school leadership today (2016).

Brené Brown defines a leader *"as anyone who takes responsibility for finding the potential in people and processes, and who has the courage to develop that potential"* (2018). Teachers Leading Change was designed to encourage teacher leaders to not only collaborate with other teacher leaders across school sites and districts, but to also find collaborators at their sites and within their districts with whom they can engage in action research to increase collective efficacy.

Instructional Context

Teachers Leading Change was launched in 2015 after two years of research into the skills and dispositions required to shift from a classroom educator to a teacher leader. The overarching National Education Association (NEA) Teacher Leadership Competencies became the foundation of the program design. These competencies include reflective practice, personal effectiveness, interpersonal effectiveness, communication, continued learning and education, group processes, adult learning, and technological facility. These are skills that all teacher leaders need to develop and practice to engage diverse groups in systemic change. (p.8, 2018).

Teachers Leading Change (TLC) was designed to support classroom teachers and teachers on special assignment in growing their teacher leadership skills and competencies while engaging in action research around a self-identified problem of practice to improve teaching and learning in Nevada. The professional learning included the key factors identified by Frontline Teaching & Learning Institute of relevance, design, and quality of the PD experience (sustained, intensive, collaborative, job-embedded, data-driven, and classroom-focused), so that educators truly benefit and view their participation as clearly worth the time (2016). The TLC sustained design occurred over a two-year period and included 90 hours of intensive professional learning. The participants' self-selected action research focus assured the experience was job-embedded, data-driven, and classroom-focused. Because the action research was non-evaluative, teacher leaders were able to take calculated risks in the interest of growing their leadership skills and improving their instructional practices to benefit their students.

The scope of professional learning offered during the two-year cohort included types of leadership, establishing credibility, mentoring, coaching, dealing with teacher resistance, collaborative inquiry, leading collaborative teams, group dynamics, and presentation skills. At

the heart of the professional learning design is action research. Teachers chose a problem of practice, formulated a research question, conducted research, invited collaborators, and implemented action steps with data collection to impact meaningful change within their context of teaching and learning.

Since its inception in 2015, Teachers Leading Change has provided professional learning opportunities to 123 northern Nevada educators, including 75 elementary teachers, 16 middle school teachers, 28 high school teachers, and four Teachers on Special Assignment (TOSAs). Until 2019, TLC participants were from one district, Table 25 shows the number of teacher leaders in each cohort for this school year and educators from three northern Nevada districts are represented.

Table 25: *Teacher leaders in each cohort*

TLC Group	K-5	6-8	9-12	TOSAs	Total
Cohort F Year 1	14	4	5	3	26
Cohort E Year 2	19	2	4	5	30
Northern NV Cohort	12	1	1	2	16
Totals	45	7	10	10	72

Initial Data/Planning

Planning for the 2020-2021 TLC cohorts began in February/March of 2020. Training rooms were reserved for classes, course development dates were set by facilitators, and budget proposals were submitted in anticipation of launching a sixth TLC cohort group at the end of May 2020.

A contract was secured for a consultant to provide 15 hours of professional learning for the Northern Nevada Cohort and Cohort E in June 2020. When the Covid-19 global pandemic shut down the country, the facilitators adapted plans to change the launch date of the Cohort F Year 1 to August 2020 and prepared to deliver all professional learning content virtually. There was still a lot of uncertainty around what the 2020-2021 school year would look like in the fall. This uncertainty became the focus of the June 2020 institute where 40 TLC participants engaged in an inquiry around *How can we provide opportunities to engage students in rigorous learning for the upcoming school year?* This forward thinking allowed teacher leaders to become key resources for their administrators in exploring ideas for supporting teaching and learning when students returned to school in August/September 2020. The most critical aspects of the research included the necessity for strong instruction, deep engagement, high expectations, and key resources from the TNTP report, *The Opportunity Myth* (2018). Participants across districts were able to

strategize remote delivery of instruction, ideas for keeping students engaged, as well as attend to the necessity for self-care and mental health while explicitly integrating social and emotional learning into their plans for students. Much of this work during the institute set the stage for teacher leaders' action research projects during the upcoming school year designed to support their students and communities in a way that was meaningful, tied to their core beliefs, and aligned with research-based best practices.

Despite the nationwide shutdown, 28 teachers applied to participate in the sixth cohort of Teachers Leading Change and began their first year of this two-year process. Facilitators were excited to learn that the circumstances did not discourage educators from applying to the program.

The addition of six former TLC graduates to support the program facilitation, required additional stipend funds for four facilitators who would be supporting the project outside their regular contract time. This showed the TLC facilitators' commitment to continued growth in their teacher leadership skills and the expansion of the program to other districts.

Delivery of Services

Table 26 outlines the professional learning hours as they were delivered. All hours were conducted virtually except for three authentic audience presentations and Cohort E graduation ceremony which took place in May 2021. All in-person events occurred under Covid-19 compliant restrictions to ensure the health and safety of all participants.

Table 26: *Professional Learning Hours*

TLC Group	Course Structure	Professional Learning Hours
Cohort F Year 1	Twice monthly Zoom Meetings; 3 hours each Optional Office Hours Ignite Presentations	45 hours
Cohort E Year 2	Monthly Zoom Meetings; 2.5 hours each Optional Office Hours Authentic Audience Presentations	30 hours
Northern NV Cohort Year 2	Three Zoom Meetings; 5 hours each Three PLC Meetings; 2 hours each Google Classroom Assignments; 4 hours Optional Office Hours Authentic Audience Presentations	30 hours

Results and Reflection

Creating opportunity and a space for teachers to collaborate while growing their leadership skills and dispositions is foundational to the Teachers Leading Change cohort model. Because the projects are diverse and self-selected it has been challenging to grasp with the scope of their impact and specific measures. While most of the data collection has been qualitative, the fact that 72 educators generated research questions, conducted research, and collaborated with colleagues to create meaningful change around a problem of practice cannot be discounted when considering the effect size of collective efficacy on student achievement is 1.57, which is three times more powerful and predictive than socio-economic status, student motivation and engagement (Donohoo, 2016).

Facilitators have recognized a need to collect additional data to continue growing the program and meet the needs of participants. Program attrition is one point where facilitators have recognized a need to gather additional feedback and collect data. Attrition traditionally has been 2-3 %, this year's attrition rate was 11 of 72 participants, or 6.5%. Given the unusual nature of this school year being a mix of remote/distance learning, hybrid models, and in-person instruction during the global pandemic, it is difficult to say how much of an impact Covid-19 had on the increase in attrition rate. To address this issue in the future, when participants leave the program prior to completing the two-year program, data collection through an exit survey could serve to inform future professional learning design depending on the outcomes of such a survey.

With the program being six years into its creation, facilitators have also identified a need for collecting further data from past Teachers Leading Change participants to measure long term outcomes. A TLC follow-up survey would help to explicitly identify how past participants have engaged in teacher leadership to positively impact the profession. The results related to the outcomes listed in the logic model are listed below.

Short Term Outcomes – Impact of Teachers Leading Change

Teacher leaders report an increased satisfaction with their teaching experience.

"I think it's important to be around teachers that like their jobs and want to be better. This group was that kind of setting. Thus, each time we met I felt energized to go back to my classroom. I also walked away with strategies each time that could be implemented immediately. The leaders of the course were also highly competent, organized and inspiring."

"I have discovered not just what kind of leader I am but that I am definitely a leader. TLC has given me the confidence to move forward with my passion projects as well as my career as a teacher leader! "

"I felt invigorated and refreshed when I had the opportunity to work with other educators whom I consider the "best of the best." Sometimes, we get into a rut with our own grade level and site, and it can become negative and draining. It can be hard to remember why we chose to do this

very difficult job. Being able to meet with the teachers in this cohort never failed to remind me of the possibilities and opportunities that I have as a teacher. “

“We all recognize that as much as we love teaching, we know that there are aspects that need improving. We were tasked with identifying an issue and going after it with a project which was cool. A lot of times we take classes and don't come away with anything really accomplished. We got a credit or whatever, but here we were asked to improve our profession which was great.”

“I have to say, being a part of this cohort has renewed my passion for education. The facilitators have done a phenomenal job, and I am so looking forward to our continued work together!”

“I am more confident. Leadership roles seem to be "falling into my lap" lately and that is something I didn't ever think I'd feel as comfortable doing as I do now. I am excited about how actions I've taken are making a difference and are making change for children and families in my community.”

“I especially loved the professional learning. The TLC topics covered aligned with what I value in education and helped me feel connected to education outside of my classroom and school more than I have in years.”

Teacher leaders indicate professional growth during participation in the cohort.

“ I am more confident in saying that I am a teacher leader. Knowing what that entails with the standards and therefore where I can continue to grow.”

“My participation in TLC has helped be more reflective as a teacher leader and really look at what is being needed vs. what I think may need to have happen. I feel that quite often when we are leaders or are spearheading a project, we don't ask for help or ask people their thoughts because it may seem like we aren't doing what we should be doing; however, I have learned that I am a stronger leader by coming out of my comfort zone and running ideas by others. “

“I am actually ready to present my "findings" from my action research project with confidence. This class has given me the tools and supports to be able to do that. I feel as though I can back up my case now and be more accepted of being a leader.”

“TLC has help me grow as a leader by showing me how to share that passion with other educators through coaching and mentoring other teachers, leading professional development, researching and planning ways to share that information with others.”

“TLC was instrumental in pushing me to work with a team of GT certified teachers to support teachers in incorporating GT strategies in all classrooms at our school.”

“Discussing needs across the district has helped me grow. Also, learning about the teacher leader competencies has helped me identify specific areas that I need to continue to grow.”

Teacher leaders refer colleagues to Teachers Leading Change

Educators continued to share their experience as a Teachers Leading Change participant with colleagues. As a result, 86% of the 35 applicants to the next TLC cohort were referred to apply

by a former Teachers Leading change participants. The next cohort will also be comprised of educators from five northern Nevada districts, which will expand the professional learning to two more districts in the next school year.

Medium Term Outcomes – Impact of Teachers Leading Change

Teacher leaders who participate in this program assume leadership roles at their sites, in their districts, and within the profession.

Of the 123 TLC graduates, 18% have assumed formal teacher leadership roles within their districts. The Teachers Leading Change program added six TLC graduates to the facilitation team to continue to build their teacher leadership skills and dispositions while expanding the capacity of the program to serve more northern Nevada educators.

"TLC has helped me learn about struggles teacher leaders face and how knowing ourselves can help us overcome these struggles. I don't have a thick skin, so looking at why people are resistant to change or how a leadership style makes a difference will continue help me grow next year in my new coaching position. This cohort also gave me the confidence to apply for this leadership position."

Long Term Outcomes – Impact of Teachers Leading Change

Teacher leaders continue to grow professionally to positively impact the profession.

One of the most encouraging aspects of the self-selected action research model of Teachers Leading Change is that often participants expand on their projects to make a greater impact on the profession and reach more educators. Literacy Solutions of Nevada, a non-profit organization, was created as part of a TLC participant's action research project. The focus of the non-profit is aimed at educating families and community members about dyslexia. Due to the global pandemic, the non-profit had to shift its educational efforts to meet the needs of Covid-19 restrictions. Literacy Solutions of Nevada was able to partner with pediatric doctors and dentists' offices in their community to deliver books to families in the community. Another TLC participant created a digital resource for Nevada computer science standards by grade levels which has since been added to the district website to support all K-5 educators in identifying resources to teach these standards. A Go-Math Interactive notebook was created by a TLC teacher leader for middle school teachers to use with their students in making the curriculum more interactive and engaging. As part of her action research, one TLC participant leveraged student voice to create a pilot ethics course for high school social studies. This course is being considered an addition to the district high school course offerings. TLC participants have also reached outside the state of Nevada to engage with other educators as part of continuation of their action research projects. Some examples included Facebook live presentations, Twitter chats, Podcast guests, and organizing educational advocacy groups.

Conclusion

Teachers have an enormous impact on our students and in our communities. Teachers Leading Change participants use that impact to improve the future of education in Nevada. They take on

many leadership roles to continue to bring their expertise to a larger platform to influence the culture and growth of educational practices to better meet the needs of students, schools, the profession, and the northern Nevada communities they serve.

Returning to Brené Brown's definition of a leader *"as anyone who takes responsibility for finding the potential in people and processes, and who has the courage to develop that potential"* (2018). TLC participants have found and developed potential in their students and their colleagues. By creating a space for teachers to collaborate, grow their teacher leadership skills and dispositions, and increase their collective efficacy, Teachers Leading Change will continue to make meaningful educational change - one action research project at a time.

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Case Study 8: Teachers Leading Change: Collective Efficacy in Action--Logic Model

Situation: Teacher leadership requires the development of skills and competencies to drive change. The NEA Teacher Leader Competencies maintain that teacher leadership isn't an isolated task. It's a way of practicing education that continually prioritizes growth for students, colleagues, districts and school systems at large. Those who lead, the report notes, don't do so just for self-development. Teacher leaders are committed to helping others achieve their potential, with the overarching goal of improving students' learning and classroom environments. This cohort provides the structure for teacher leaders to collaborate and grow personally and professionally.

Inputs	Outputs		Outcomes -- Impact		
	Activities	*Participation*	*Short*	*Medium*	*Long*
Funding (supplies, substitutes, and stipends) RPDP Director District Leaders TLC Facilitation Team Site Administrators Teacher Leaders	Year-long professional learning centered around developing teacher leader competencies during action research process Year 1 = 45 hours of professional learning Year 2 = 30 hours of professional learning Summer Institute = 15 hours of professional learning Individual Action Research Project Assessment, Reflection, and Goal Setting using the Teacher Leader Competencies	7 TLC Facilitators 26 Cohort F Year 1 Participants 30 Cohort E Year 2 Participants 16 Northern NV Year 2 Participants	Increased satisfaction among teacher leaders with their teaching experience. Increased professional growth and teaching efficacy among participating teacher leaders. Teacher leaders refer colleagues to Teachers Leading Change **Measures:** Post-reflective Survey; Application Question	Teacher leaders who participate assume leadership roles at their sites, in their districts, and within the profession. Teacher leaders who graduate from the program seek to engage colleagues in leadership opportunities. **Measures:** Leadership Pool Data; Post -reflective TLC Survey	Increased student achievement due to teacher leaders' collective efficacy. Increase in teacher leadership that positively impact schools and districts. **Measures:** Existing School and District Data; Post-reflective TLC Survey

Assumptions: Teacher leaders are committed to engaging in year-long professional learning.

External Factors: COVID-19 Pandemic, Substitute shortage, teacher fatigue.

***Figure 10**: Case Study 8: Teachers Leading Change: Collective Efficacy in Action Logic Model*

Case Study 9: Computer Science Language Acquisition through Comprehensible Output - JR Botball.

Introduction

The Comprehensible Output Hypothesis as it pertains to Second Language Acquisition suggests that the act of communicating with feedback in the target language contributes to improvement. Learning with no contact outside the learning environment i.e., immersion schools, lessened the communicative performance of grammatical knowledge (Hummel, 2014). Classic beginner computer science language classes teach and instruct such concepts as basic keyboard input and visual output to a monitor without the direct interaction. The lack of an immediate comprehensible output from coding is less effective than immediate feedback (interaction).

The Interaction Hypothesis (Hummel, 2014) of second language acquisition suggests that the comprehension of understanding goes beyond the exposure of input and stresses the importance of the role between the learner's interaction with the input. Modified interaction is the necessary mechanism in language comprehension (Hummel, 2014).

This study proposes a strong connection to the skills and methods of second language comprehension to computer science language acquisition. Interaction with a physical object (Jr Botball) with a high degree of immediate interaction with the code (input) was used as the mechanism for making CS Language (C) comprehensible in the form of robotic movement and task completion.

Non-Computer Science educators and novice programming students struggle with abstract and non-interactive methods of learning CS languages. Increasing the learner's capacity to acquire a language through interaction with the robot helps novice learners analyze syntax, create, and troubleshoot logic and conditionals, structure program development, create and use variables along with functions and libraries associated with the new language.

Instructional Context

A three-credit graduate course focused on CS programming in the language C that utilized autonomous robotics technology (Botball) was offered to educators through Southern Utah University and the Northwest Regional Professional Development Program (NWRPDP). The programming course (Jr. Botball) was offered to educators in all the sixteen counties in Nevada. Each participant had the same online platform and robot that focused on the same concepts and skills. Due to the COVID restrictions, course content was restricted to 100% distance or remote learning. Participants received the same professional development and networking support through the same CSTA, ISTE and NVACS aligned KIPR curriculum. The KISS Institute for Practical Robotics-based coding program blends physical computing with programming in C with a high degree of immediate interaction and feedback.

The CS Programming course included twenty-four teachers, ranching from K-5 teachers to Advanced Placement teachers at the high school level. Six school districts were represented by teachers in this group.

Tables 27, 28, and 29 below shows the number of teachers, by county and grade level, who completed the Learn, Make, and Teach with Raspberry Pi course, the Scratch Creative Computing Course, or both courses.

Table 27: *Training Participants by County (C Programming with Robotics)*

County	**K-5 Teachers**	**6-8 Teachers**	**9-12 Teachers**	**Other (TOSA)**	**TOTAL (District)**
Carson	1	1			2
Churchill			2		2
Clark		1	4		5
Humboldt			1		1
Lyon	1		1		2
Washoe	3	1	8		12
TOTAL (Grade Band)	5	3	16		**24**

Table 28: *Training Participants by County (Without previous language training)*

County	**K-5 Teachers**	**6-8 Teachers**	**9-12 Teachers**	**Other (TOSA)**	**TOTAL (District)**
Carson	1	1			2
Churchill					
Clark					

Humboldt					
Lyon					
Washoe	1		4		5
TOTAL (Grade Band)	2	1	4		**7**

Table 29*: Training Participants by County (With previous language training)*

County	**K-5 Teachers**	**6-8 Teachers**	**9-12 Teachers**	**Other (TOSA)**	**TOTAL (District)**
Carson					
Churchill			2		2
Clark County			3		3
Humboldt			1		1
Lyon			1		1
Washoe	1	1	2		4
TOTAL (Grade Band)	1	1	9		**11**

Equity in Computer Science education is a consistent talking point in computer science education. County demographics support the need for accessible Computer Science education that reaches all students.

Table 30 below shows the demographic information for each county. (Nevada Report Card, 2020)

Table 30: *Demographic Data for Participating Counties*

County	Total Enrollment	Ethnicities other than White	Individualized Education Plans	English Language Learners	Free and Reduced Lunch
Carson	7849	4157	1145	989	4966
Churchill	3361	1359	554	229	1930
Clark	323787	246855	41223	52183	244578
Humboldt	3484	1568	510	309	1843
Lyon	9034	3419	1233	565	3814
Washoe	64359	36298	9072	9593	32962

Initial Data and Planning

Eleven participants completed previous computer science training either through NWRPDP or other organizations. Seven participants had not completed computer science training before this course. A range of experience from beginner to experienced programmer was present and required strategic planning and instruction along with best practices for distance learning in a setting where hands-on and direct instructor feedback and support is critical.

Physical computing in a non-physical instructor led environment leads to many challenges and difficulties. Participants joined via Zoom and instruction was designed and presented in a green screen studio with three different cameras and multiple monitors. Instructors created a virtual presence on the slide decks to maximize instructional effect and interaction. The Programming with Robotics course had two major components other than general problem solving and application. The course required instruction in physical computing with such elements as motors, servos, analog sensors, digital sensors, camera, IR sensors, light sensors, and motion detectors. The use of multiple cameras and feedback were critical in debugging and troubleshooting the physical building of the Jr. Botball.

Once the foundation of the Jr. Botball buggy was built the focus shifted to programming or “coding” in C language using the KIPR IDE interface on the Jr Botball with preloaded software and Raspberry Pi hardware. Sessions included guided activities that allowed scaffolding of learning with blended tasks of physical computing along with coding in C. These activities or

challenges allowed the immediate interaction with the participants code (input) and the robotic output.

Participants learned and practiced programming in C while collaborating on the variety of tasks. Participants were able to share their outcomes via zoom and help each other troubleshoot code and physical computing errors. Connections were made to the various grade level standards for computer science. Proof of learning and application was demonstrated when participants accomplished a variety of tasks and challenges that utilized problem solving and programming with immediate output from the robot. Participants were given opportunities for pair programming through Zoom and the sharing of their code through Google Drive and a shared class folder.

All participants completed a post-reflective survey at the conclusion of each course.

Delivery of Services

The Programming C Robotics course began with three full day training sessions where participants were introduced to physical computing concepts, functions, libraries, syntax of C language including basic motor and servo principles, engineering, and control.

Following the three days of instruction participants completed four 3-hour sessions where we spent time instructing on programming conditionals such as “if”, “else”, “while”, “else if”, statements while collecting environmental data for input from analog sensors such as range finders, IR, light sensors. Programmers also utilized digital sensors to collect environment data that was then put into functions to allow the Jr. Botball to autonomously navigate its environment and accomplish various tasks.

Participants were issued “challenges” after every class where they had to program the Jr. Botball utilizing the instruction from the session. Their code along with a video of the challenge was then uploaded and shared to folders where their fellow classmates could access and troubleshoot their own code or others who needed help.

At the beginning of each session participants were given 30 min to share their code in a digital environment (zoom breakout rooms). While in these sharing sessions it was observed that there was much troubleshooting and collaboration between the individuals as they shared their code and challenges with others.

For the final day participants were given a rubric of challenges that required the programming of their robot to accomplish several assigned tasks that represented their learning throughout the course. Participants were encouraged to partner up and collaboratively solve the challenges.

Due to Covid-19 restrictions, the sessions required a 100 percent online format. The big challenges were troubleshooting incorrect wiring and building of the Jr. Botball when we could not “see” their mistakes. The connection to the Botball from the computing device required its own WIFI and thus did not allow the participants to share their code with the instructors. The online setting of restricted access to the participants' code made it very challenging to help

troubleshoot and debug the mistakes. Many course comments reflected this challenge and the desire to have more immediate and physically present feedback.

Results and Reflection

All participants were also asked to complete a post-reflective survey at the conclusion of the training. The rating scale ranged from 1 (poor) to 5 (excellent). Due to school closures related to Covid-19, the post-reflective survey was sent to participants and completed electronically. However, we are confident that the means would not differ significantly based on learner feedback in each session. Table 31 shows the results from the survey.

Table 31: *Teacher Post-Reflective Mean Results*

Question	**Before attending**	**After attending**	**Difference**	**t-score**	**Significance (*p*-value)**
Nevada Computer Science Standards	3.35	4.06	0.71	-3.688	.002
Coding or Programming in C	1.59	3.65	1.97	-10.282	<.001
Computational Thinking Skills	3.47	3.88	0.41	-2.715	.015
Creating prototypes and simulations with robots	2.41	3.53	1.12	-5.664	<.001
CS iterative process	3.29	4.06	0.77	-4.075	.001
Engaging students in CS language acquisition through comprehensible output	2.24	3.41	1.17	-3.964	.001

*All questions show significant growth at the p=<.001 value. There were statistically significant improvements in all areas.

Participants were also asked to rate the use of the Jr. Botball as a comprehensible output to their CS C language acquisition. Teachers ranked the use of the Jr. Botball as feedback to help them understand, apply and correctly code in C. The participants were asked to rank the Jr. Botball for CS language acquisition on a scale ranging from 1 (not effective/likely) to 5 (highly

effective/likely). The results shown in Table 32 indicate a high probability of the Jr. Botball being a good tool for comprehensible output in CS language acquisition.

Table 32: *Participant ranking from 1 (not effective/likely) to 5 (highly effective/likely)*

How did using the robot help you understand and code using proper language syntax?	4.00
How did the robot help you in understanding the application and format such as functions, conditionals and program development of the C programming language?	4.18
How did having the robot help you with the iterative process of design, program development, testing and refining your code?	4.41
What is the likelihood that you will implement the skills and concepts learned in this training into your classroom instruction?	4.47

Conclusion

“I really appreciated the hands-on learning and time to process the new concepts. This class did a really good job of building learning in a progression and not too much at one time.”

Participants found value in using the Jr. Botball as comprehensible output, “I really loved the hands-on learning with the robots. It made the coding more engaging and enjoyable for me. Thank you!”. Participants also expressed the desire for in person instruction, “You guys did great with the limitations placed on you by distance learning. Any recommendation I would make would be something that would be done in person.”. We had limited contact, funding and were constrained by distance learning which was challenging and frustrating for instruction, feedback, and troubleshooting.

Learning within context with comprehensible input is a strong model for educators who are not native to or highly trained in computer science. Traditionally computer science language courses do not have immediate comprehensible input to the learner. Many traditional courses have participants code many lines, functions and modules only to have a function(s) with a single output. There is a strong need for novice and nontraditional computer science majors to have comprehensible output as they are learning.

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Case Study 9: Computer Science Language Acquisition through Robotic Application—Logic Model

Situation: Typical introductory Computer Science (CS) language acquisition is usually constrained to a computing device with basic input and output coding. Non-CS educators and novice programming students struggle with abstract and non-concrete methods of learning CS languages. Increasing educator capacity to acquire a language through applied cause and effect robotic programming can increase the understanding of logic flow, libraries, methods and syntax associated with the new language.

Inputs	Outputs		Outcomes -- Impact		
	Activities	Participation	Short	Medium	Long
Course Instructor NWRPDP Facilitators K-12 teachers in the Carson City School District, Churchill County School District, Washoe County School District, Lyon County School District, **Statewide not just NW. Administration Expectations	Courses on Jr Botball Training via Zoom • Independent assignments • Small Group Collaboration • Group Discussion, problem solving and sharing code Optional Training opportunities	K-12 teachers in the Building Skills for K-12 Technology Integration Courses • State wide Nevada Districts. • Carson City School District ( ) • Churchill County School District ( ) • Lyon County School District ( ) • Washoe County School District ( ) • Elko County School District ( ) • Pyramid Lake High School ( ) K-12 teachers in the Advanced Building Skills for the K-12 Technology Integration Course	Increased understanding of the CS languages Increased integration of appropriate technology tools in hybrid or distance learning models Increased conceptual understanding language syntax, libraries and methods associated with C language Increased pedagogical knowledge Increased teacher confidence in CS language acquisition **Measures:** RPDP Feedback Form, Post-reflective Survey, speed and accuracy of Module completion	Enhanced instructional practice (e.g., clubs, units with Jr. Botball as a tool for language instruction. Increased implementation of training goals/objectives Increased collaborative matching at school and district level Increased teacher efficacy **Measures:** Observation of implementation levels, Post-reflective Surveys	Increased teacher & student application of concepts Increased student participation in hybrid or distance learning assignments Increased pedagogical practice relative to CS educational technologies Increased teacher capacity for CS language instruction. **Measures:** Existing school, district, & state data

Assumptions: Applied robotic CS language training will lead to teacher efficacy. All participants will successfully complete the course/s. Positive attitudes and beliefs about Professional Practice. All participants will shift instructional practices. Distance learning will not be a limiting factor in knowledge acquisition and problem solving.

External Factors: Competing district initiatives. District resources. Funding. Teacher burnout. Teaching from a distance and the limited ability to troubleshoot and collaborate. Covid pandemic.

Figure 11: *Case Study 9: Computer Science Language Acquisition through Robotic Application Logic Model*

Case Study 10: Building Pathways for Family Support at the District Level

Introduction/Abstract

The structures and habits which have dominated public schools have changed very little for decades. Within these are traditional methods of reaching out to families and community to build collaborative and supportive relationships. Focusing on a synchronous event highlighted by an activity or presentation, these efforts have been decreasingly effective in the past few years. With family schedules stretched, and in this school year, restrictions for gathering physically, we see the value in reassessing our outreach efforts to provide a more flexible accessible format. Despite these challenges, efforts need to be made to continue the development of effective ways to engage families in the education of students.

> The importance of family–school partnerships for student success is unequivocal. Given the limited resources evident in many rural communities, family–school partnerships can be especially beneficial for students in rural schools. (Witte)

Advances in our modern society have made tools and methods for communication and relationship building more accessible to all in asynchronous and varied ways. An urgent need to pair these new methods with traditional is now not an idea to consider, but an essential change which offers new links and opportunities to both families and schools. This case study describes the efforts of a rural school district taking new roads towards increased engagement with the families it serves.

Instructional Context

Participants from this case study were community members and school staff from Churchill County, Nevada. In coordination with the Family and Community Engagement Specialist in Churchill County School District, a plan was developed to help the community develop awareness and skills which would help them become more involved and informed about the efforts and activities in the schools where their children were enrolled. It was found that often parents and families wanted to support kids, but were not familiar with the tools and strategies being implemented by the schools in the district. This lack of information contributed to the ineffectiveness of school-family teams. With this need in mind, a plan was developed in the summer of 2020 and began to be offered in the fall on 2020 to address the needs of families in learning about school efforts with the goal in mind of supporting student learning.

Initial Data and Planning

Initial planning for this effort came in coordination with the work of Churchill County School district strategic plan. The third goal of this plan includes a focus on the improvement of communication and collaborative efforts between the school district and the community. For a couple years now there have been great efforts made to find the needs and the wants of the community in regards to helping students become life ready.

With the collection of information the development of improvement in these efforts was identified and a strategy created for improvement . Previous observations had revealed that there

was a strong propensity towards apathy and disconnect which could be improved. Planning was conducted to create a recurring opportunity that would give all the benefit of gradual development and knowledge about skills and activities occurring in the district and was designed to involve families in their students' learning. A series of learning lab get togethers were developed and implemented for this purpose. These learning labs were to be live workshops organized in a way to offer a selection to choose from on each evening we met. An introduction at the beginning and a social with time for question and answer with the presenters were planned to offer time to meet and have personal interaction.

The end of last school year along with the entire 2020-21 school year have however shown us in many instances the need to be flexible and willing to try new things. This effort was not an exception. With the restrictions related to COVID distancing and shutdowns, it was necessary from the first planned meeting to adjust. With this in mind we came up with a 'Plan B' approach which we felt would offer many of the same benefits even with the restrictions in place for public safety.

Delivery of Services

The work summarized in this document was a long term and continuous effort throughout the majority of the 2020-2021 school year. Even with the adjustments that were made after the initial planning sessions, a procedure came through in which monthly, the community was invited to participate in a family and school learning lab which focused around a key need. Technology and education, resources for families, understanding school curriculum, where to find support from schools were among the topics which were presented in consecutive monthly meetings.

As with many other efforts during the past year, adjustments were necessary because of the COVID 19 pandemic. Instead of live workshops, the learning labs were presented online, recorded and distributed with YouTube, and shared on social media. This adjustment was a learning process, but because of this change, it was not possible to interview or get as much feedback from the participants as previously planned. These modifications should not be viewed as a failure, but a rise to the challenges faced and in the end there were many lessons learned in the process.

Results and Reflection

As the work began it was apparent that a complete partnership between families and schools was underdeveloped. Past efforts had yielded inconsistent results and not been able to create a tradition to be followed. We began with the plan at the very beginning of the school year with great expectations. The first night we were to meet was a foreshadowing of the year to come. It ended up being a day with a smoke advisory for families to stay at home. From there on, COVID lockdowns and other challenges seemed to pop up every month. Looking back, these challenges actually offered us opportunities to plan and improve on our preliminary ideas.

From that very first evening, we discussed, and realized that the society in which our families operate are challenged by a myriad of issues and events which all compete for the time we wanted to spend with them. We decided on that first evening to preserve the experience and offer it in multiple digital formats for live, or delayed viewing. These formats are exciting to us

because they efficiently preserve the work and tools we create for the community for use in the present as well as the future.

The methods we used to collect these tools are divided as follows. Live events were broadcast on Google Meet. This tool allows families to join from a mobile device, tablet, laptop, or Chromebook with only a URL needed for access. Some families in the past have mentioned challenges in connecting due to the need to download specific apps or access specific programs. Google Meet eliminated that need. In addition to the live stream for the workshops, we added a recording for families to access on Youtube. The creation of the playlist on Youtube helped give families flexibility when they may have experienced schedule conflicts. These efforts will also make the presentations available for families when they have time to consider them, or when they want to review previously learned materials. For years to come these resources will be an archive of support which will also save hours of time for our staff members which we can continue to grow and expand as needed.

Quantifying the effectiveness of this project is difficult because of the longevity. These collaborations have been preserved and will continue to serve for years to come. The different format also poses challenges as it is impossible to tell exactly who is watching the videos, only that they are being watched. This anonymity prevents traditional data collection as previously used with other studies.

These differences do not mean that we have no indication of the usefulness of the efforts. We can note that we initially are finding growing interactions with the videos and social media posts with common social media measurements. Initially we have 158 video views of our first set of videos. This may not be a huge amount yet, but it will grow as families continue to become aware of their usefulness. Other measurable points of data measuring our interactions with families include 1821 people reached through Social Media, mainly Facebook, and 2633 deliveries of information through Peachjar, our digital messaging platform.

At a minimum we explored the technical challenges and enabled ourselves to reach out and preserve our efforts for students, families and staff in the future. It is important to always look for ways to be flexible and adapt to our ever changing situation. This was an example of one of those opportunities.

Conclusion

When considering the growth in the staff throughout the year, it is positive to remember the starting point from where we began. Many members of the staff and community have come from a non existent line of communication to a point where they can now continue growing together and implementing for a change in the schools from isolated to partnered efforts. We know the value of these efforts.

> Family engagement is a critical component of school success for students. However, parents of middle and high school students are often less involved in home-and school-based activities than parents of elementary students.

In light of the new challenges we have uncovered through the COVID-19 learning from a distance and collaborating with families from a distance beginning in the Spring of 2020, it is clear that a further development of these types of interactions will be an essential part of any plan for the future. This study served as an effective introduction to the development of digital

partnerships and methods of developing them. Principals, teachers, and other administrators of Churchill County School District have come to recognize the value of this introduction, as well as how further in depth applications will have in their schools.

References

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Case Study 10: Building Pathways for Family Support at the District Level --Logic Model

Situation: Churchill CSD continues to move forward with a strategic plan with the end goal of serving students more effectively. One goal of the strategic plan focuses on creating effective engagement and collaboration with families and the community. This study will follow the efforts of new methods being employed to grow the interactions between school and community members, which has been lacking for several years.

Inputs	Outputs		Outcomes -- Impact		
	Activities	Participation	Short	Medium	Long
Budget NWRPDP Facilitators Teachers and other employees of Churchill CSD Administration Expectations Churchill CSD Strategic Plan	8 Live Family/School Learning Lab Workshops which will also be live streamed. 18-24 Recorded sessions posted for asynchronous viewing by families who cannot attend live sessions.	• All Churchill CSD staff and community members will be invited to attend.	Increased opportunities for families to interact and learn with Churchill CSD staff Families increase knowledge of services and opportunities offered for them and their students. **Measures:** Number of notifications received and interacted with. Reservations and attendance to learning lab sessions. Post-reflective survey	Increased communication and collaboration between school and community Increased utilization of tools and services offered to community members. Increased teacher reported job satisfaction **Measures:** Numbers of users of various tools and services. Post Reflective survey	Families increasingly solve problems and help students with school resources. Increased family participation and attendance at all school events. Increased student demonstration of learning as the family-school team strengthens Increased graduation rates **Measures:** Existing school, district, state data.

Assumptions: Family awareness of services and opportunities will engender appreciation and engagement. All participants will learn if they attend workshops or watch recordings. Positive attitudes and beliefs about community engagement. All participants will shift attitudes towards collaboration between school and community.

External Factors: Competing district initiatives; Teacher burnout; Schedule conflicts for collaborative workshop dates. Covid Pandemic.

***Figure 12**: Case Study 10: Building Pathways for Family Support at the District Level Logic Model*

Case Study 11: The Impacts of ELAD Course Work on Instruction

Introduction/Abstract

This case study focused on ten K-12 classroom teachers across two rural Nevada School Districts who have participated in five graduate level courses over the course of the 2020-2021 school year. Due to the impacts of the COVID-19 Pandemic, all course took place virtually. The five courses met the requirements for the Nevada English Language Acquisition and Development (ELAD) Endorsement. This case study focused on change in teacher knowledge, skill, and implementation practices that are effective for English Learners (ELs) for 10 teachers in two different school districts in the Northwest Region.

Instructional Context

Although at the time of this case study there was still a great need for research on the teaching and learning of English learners, there was some consensus on elements of effective high-quality instruction for English learners (August, D. 2018 & Goldenberg, C. 2008). The elements included:

- Creating access to grade-level content – exposure to grade level content provides both content exposure and context for language development.
- Modifying instruction to account for language proficiency – instructional design that allows for multiple ways for students to access, process, and produce content knowledge not only creates access to content learning it also build language proficiency.
- Developing student academic language – the specific language of each content and the general academic language required to be successful in school is most often used in the school environment. Therefore, it has to be taught explicitly in the school environment.
- Building on student assets – English learners have linguistic, cultural, and individual assets that can be accessed to promote and build academic success.
- Developing student talk and peer to peer academic interactions – learning is a social process that requires interaction; oral discourse also provides a platform for students to process and practice content knowledge and language in a way that reduces the cognitive load.

The skills required for teachers to teach English learners in this way included identifying student English proficiency levels, distinguishing between first and additional language knowledge and skills, assessing both student content knowledge growth and language development growth, matching student knowledge and language skill to instructional approach, understanding how to identify and promote student assets. The elements were used to guide the focus of the five ELAD courses.

The Northwest Regional Professional Development Program (NWRPDP) offers the courses for the ELAD endorsement through a partnership with a university and interested counties biannually. During the 2020-2021 school year, NWRPDP worked with Southern Utah University, and two school districts in the Northwest region to provide the courses. The courses began August of 2020 and were completed in April of 2021. Ten kindergarten through high

school teachers and one paraprofessional completed all five courses. The courses focus on theoretical foundations, practical application to teaching with a focus on decision making that matches instructional design to student need.

Initial Data Planning

Initial data from The Nevada Accountability Portal and The Nevada Department of Education, indicated that there are fewer teachers with the ELAD Endorsement in both Districts when compared to the state average. In addition, the number of English Learners who demonstrated proficiency on the 2019-2020 CRT in English Language Arts (ELA) and math in both districts was significantly lower than the district average proficiency rate. The graduation rate for students who had ever been categorized as an English Learner in School District One is higher than the state average at 91%. The graduation rate for students who had ever been categorized as an English Learner is just under the state average at 76.2%. The overall graduation rate for the 2018-2019 school year was 83%. The graduation rate for students who had ever been categorized in District One is a celebration. It was higher than the state average. The data in both districts indicated that professional learning focused on meeting the needs of the ELs could potentially benefit students and positively impact EL achievement. The table below compares information about the number of ELs, the number of teachers who are ELAD endorsed, achievement and graduation rates for the state of Nevada, School District 1, and School District 2.

Table 33*: Comparison of EL and Achievement Data for State and Two Districts*

2018-19	State	School District 1	School District 2
Percentage of Students who are EL	14.8%	5.2%	5.5%
Percentage of content teachers with ELAD Endorsement	9.7%	4.2%	8.4%
Percentage of ELL teachers	1%	2%	3.3%
Graduation Rates for students who have ever been EL	76.8%	91.9%	76.2%
ELA proficiency rate average	48.5%	55.4%	42.7%
ELA Proficiency rate for ELs	15.8%	19.8%	11.1%
Math Proficiency rate average	37.5%	46.3%	34%

2018-19	State	School District 1	School District 2
Math proficiency rate for ELs	14.6%	18.9%	7.4%

In addition, the focus of the case study supports the following goals in the Statewide Plan for the Improvement of Pupils (STIP):

- Goal 2: All students have access to effective educators.
- Goal 6: All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated.

Delivery of Services

The five virtual courses were conducted August 2020 through April 2021 using the LMS Google Classroom. Each course had both synchronous and asynchronous components. NWRPDP provided the instructor and books. Students paid tuition to SUU.

Results and Reflection

Teachers were asked a total of 28 questions about their change in knowledge and level of implementation before and after taking the five ELAD courses. All 28 questions showed a significant improvement when before and after the courses were compared. The complete question list and results are here.

This section of the case study focused on the answers of a smaller set of questions that tightly align with the elements of high-quality effective instruction for ELs and the two focus goals from Nevada STIP. The two goals are 1. All students have access to effective educators, and 2. All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated. The questions and the teacher responses are in the table below and indicate that there was teacher growth in both knowledge about teaching and learning with ELs in mind and a change in both their teaching. The final section will reflect on the results and explore implications.

The questions in Table 2 focused on knowledge before and after taking the ELAD courses and level of implementation of teacher actions that positively impact the learning for English Learners. The teachers were asked to complete a Likert scale where they self-evaluated their knowledge before and after taking the courses. A level 1 indicated the lowest level and a level 5 indicated the highest level. The results indicated significant change in both knowledge and level of implementation of instructional actions that positively impact English Learners. They also indicated that teachers are now better able to identify barriers specific to English Learners.

Table 34: *Post-Reflective Survey Questions & Results*

Course	Question	Mean Before	Mean After	t-score	p-value
Language Acquisition	My knowledge about how second languages are acquired.	2.20	4.40	-7.57	< .001
Language Acquisition	I evaluate student skills from a second language acquisition perspective.	1.70	3.90	-16.50	< .001
Language Acquisition	I evaluate student behavior from a second language perspective.	1.50	4.00	-8.13	< .001
Assessment	My knowledge about how to determine students' current level of English proficiency.	1.60	4.10	-11.18	< .001
Assessment	My knowledge about how to incorporate language assessment into content assessment.	1.60	4.30	-10.37	< .001
Assessment	My knowledge about how to formatively assess student language proficiency and use.	1.70	4.20	-9.30	< .001
Assessment	I include questions about language in content assessments.	1.70	3.70	-6.71	< .001
Assessment	I use formative assessments that help determine student language proficiency and use.	1.60	3.70	-7.58	< .001
Methods	My knowledge about how to incorporate scaffolds, strategies, and supports for language development into instruction.	2.10	4.60	-7.32	< .001
Policies & Critical Issues	My knowledge of systemic challenges English Learners face.	2.00	4.30	-7.67	< .001
Policies & Critical	I recognize situations where laws and policies regarding English Learners come	1.40	3.70	-10.78	< .001

Course	Question	Mean Before	Mean After	t-score	p-value
Issues	into play.				
Policies & Critical Issues	I recognize systemic barriers English Learners face.	2.10	4.50	-7.86	< .001

Teachers also answered the question, how has my teaching changed as a result of taking the ELAD courses? Their answers included examples like creating more wait time, being more intentional about grouping students, and including more specific scaffolding to make sure students can access and process instruction. One teacher wrote, “I now am more able to recognize the difference between when a student is not understanding the language in a question or simply not understanding the question.” Another teacher wrote, “I am more mindful in regard to my EL students and I take more time to intentionally create the access that they need.” A third said, “I am now considering my ELL students instead of just leaving it up to ESL teacher.” All three of these responses indicated teachers shift in awareness of ELs needs and how they respond to them and also indicate a greater sense of responsibility to the education of their students learning English. The shift in both awareness of ELs instructional needs and the shift in instruction potentially lead to our English learners having greater access to the elements of effective high-quality instruction they need to be successful in our schools.

References

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Case Study 11: The Impacts of ELAD Course Work on Instruction—Logic Model

Situation: General education teachers taking the five courses to earn their ELAD Endorsement

Inputs	Outputs		Outcomes -- Impact		
	Activities	Participation	Short	Medium	Long
Curriculum, Instruction, and Methods course taught through SUU on Saturdays January 2021 – May 2021 NWRPDP – Facilitator/Coach K-12 General education teachers from 3 rural counties NWRPDP budget for supplies and books	Curriculum, Instruction, and Methods for English Learners Course • Theoretical foundations of teaching methodologies appropriate for ELLs. • Apply knowledge of SLA theories to select appropriate classroom practices, strategies, and methods • Gain knowledge of the SIOP Model of sheltered instruction • Explore and apply the instructional components of the WIDA framework for teaching ELS. • Evaluate current curriculum from a English Language Development lens	18 teachers from three rural districts participate in the graduate level course	Teachers increase their knowledge of curriculum and methods for teaching English Learners **Measures:** Teacher post-reflective survey, Teacher self-assessments, Exit tickets	Increased use of teaching methods for English Learners **Measures:** Teacher extended survey	Increased student achievement. Increased graduation rates. **Measures:** Existing district/school data

Assumptions: Change in teacher pedagogy leads to increased student learning and increased teacher efficacy.

External Factors: Individual teacher differences, competing initiatives, Covid-19 impacts.

***Figure 13**: Case Study 11: The Impacts of ELAD Course Work on Instruction Logic Model*

Case Study 12: NWRPDP National Board Certification Cohort: Elevating Teaching Through the National Board Cohort during COVID-19

Introduction

The 2020-2021 school year has been like no other! With a Global Pandemic, our country was forced to close schools across America in order to keep students and teachers safe. Many teachers had started their National Board process but found themselves in situations that were challenging to continue as normal. As a result, National Boards extended its deadlines to submit components. Teachers were given an additional month extension during the 2019-2020 school year, as well as an option to extend to October 2020 or defer components completely to the 2020-2021 School year. With this option, many teachers chose to extend the submission date for 1, 2, 3, or all 4 components. It became a challenge for the Northern Nevada National Board Cohort to meet the diverse needs of candidates who were all in different situations within their portfolio process. Some teachers were starting the year in a distant learning or hybrid learning situation and some teachers were forced to take on different roles than their original certificate area focus and most teachers had a decline in the number of students that they were used to working with due to social distance safety protocols. Fortunately, National Boards stepped up to the challenges across the country and worked hard to provide educators with a plethora of professional resources to support teachers during Covid-19. Given that many educators were required to suddenly teach virtually, National Board prioritized most of their resources to include webinar series, virtual tools/platforms, and virtual lessons. Resources were organized in a Covid-19 tab, so teachers could easily access them. Other topics included much needed guidance for teachers during this challenging time: Teacher Self-Care and SEL practices, Equity and Social Justice, Specific content area, Community/Student & Parent Engagement, Professional Learning and Support for National Board Candidates.

Need for NBCT's

According to a report from The New Teacher Project (TNTP), it is estimated that over 10,000 teachers that are categorized as 'irreplaceable' leave our nation's 50 largest school districts each year. Principals report how difficult it is to replace highly effective teachers with someone that is equally qualified. The TNTP teacher retention roadmap shows that it can take up to 11 years to find a replacement teacher that is of similar qualifications as the 'irreplaceable teacher.' Consequently, "TNTP launched the Irreplaceable study, a 4-district study encompassing 90,000 teachers, 2,100 schools and 1.4 million students aiming to explore why great teachers leave their schools at such startling rates" (TNTP Teacher Retention Roadmap, 2012). Part of the study indicated that many Principals struggle with differentiating the varying needs of their highest performing teachers and their lower performing teachers. Principals are encouraged to: 1. Tell their effective teachers that they are performing at a high level, 2. Inform educators that they want them back for the following school year, 3. Ask teachers what they would like in order to ensure that they will stay at the school. With this in mind, it is more important than ever before to retain and empower our teachers. Attracting teachers to the National Board process provides

educators who are accomplished teachers pathways to meaningful professional growth experiences, which empower them to continue to grow and make improvements to meet students and their diverse needs. Becoming a NBCT also provides teachers with professional compensation and "recognizes the complexity of the job and compensates teachers for both their professional expertise and ongoing growth" (NBPTS).

National Board Certification in Nevada

As of 2020, there are 128,555 teachers who are Nationally Board Certified across our country, making up 3% of our nation's teachers. California, Florida, North Carolina, and Washington have the most Board-Certified teachers. Across the state of Nevada, there are currently 1,187 National Board-Certified teachers. This year (2020), 100 teachers became National Board Certified in Nevada. Washoe County had 16 teachers certify in 2020, with a total of 352 teachers that are board certified. Carson City added 5 more National Board-Certified teachers to their total of 18. Douglas County has a total of 18 National Board teachers. Lyon County has a total of 19 board certified Teachers, Churchill has a total of 9 certified teachers and Storey County has 1 National Board-Certified teacher. With the positive outcomes for teachers and increased student achievement related to the NBCTs, recruitment within these districts has been a priority in order to retain and lesson the attrition rate of accomplished teachers, especially in the smaller districts.

Initial Data and Planning

With so many changes due to Covid-19, the Nevada National Board Cohort adjusted its structure according to the data and needs of the teachers at the end of the 2019-2020 cycle. In June 2020, 16 Candidates took advantage of submitting their final components and on December 12, 2020, 14 teachers from Northern Nevada became NBCT's. 10 Candidates chose to take advantage of the October submission and received their results on February 27, 2021. Of those candidates, seven achieved National Board Certification. Overall, 21 Educators became National Board-Certified Teachers in 2020. Sixty-five existing candidates from Washoe County School District, Lyon County, Carson City, and Douglas County continued their National Board journey, as they had extended or deferred 1-4 components.

2020-2021 Cohort Details

For the 2020-2021 school year, the Northern Nevada National Board Cohort started with six new candidates from Washoe County School District and Douglas County, while continuing to support the 65 teachers who deferred their component submission due to Covid-19 challenges.

Delivery of Service

During the 2020-2021 school year, the Cohort met monthly starting in August and ended Cohort sessions in early June within a virtual setting. The entire portfolio submission was originally due to National Board on May 14, 2021 and teachers taking the Component 1 assessment had a window of time from mid-April till mid-June. However, with Covid-19, National Board extended the portfolio submission deadline to teachers and provided them with two options to

finish their portfolio work (June 25th[h] or defer into the 2021/2022 school year). Component 1 was extended with the window of time from April 15th-August 15th. The structure of the cohort ensured that candidates had built in support opportunities throughout the year. This support included ten-monthly cohort meetings and weekly virtual coaching sessions throughout the year. Candidates had the option to attend virtual sessions that were designed to meet their needs and based on components they were taking. The sessions were focused on collaboration amongst candidates, trouble shooting, sharing resources, and providing feedback to each other. For each session, candidates were emailed a Landing Doc with materials needed for each session and a plethora of resources that might be helpful as they worked on each component.

There were six Candidate Support Providers (CSP's) to facilitate cohort meetings/virtual coaching office hours and support the varying needs of the candidates. Candidates were encouraged to upload their work to the Northern Nevada Weebly cite to receive feedback around their written commentary, forms or videos. Feedback was provided within a 2-3-day period. Recognizing that candidates needed additional support, CSP's also met with candidates individually and in small group virtual settings.

Groupings for the cohort were structured to allow candidates working on the same components and/or certificate areas to be grouped together. Throughout the year, groups in each session ranged from 12-20 teachers. Most candidates commented that they appreciated meeting virtually because it was more convenient for their family. Candidates also commented that the groups were smaller, and they were able to build relationships with other candidates.

Table 35: *Candidate Feedback*

Prefer Virtual Sessions	Prefer In-Person Sessions	Prefer Blended Sessions
53%	2%	*45%*

Supporting Teachers

Outcome one: Candidates commented that they felt supported while working through the component requirements. Each component session concluded with an exit ticket for participants to complete and assess their take-aways and areas that would be helpful for future cohort sessions. This information also served as a formative assessment for CSP's and allowed us to build in areas of support for the varying needs of the group. Overall, candidates commented that cohort sessions helped them grasp the overall big picture and sessions also provided tools such as graphic organizers and professional resources that provided them with meaningful information that guided their work.

Instructional practice

Outcome two: participants will change their instructional practice according to component requirements. During each session participants completed a written reflection questionnaire related to the given component. The questionnaire asked teachers to report if they had refined an

existing instructional practice or tried a new instructional practice related to component requirements. They also reflected on what they might do differently if they used the given tool or approach again.

Results and Reflection

The findings of this study revealed significant growth on teachers. Teachers reported growth in areas such as leadership, effective instruction, and increased subject mastery as a result of the National Board process. Findings also suggest positive change on each of the Five Core Propositions, such as "teachers are committed to students and their learning." Teachers also commented that they set more high worthwhile goals for their students.

Responses to the question: **Do you think differently about any of your previous teaching practices or have a shift in mindset about anything now that you have participated in this cohort? How will this experience impact you as an educator?**

- *I am more aware of why I do what I do in the classroom and have had to focus in and narrowly examine best practices AND I've begun to view data gathering in a more favorable light.*
- *The NBCT Standards, 5 core props, and Architecture of Accomplished Teaching are always in my mind now as I plan, teach, collaborate and reflect!!!*
- *This is the best PD I have done in 27 years.*
- *I tell people all the time, even if I didn't certify this process has made me a better teacher. The standards are incredible, and I am more focused on formative and summative assessments, teaching the whole child, adapting adopted curriculums to better meet my student's needs.*
- *I absolutely look at my teaching in a new light. I want to do more and make more decisive decisions to support my students.*

Within the surveys, teachers also reported that the cohort and the support from the Candidate Support Providers (CSP's) was helpful.

- *Thank you for all of your support throughout this. There is no way I could have done this without the support of the cohort. The feedback is crucial and all of the CSP's have been so helpful.*
- *Thank you all for your time, suggestions, and encouragement. It makes a tremendous difference. :-)*
- *This process has made me a more reflective and effective educator and it's due to this cohort of amazing and supportive teachers!*
- *The cohort mentors helping were the #1 thing that got me through this. You have chosen intelligent, patient, and super supportive, hard-working people that I could not have done this without!*
- *I cannot stress enough that I would NOT have been able to complete this process without the help from this cohort. The process of NB is a lot of work. It is confusing at first and stressful all the way through. It definitely took the informational meetings and incredible support from the cohort mentors to get me through and I can't thank you all enough.*

Teachers also completed a survey about their plans for next year. Due to Covid-19, National Board provided candidates with 2 extension opportunities. The original due date was May 14, 2021. With the extensions, teachers could choose from turning in components on June 25th or defer to May 2022. According to the survey results, 30 of the teachers will be continuing with the cohort next year to complete 1-4 components. Survey results also indicated that teachers procrastinated and struggled to finish their portfolio requirements due to the Pandemic and shift in work/life balance. With more teachers continuing into next year, we will have to focus on restructuring the structure of the cohort and balance to meet the needs of the new candidates, but also continue to support the teachers who are returning.

Table 36: *Survey Results for Future Support*

Components	**I plan on turning in a component(s) by June 25th**	**I plan on turning in my component(s) next year (2022)**	**Components Already Completed**
Component 1	33%	6%	61%
Component 2	53%	13%	34%
Component 3	46%	27%	27%
Component 4	40%	2%	58%

Candidates across the North West Region rated the overall quality of the Northern Nevada National Board cohort sessions for the 2020-2021 year with very high satisfaction ratings. The mean ratings consisted of mean ratings between 4 and 5, on a 5-point scale.

(Scale 1 = not at all, 3 = to some extent, 5 = to a great extent	Region
1. The activity matched my needs	4.71
2. The activity provided opportunities for interactions and reflections.	4.82
3. The presenter/facilitator's experience and expertise enhanced the quality of the activity.	4.82
4. The presenter/facilitator's efficiently managed time and pacing of activities.	4.76
5. The presenter/facilitator modeled effective teaching strategies.	4.59
6. The activity added to my knowledge of standards and subject matter content.	4.53
7. The activity will improve my teaching skills.	4.88
8. I will use the knowledge and skills from this activity in my classroom or professional duties.	4.94
9. The activity will help me meet the needs of diverse student populations (e.g., gifted and talented, ELL, special ed., at-risk students).	4.88
10. If Yes, has your past participation changed your Teaching Instruction or Administrator Responsibility?	4.53

Conclusion

In conclusion, despite the challenges that this year brought to teachers, participants shared that they enjoyed the supportive and collaborative environment that the cohort experience provided for them. In moving forward, we will recruit approximately 45 new teachers for next year's cohort on top of the 30 candidates who will be continuing with us. In addition, we will continue providing support and feedback with six CSP's. As we move forward in our current Pandemic, we will also plan and be prepared for a blended style cohort with both face-to-face and virtual meetings. Throughout the year, we will also encourage more collaboration (PLC style) with like certificate area groups and provide timelines with due dates, so candidates can manage their time more efficiently.

References & Resources:

National Board for Professional Teaching Standards (2021) National Board certification. Retrieved from National Board for Professional Teaching Standards

National Board for Professional Teaching Standards (2020) Core-Connections Resources. Retrieved from National Boards for Professional Teaching Standards Core Connections Resources

The New Teacher Project. (2013). Perspectives of Irreplaceable Teachers. Retrieved from Perspectives of Irreplaceable Teachers

Case Study 12: National Board Cohort--Logic Model

Situation: The National Board Process is a voluntary system that is available to all teachers in our country. When teachers become National Board-Certified Teachers, they have proven to meet a set of high and rigorous standards. Accomplished teachers have the flexibility to complete the National Board process in 1-3 years. With Covid-19 pandemic disruptions, teachers from the 2019-2020 cycle have extended their due dates to the May 2021 deadline. The challenge is meeting the diverse needs of candidates who are in different places in the process within a virtual setting.

Inputs	Outputs		Outcomes -- Impact		
	Activities	*Participation*	*Short*	*Medium*	*Long*
Funding (supplies, substitutes, and stipends) RPDP Director RPDP Facilitator Candidate Support Providers National Board Candidates	Year-long professional learning centered around each of the 4 National Board Components Year 1 = 45 hours of professional learning Year 2 = 45 hours of professional learning Optional weekly virtual support sessions Individual focus on National Board portfolio components (1,2,3,4) Reflective practice, and Goal Setting using the Architecture of Accomplished Teaching, 5 Core Propositions, Certificate Area Standards and the Level 4 Rubrics.	7 Candidate Support Providers/ Facilitators 67 Year 1 and 2 Participants 30 MOC-Maintenance of Certificate (Renewal) Participants	National Board Candidates report increased confidence with their teaching pedagogy. National Board Candidates indicate professional growth and increased reflective practice during participation in the cohort. National Board candidates increase referral of colleagues to the Northern Nevada National Board Cohort. **Measures:** Post-reflective survey, Coaching feedback.	Accomplished teachers who participate in this cohort increase leadership roles at their sites, in their districts, and within the profession. National Board candidates who complete the 1–3-year process increase their teaching alignment to the National Board Standards. **Measures:** Post-reflective survey.	Increased student achievement. Increased teacher leadership roles in state agencies, union leadership, or professional associations. **Measures:** Existing school, district, and state data.

Assumptions: National Board Candidates are committed to becoming a National Board Certified Teacher. With multiple supports and sessions that are catered to their diverse needs, teachers will increase their self-efficacy, reflective practice and work in PLC's to meet the needs of their students.

External Factors: COVID-19 Pandemic disruptions (class/school exclusions requiring distance learning), Substitute shortage, teacher fatigue, and financial limitations.

***Figure 14**: Case Study 12: National Board Cohort Logic Model*

Appendices

Appendix A: Overview of Regional Services 2020–21

Professional development services are reported in two formats: unduplicated counts which show how many teachers, administrators, paraprofessionals, and other educators were served in each county; and duplicated counts which reflect how many educators participated in trainings, many more than once. Tables 1 and 2 show these data in an overview format for the entire northwest region, broken down by elementary, middle, and high school for teachers. Administrator counts also are displayed along with a category of Others.

Table 1: Unduplicated Number of Educators Trained by the NWRPDP

District	ES Teachers	MS Teachers	HS Teachers	Administrators	Others*	Total by District
Carson	118	55	48	31	95	347
Churchill	90	47	160	11	63	371
Douglas	129	43	62	21	37	292
Lyon	105	40	42	15	6	208
Storey	13	12	10	2	11	48
Washoe	516	74	105	67	77	839
Totals	971	271	427	147	289	2,105

Table 2: Duplicated Number of Educators Trained by the NWRPDP

District	ES Teachers	MS Teachers	HS Teachers	Administrators	Others*	Total by District
Carson	205	109	81	56	127	451
Churchill	180	201	160	24	89	654
Douglas	301	145	116	45	75	682
Lyon	187	62	66	31	8	354
Storey	42	18	17	5	81	163
Washoe	672	127	169	111	89	1,168
Totals	1,587	662	609	272	342	3,472

*Others in Tables 1 and 2 include certified personnel who did not specify a grade level, substitutes, school counselors, district-level certified positions, and other participants such as paraprofessionals, and community members

A total of 2,105 educators, or 33% of the approximate 6,347 educators employed in the region (as reported by each district), participated in programs provided by the NWRPDP during 2020-21 (unduplicated count). In terms of how NWRPDP participants are broken down by district, in 2020-21, 16% of participating teachers and administrators were from Carson City, 18% were from Churchill County, 14% were from Douglas County, 10% were from Lyon County, 2% from Storey County, and 40% from Washoe County. Many educators attended programs on more than one occasion, resulting in a total of 3,472 contacts between the NWRPDP and educators during the year (duplicated count).

Type and Focus of Services - Regional Overview

The NWRPDP provides a variety of services for the six counties in the region. Figure 1 shows the breakdown in a visual format of the three broad types of services provided by regional trainers throughout the districts with a significant majority of services being in the form of instructional training and in-service classes for the 2020–21 school year.

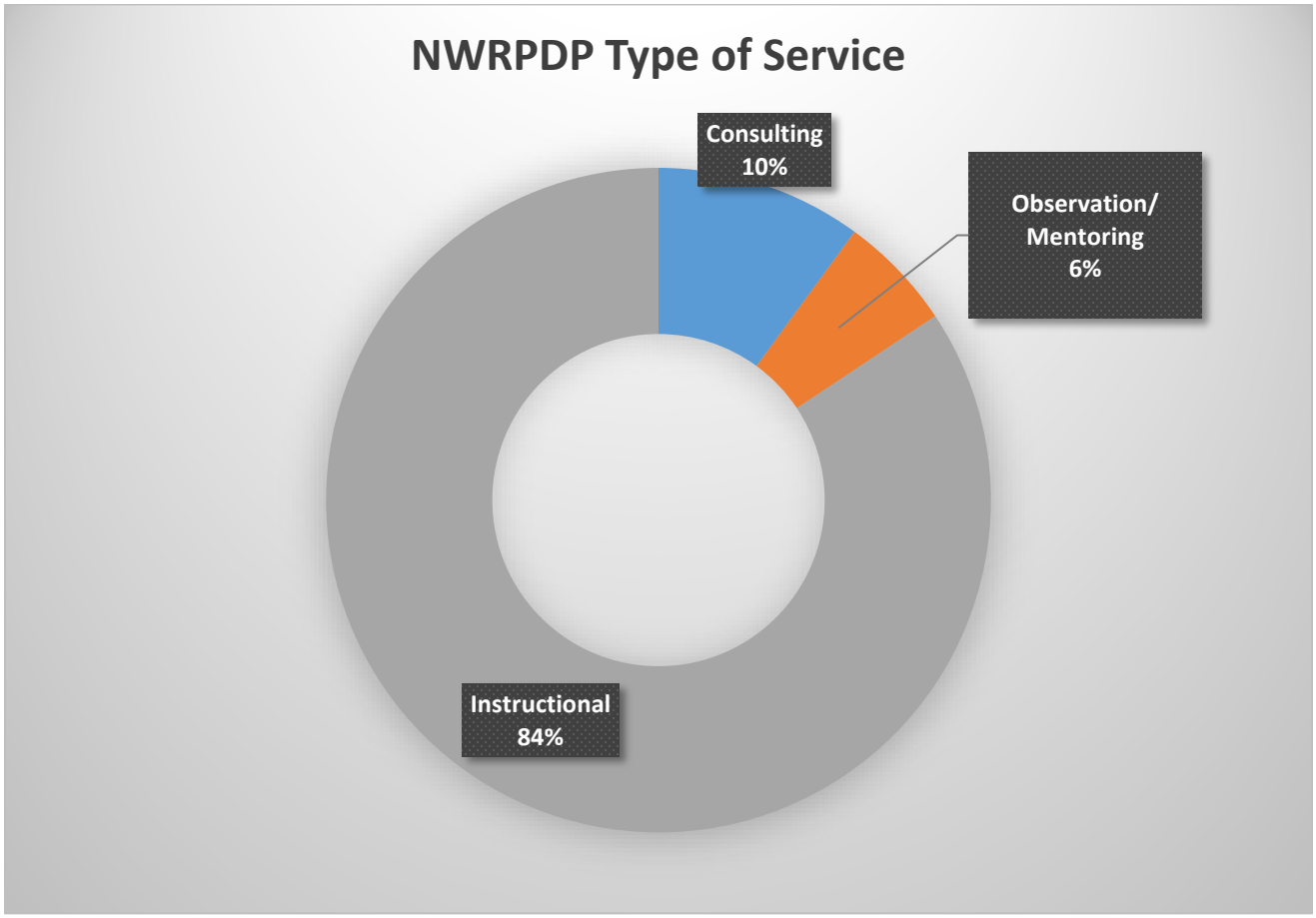

Figure 1: Types of Services Provided by the NWRPDP

Another measure of services is the focus of the services provided. This measure looks at the content of the services offered in the region (See Figure 2). The major areas of services provided in the region for the 2020–21 school year were NVACS trainings in areas of NVACS Computer Education and Technology, Math, Science, and Literacy/English. The remaining areas of focus were diverse, and included professional learning opportunities in Family Engagement, Teacher Leadership, Social Studies, STEM, Computer Science, and Mindset/SEL.

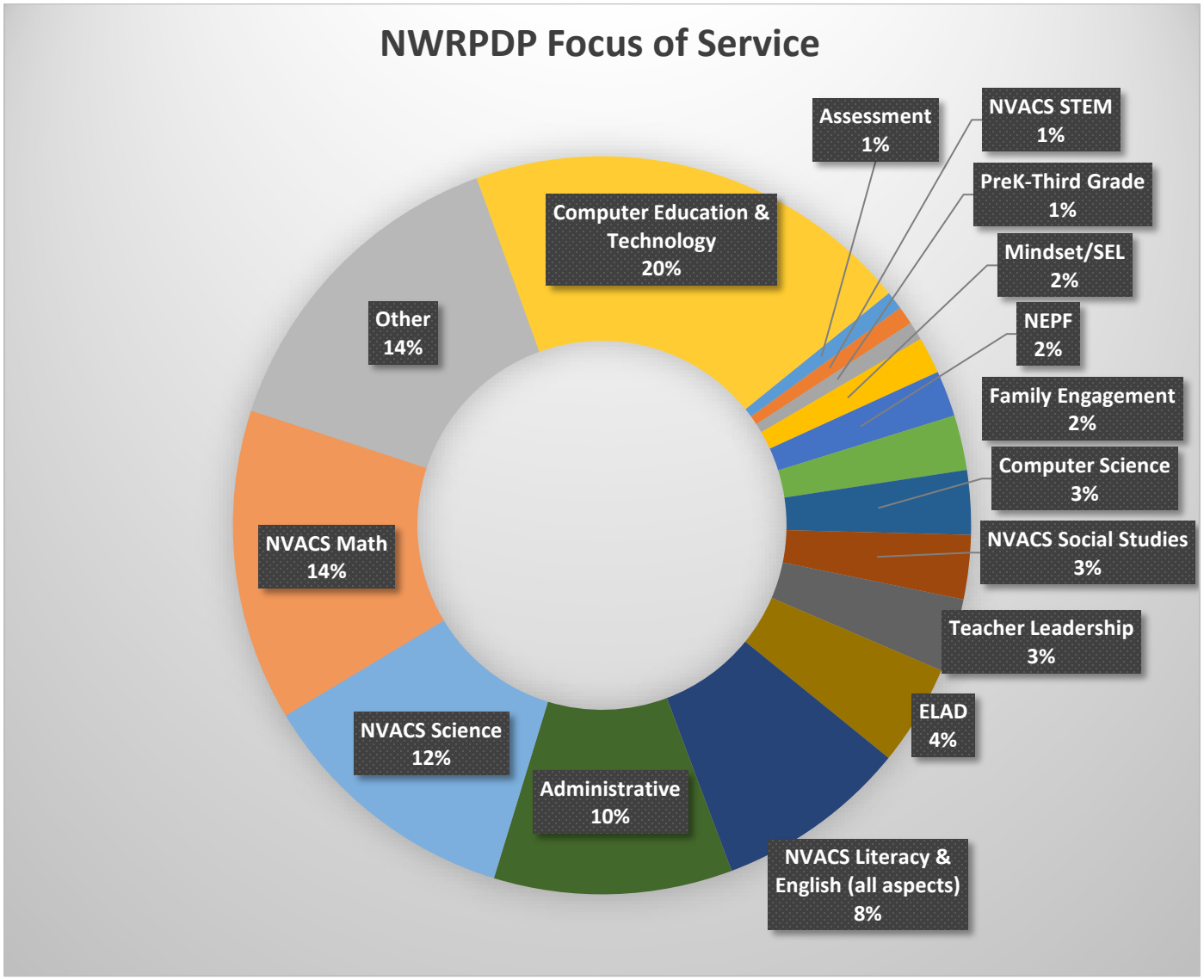

Figure 2: Focus of Services of the NWRPDP

Appendix B: Carson City School District Services Summary 2020–21

Carson City School District has 11 schools: six elementary schools, two middle schools, one comprehensive high school, one alternative high school, and one charter school. Carson has 7% of the schools in the NWRPDP Region, which includes 154 schools. Two full-time learning facilitators are housed in Carson.

Training focused mainly on the Nevada Academic Content Standards in Literacy/English, the Nevada Educator Performance Framework, Math, Computer Science, and Social Studies. Other professional learning included Science and STEM and Mindset/SEL.

Participant Mean Ratings on Quality of RPDP Trainings

(Scale: 1 = not at all, 3 = to some extent, 5 = to a great extent)	CCSD	Region
The activity matched my needs	4.43	4.60
The activity provided opportunities for interactions and reflections	4.49	4.76
The presenter/facilitator's experience and expertise enhanced the quality of the activity.	4.70	4.79
The presenter/facilitator efficiently managed time and pacing of activities.	4.72	4.77
The presenter/facilitator modeled effective teaching strategies.	4.57	4.74
This activity added to my knowledge of standards and/or subject matter content.	4.46	4.59
The activity will improve my teaching skills.	4.42	4.63
I will use the knowledge and skills from this activity in my classroom or professional duties.	4.57	4.70
This activity will help me meet the needs of diverse student populations (e.g., gifted and talented, ELL, special education, at-risk students).	4.43	4.63

Number of Educators Trained by NWRPDP

	Unduplicated	Duplicated
ES Teachers	118	205
MS Teachers	55	109
HS Teachers	48	81
Administrators	31	56
Others	95	127
Totals	347	451

Carson educators were 18% of the educators served in the region (Using the unduplicated regional count of 1,884 educators).

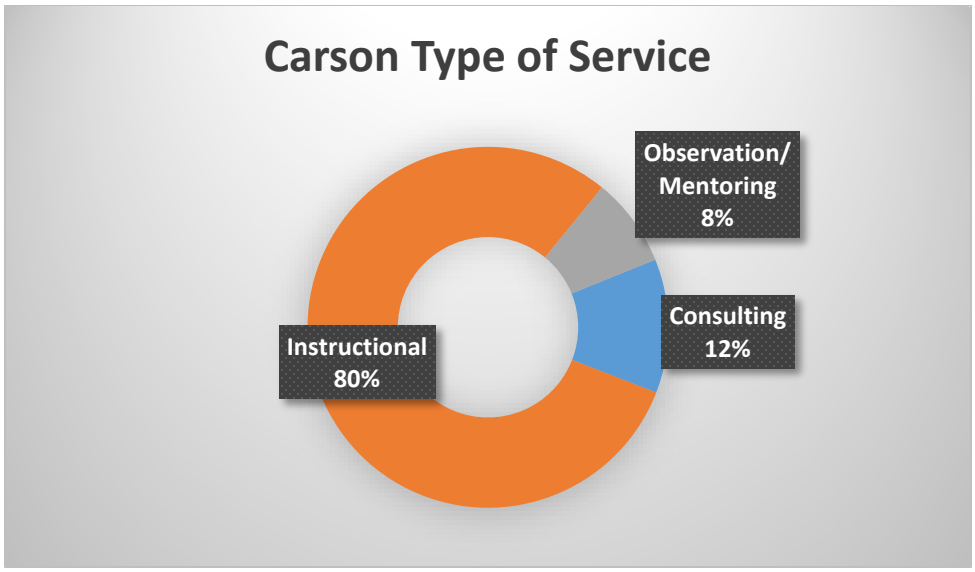

Figure 1: Types of Services Provided

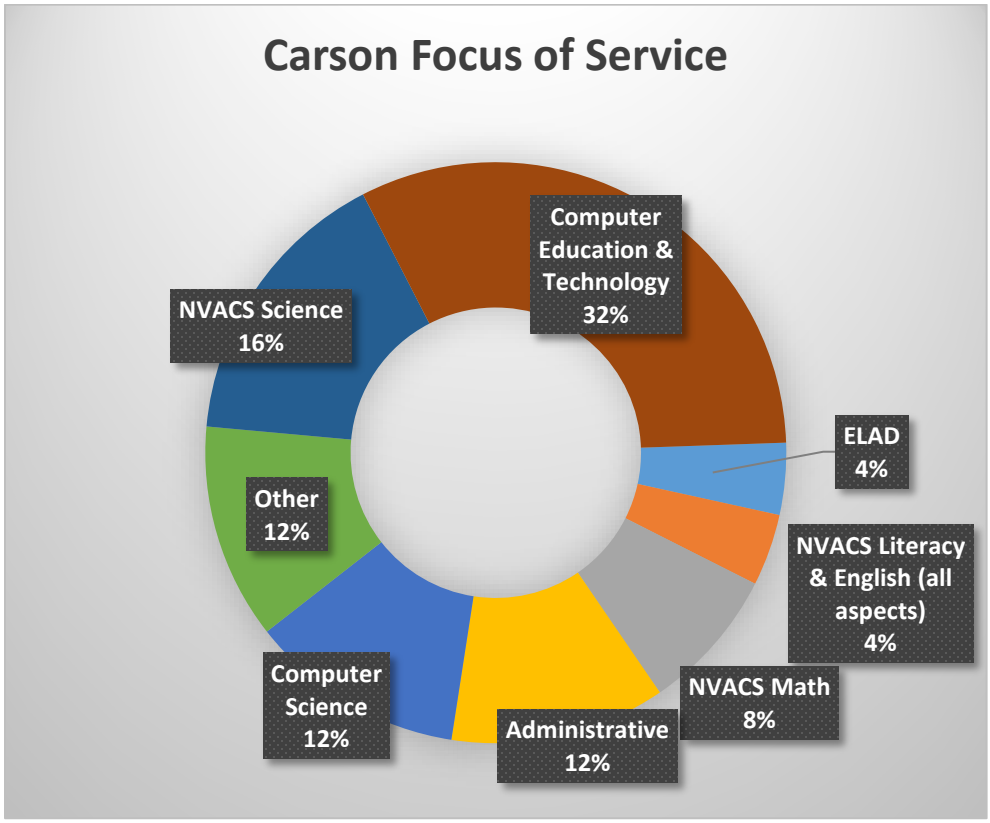

Figure 2: Focus of Services

Appendix C: Churchill County School District Services Summary 2020–21

Churchill County School District has six schools: one Pre-K school, one Kindergarten-First grade school, one school for grades two-three, one school for grades four-five, one middle school, and one comprehensive high school. Churchill has 4% of the schools in the NWRPDP Region, which includes 154 schools.

Primary areas supported by regional learning facilitators this year were the Nevada Academic Content Standards in Math, STEM, and Computer Science followed by Science, Parent and Family Engagement, PreK-Third Grade support, and the Nevada Educator Performance Framework, Mindset/SEL, and NVACS in Literacy/English.

Participant Mean Ratings on Quality of RPDP Trainings

(Scale: 1 = not at all, 3 = to some extent, 5 = to a great extent)	ChCSD	Region
The activity matched my needs	4.61	4.60
The activity provided opportunities for interactions and reflections	4.83	4.76
The presenter/facilitator's experience and expertise enhanced the quality of the activity.	4.85	4.79
The presenter/facilitator efficiently managed time and pacing of activities.	4.69	4.77
The presenter/facilitator modeled effective teaching strategies.	4.80	4.74
This activity added to my knowledge of standards and/or subject matter content.	4.70	4.59
The activity will improve my teaching skills.	4.76	4.63
I will use the knowledge and skills from this activity in my classroom or professional duties.	4.74	4.70
This activity will help me meet the needs of diverse student populations (e.g., gifted and talented, ELL, special education, at-risk students).	4.80	4.63

Number of Educators Trained by NWRPDP

	Unduplicated	Duplicated
ES Teachers	90	180
MS Teachers	47	201
HS Teachers	160	160
Administrators	11	24
Others	63	89
Totals	371	654

Churchill educators were 8% of the educators trained in the region (Using the Unduplicated regional count of 1,884 educators).

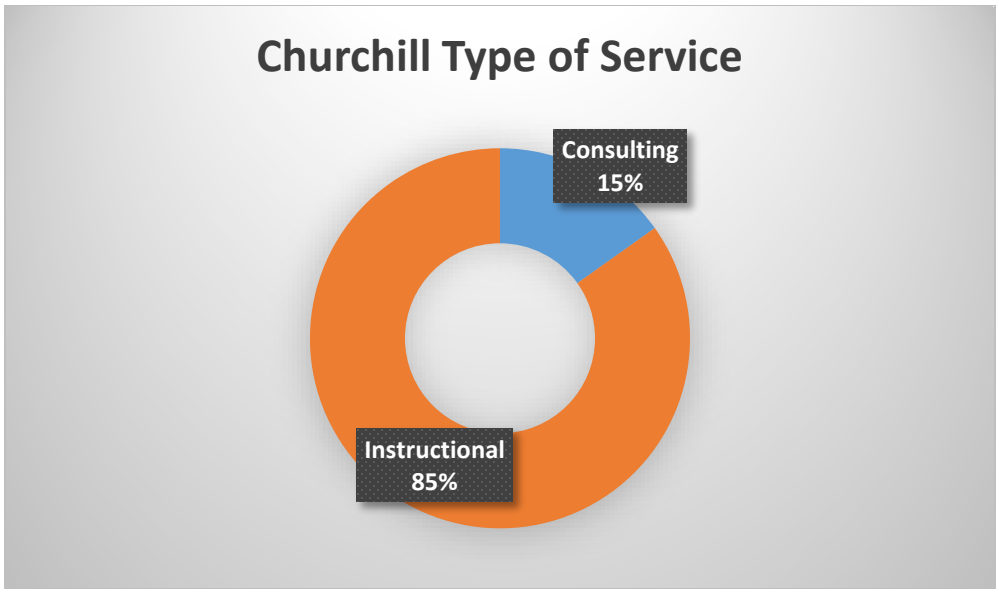

Figure 1: Types of Services Provided

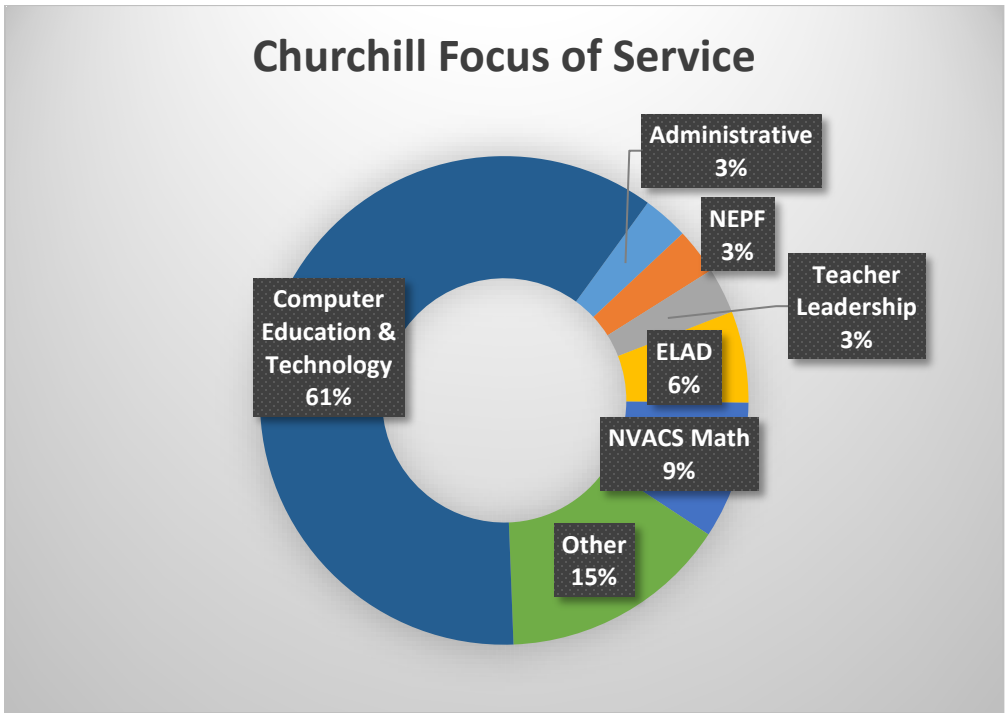

Figure 2: Focus of Services

Appendix D: Douglas County School District Services Summary 2020–21

Douglas County School District has 14 schools: seven elementary schools, three middle schools, and four high schools. Douglas has 9% of the schools in the NWRPDP Region, which includes 154 schools. A full-time learning facilitator coordinated services for DCSD.

The majority of services provided this year were in support of the Nevada Academic Content Standards in Math followed by Computer Science and Computer Education and Technology, the Nevada Educator Performance Framework, and NVACS in Literacy/English. Professional learning was also provided in PreK-Third grade support, NVACS Science and STEM as well as Leadership and Mindset/SEL.

Participant Mean Ratings on Quality of RPDP Trainings

(Scale: 1 = not at all, 3 = to some extent, 5 = to a great extent)	DCSD	Region
The activity matched my needs	4.55	4.60
The activity provided opportunities for interactions and reflections	4.82	4.76
The presenter/facilitator's experience and expertise enhanced the quality of the activity.	4.84	4.79
The presenter/facilitator efficiently managed time and pacing of activities.	4.81	4.77
The presenter/facilitator modeled effective teaching strategies.	4.81	4.74
This activity added to my knowledge of standards and/or subject matter content.	4.48	4.59
The activity will improve my teaching skills.	4.61	4.63
I will use the knowledge and skills from this activity in my classroom or professional duties.	4.65	4.70
This activity will help me meet the needs of diverse student populations (e.g., gifted and talented, ELL, special education, at-risk students).	4.62	4.63

Number of Educators Trained by NWRPDP

	Unduplicated	Duplicated
ES Teachers	129	301
MS Teachers	43	145
HS Teachers	62	116
Administrators	21	45
Others	37	75
Totals	292	682

Douglas educators were 15% of the educators trained in the region (Using the Unduplicated regional count of 1,884 educators).

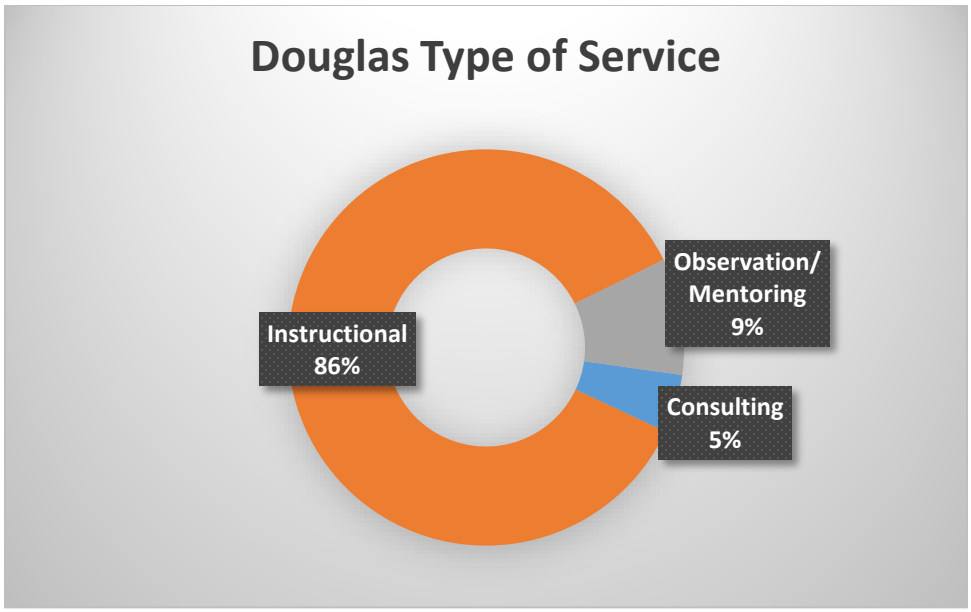

Figure 1: Types of Services Provided

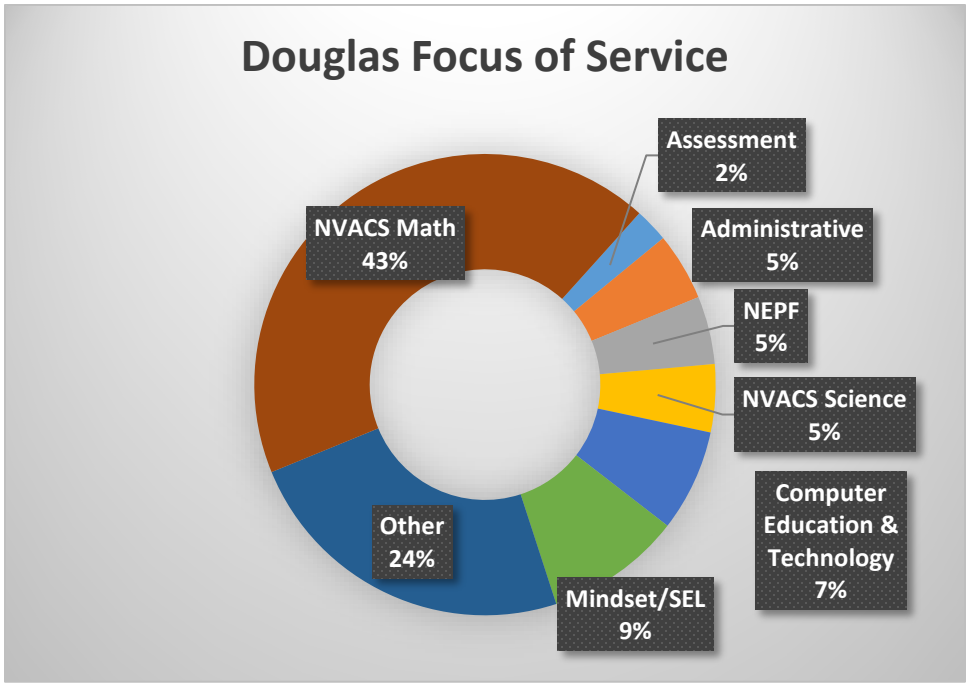

Figure 2: Focus of Services

Appendix E: Lyon County School District Services Summary 2020–21

Lyon County School District has 17 schools in five communities (Yerington, Dayton, Fernley, Smith Valley, and Silver Springs): eight elementary schools, four intermediate schools, four high schools, one K-8 school, and one K-12 school. Lyon has 11% of the schools in the NWRPDP Region, which includes 154 schools. A full-time learning facilitator coordinated services for LCSD.

The majority of services provided this year were in support of the Nevada Academic Content Standards in Math and English Language Learners followed by NVACS Literacy/English, Science, and Parent and Family Engagement as well as the Nevada Educator Performance Framework, Computer Science and Computer Education and Technology, and STEM.

Participant Mean Ratings on Quality of RPDP Trainings

(Scale: 1 = not at all, 3 = to some extent, 5 = to a great extent)	LCSD	Region
The activity matched my needs	4.74	4.60
The activity provided opportunities for interactions and reflections	4.84	4.76
The presenter/facilitator's experience and expertise enhanced the quality of the activity.	4.80	4.79
The presenter/facilitator efficiently managed time and pacing of activities.	4.77	4.77
The presenter/facilitator modeled effective teaching strategies.	4.80	4.74
This activity added to my knowledge of standards and/or subject matter content.	4.77	4.59
The activity will improve my teaching skills.	4.78	4.63
I will use the knowledge and skills from this activity in my classroom or professional duties.	4.80	4.70
This activity will help me meet the needs of diverse student populations (e.g., gifted and talented, ELL, special education, at-risk students).	4.77	4.63

Number of Educators Trained by NWRPDP

	Unduplicated	Duplicated
ES Teachers	105	187
MS Teachers	40	62
HS Teachers	42	66
Administrators	15	31
Others	6	8
Totals	208	354

Lyon educators were 12% of the educators trained in the region (Using the Unduplicated regional count of 1,884 educators).

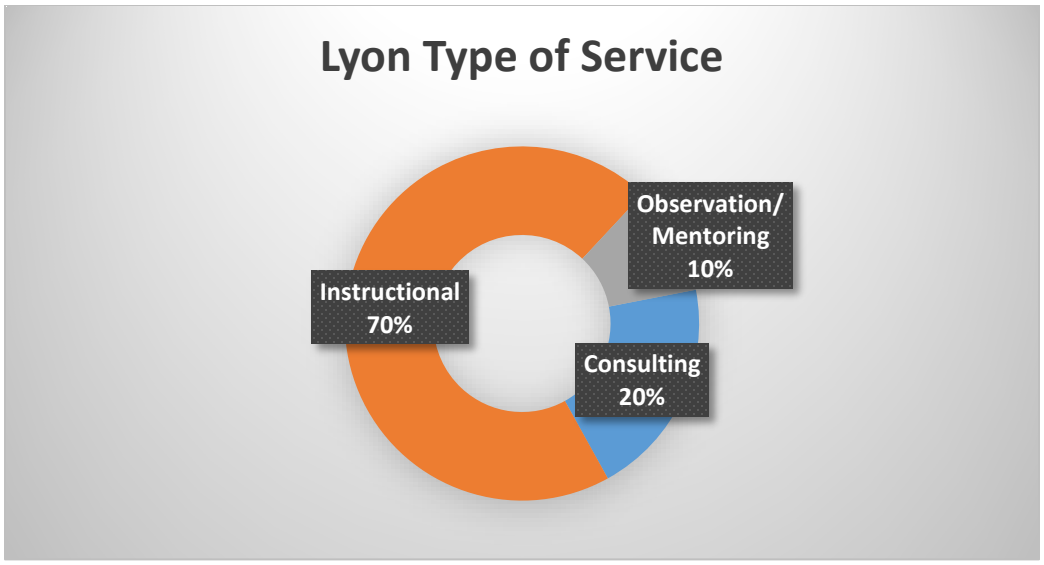

Figure 1: Types of Services Provided

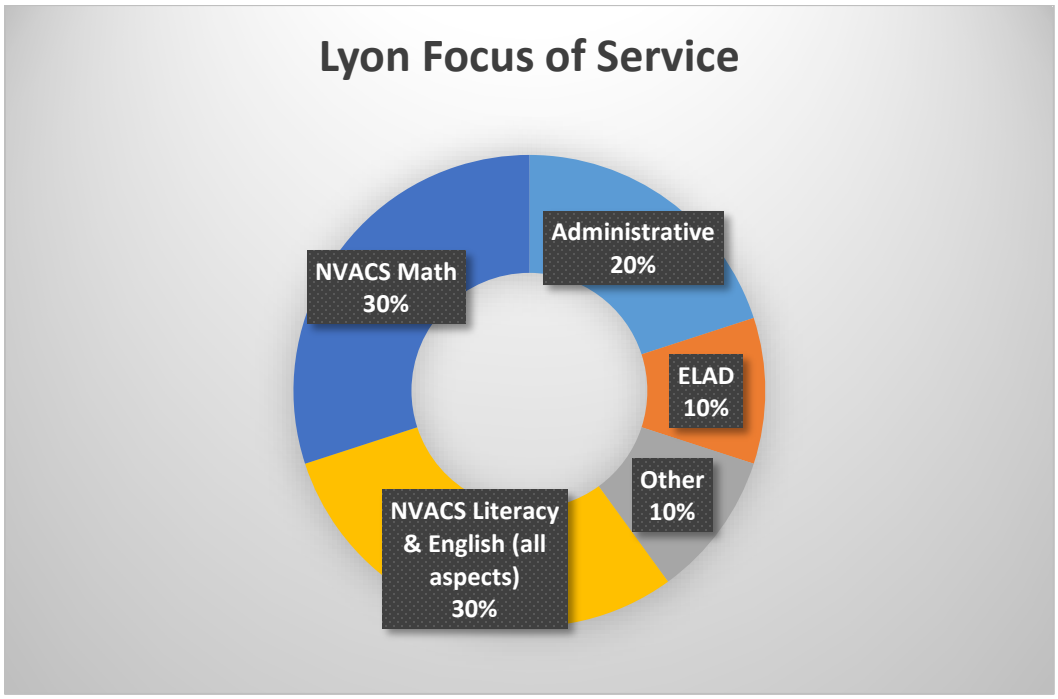

Figure 2: Focus of Services

Appendix F: Storey County School District Services Summary 2020–21

Storey County School District has four schools: two elementary schools, one middle school, and one high school. One administrator was dedicated to organizing professional development this year. Storey has less than 3% of the schools in the NWRPDP Region, which includes 154 schools.

SCSD received services in support of the Nevada Academic Content Standards in Math and Science followed by Literacy/English and STEM.

Participant Mean Ratings on Quality of RPDP Trainings

(Scale: 1 = not at all, 3 = to some extent, 5 = to a great extent)	SCSD	Region
The activity matched my needs	5.00	4.60
The activity provided opportunities for interactions and reflections	5.00	4.76
The presenter/facilitator's experience and expertise enhanced the quality of the activity.	5.00	4.79
The presenter/facilitator efficiently managed time and pacing of activities.	5.00	4.77
The presenter/facilitator modeled effective teaching strategies.	5.00	4.74
This activity added to my knowledge of standards and/or subject matter content.	5.00	4.59
The activity will improve my teaching skills.	5.00	4.63
I will use the knowledge and skills from this activity in my classroom or professional duties.	4.00	4.70
This activity will help me meet the needs of diverse student populations (e.g., gifted and talented, ELL, special education, at-risk students).	4.00	4.63

Number of Educators Trained by NWRPDP

	Unduplicated	Duplicated
ES Teachers	13	42
MS Teachers	12	18
HS Teachers	10	17
Administrators	2	5
Others	11	81
Totals	48	163

Storey educators were <1% of the educators trained in the region (Using the Unduplicated regional count of 1,884 educators).

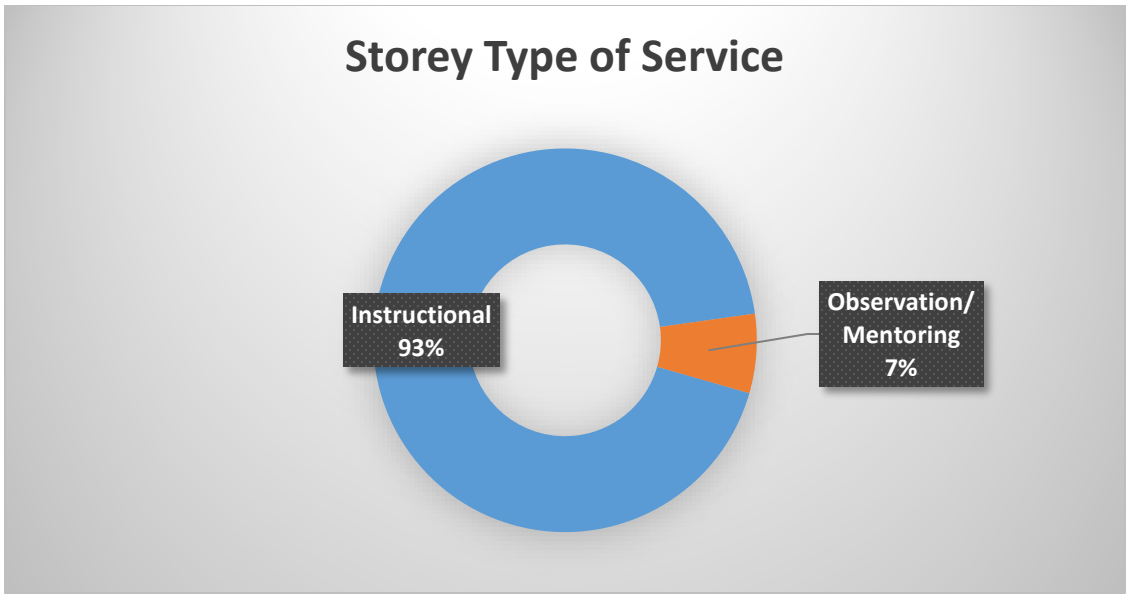

Figure 1: Types of Services Provided

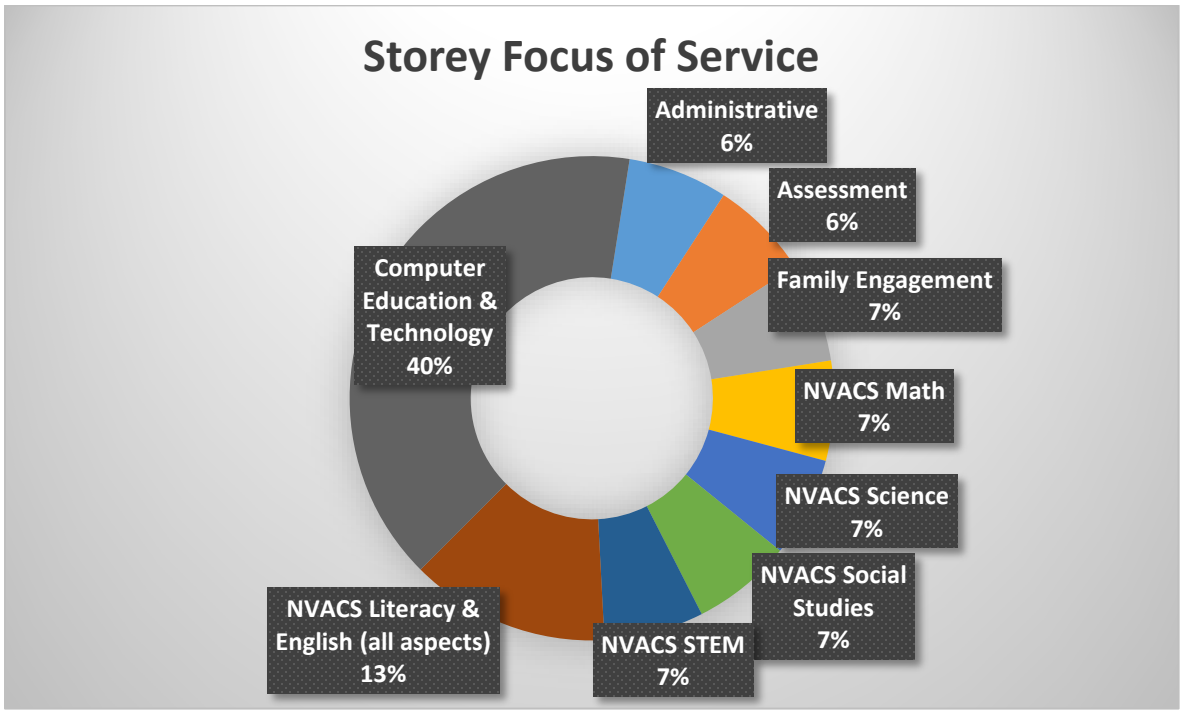

Figure 2: Focus of Services

Appendix G: Washoe County School District Services Summary 2020–21

Washoe County School District is the largest school district in the region with 102 schools: 62 elementary schools, 15 middle schools, 15 high schools, two schools for special populations, and eight charter schools. Washoe has 66% of the schools in the NWRPDP Region, which includes 154 schools.

The majority of services provided this year were in support of the Nevada Academic Content Standards in Literacy/English, Social Studies, and Math followed by Science, Leadership, Parent and Family Engagement, PreK-Third Grade (NELIP), and STEM as well as Computer Science and the Nevada Educator Performance Framework.

Participant Mean Ratings on Quality of RPDP Trainings

(Scale: 1 = not at all, 3 = to some extent, 5 = to a great extent)	WCSD	Region
The activity matched my needs	4.72	4.60
The activity provided opportunities for interactions and reflections	4.87	4.76
The presenter/facilitator's experience and expertise enhanced the quality of the activity.	4.81	4.79
The presenter/facilitator efficiently managed time and pacing of activities.	4.77	4.77
The presenter/facilitator modeled effective teaching strategies.	4.78	4.74
This activity added to my knowledge of standards and/or subject matter content.	4.71	4.59
The activity will improve my teaching skills.	4.73	4.63
I will use the knowledge and skills from this activity in my classroom or professional duties.	4.80	4.70
This activity will help me meet the needs of diverse student populations (e.g., gifted and talented, ELL, special education, at-risk students).	4.72	4.63

Number of Educators Trained by NWRPDP

	Unduplicated	Duplicated
ES Teachers	516	672
MS Teachers	74	127
HS Teachers	105	169
Administrators	67	111
Others	77	89
Totals	839	1168

Washoe educators were 47% of the educators trained in the region (Using the Unduplicated regional count of 1,884 educators).

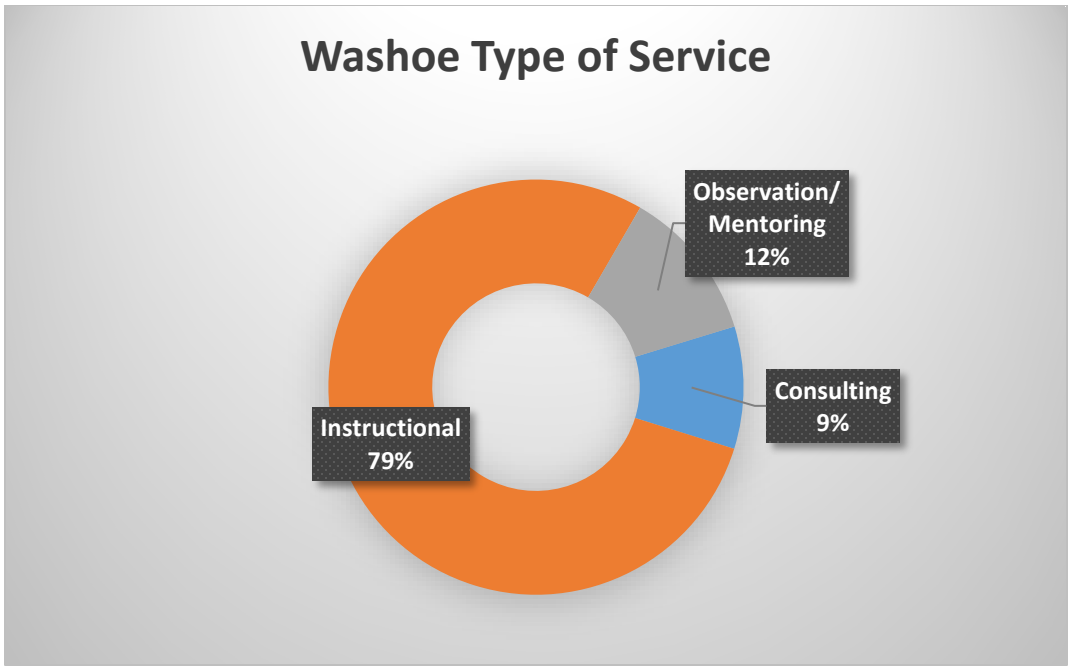

Figure 1: Types of Services Provided

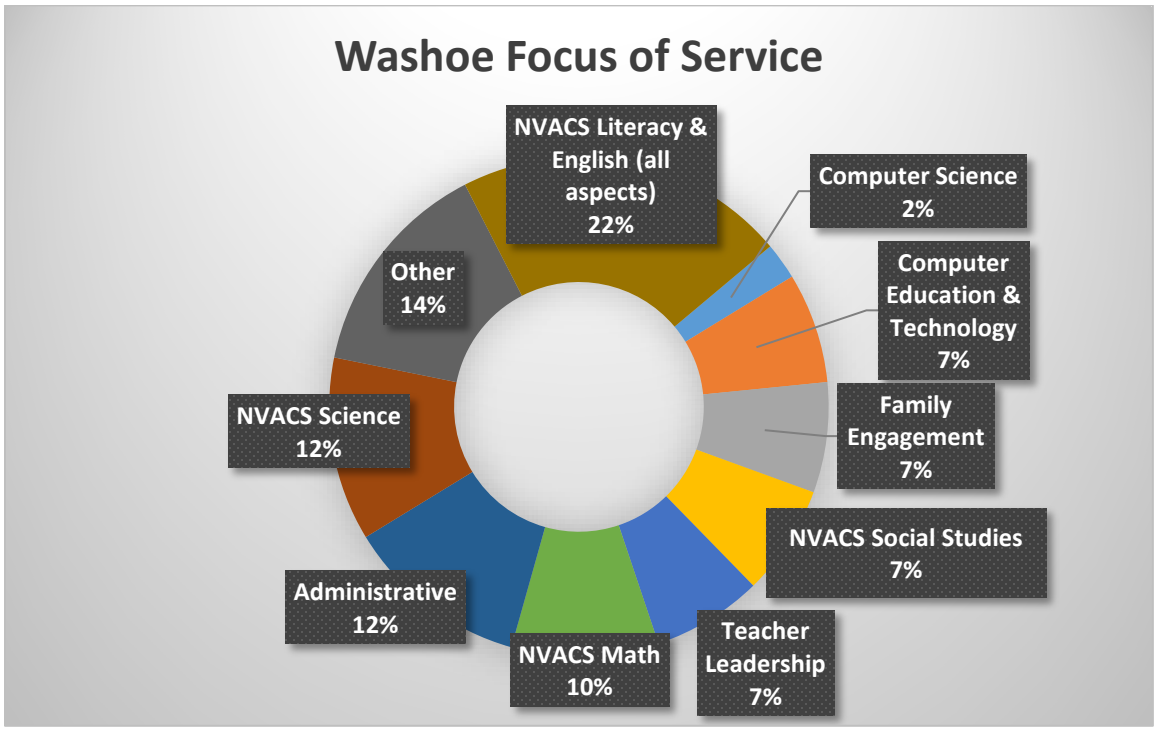

Figure 2: Focus of Services

LYON COUNTY SCHOOL DISTRICT
MEMORANDUM OF UNDERSTANDING
REGARDING USE OF LCSD SCHOOL BUSES

THIS AGREEMENT made on this ~~19th~~ day of ~~April~~, ~~2019~~ 2021 by and between the BOARD OF TRUSTEES OF THE LYON COUNTY SCHOOL DISTRICT, a body corporate, hereinafter referred to as "District," and Boys and Girls Club of Mason Valley, hereinafter referred to as "Organization."

WHEREAS, the District owns certain school buses that the Organization desires to use in connection with Activities and Events organized by the Boys and Girls Club of Mason Valley and;

WHEREAS, the District is willing to permit use of said school buses by the Organization under the terms and conditions set forth below.

NOW, THEREFORE, BE IT RESOLVED in consideration of the mutual covenants and conditions set forth herein, District and Organization hereby agree as follows:

1. The District hereby permits the use of school buses TO BE USED BY Organization as fully set forth in this Agreement.

2. The term of this Agreement shall be for a period commencing at 12:00 a.m. on the 22nd day of ~~June, 2019~~, and expiring on 11:59 p.m. on the ~~21st day of June, 2020~~. District shall retain and maintain absolute ownership and control of said school buses and Organization's use of said school buses shall in no way interfere with District's use of the school buses.

3. In consideration of the foregoing, Organization agrees to promptly pay to District $2.~~1909~~ per mile for each actual mile logged by said buses and $~~22.95~~25.18 per hour for each District driver used by Organization during the term of this Agreement. Only District drivers will be allowed to drive the buses. If there is a change in operating costs for District, then Organization agrees to pay the adjusted cost per mile for actual miles logged provided that District provides thirty (30) days written notice prior to the effective date of the cost adjustment. In the event Organization does not use said buses for its contemplated programs, there will be no charge to Organization.

4. The District agrees to maintain the said equipment at its own expense including but not limited to lubrication, fuel, tires, repairs, and cleaning; provided, however, Organization shall perform all emergency on the road maintenance while the buses are in Organization's possession, and further be responsible for returning any inoperable buses to the District's designated maintenance or storage area.

5. Organization will provide adequate adult supervision of children under their care and control, and agree that any District employee who is functioning in a position that they normally fill as an employee of the District will not be required or requested to function as a chaperone for Organization.

6. Organization will provide at least ten (10) days notice should any child being transported under the conditions of this agreement be less than 5 years old or weigh less than 60 pounds, so that District may provide a suitable bus (if available) for transport of such children. Organization shall also provide at least ten (10) days notice if any child with special needs that requires additional safety measures shall be transported under the conditions of this agreement, and it shall be the responsibility of the Organization to provide adequate adult supervision of such children.

7. District will maintain absolute and final authority over the departure of school buses, and reserves the right to cancel any departure due to inclement weather or poor road conditions. Any such cancellation that results in a financial loss to Organization shall not be the responsibility of the District.

8. Organization shall indemnify, hold District harmless and defend District from any and all liability and claims, including but not limited to costs and attorneys' fees, which may result from the negligent and/or intentional acts of Organization and its employees. District shall indemnify, hold Organization harmless, and defend Organization up to the statutory limits set forth in NRS Chapter 41 for any and all liability and claims including costs and attorneys fees, which may result from the negligent or intentional act of District's employees or agents.

9. In the event any bus is damaged while in possession of Organization as a result of negligent and/or intentional acts of the Organization and its employees, Organization shall be responsible to repair and/or pay to the District the fair market value of said bus prior to such damage, if repair is not practically or economically feasible.

10. The Organization shall furnish automobile liability insurance on each bus used in the above outlined programs. Such insurance shall name District as an additional insured and shall provide District with thirty (30) days notice of cancellation of the policy. Organization shall also name District as an additional insured on its excess liability policy or policies.

    Organization shall maintain a One Million Dollar ($1,000,000) Automobile Liability policy, a One Million Dollar ($1,000,000) General Liability Policy, and a Three Million Dollar ($3,000,000) Umbrella Liability policy. Organization shall provide District with Certificates of Insurance and additional insured endorsement(s) reflecting the above coverage and limits.

11. Upon the expiration of this lease agreement, Organization shall promptly restore possession of all the school buses to District in as good a condition as when received, ordinary wear and tear excepted.

12. This Agreement shall be binding upon the parties hereto and their successors in interest.

13. This Agreement shall be governed by the laws of the State of Nevada.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed the day and year first above written.

LYON COUNTY SCHOOL DISTRICT
"DISTRICT"

By _____
~~Neal McIntyre~~Holly Villines, Board of School Trustees President

BOYS AND GIRLS CLUB OF MASON VALLEY
"ORGANIZATION"

By _____
Travis Crowder, Chief Professional Officer

LYON COUNTY SCHOOL DISTRICT

Supplemental Pay Schedule for Unclassified Positions

School Year Licensed Positions Rate	**effective duration of assignment Aug-Jun**
Substitute Teacher	
Emergency Subs (NDE requires HS diploma/GED)	$ 95.00 daily
Regular licensed subs with	
NDE Substitute License	$ 100.00 daily
NDE Substitute License + STEDI/LCSD certificate	$ 110.00 daily
Long-Term licensed subs (20 consecutive days in same assignment)	
NDE Substitute License + Enrolled in STEDI/LCSD certificate program	$ 110.00 daily
NDE Substitute License + STEDI/LCSD certificate	$ 150.00 daily
Home Bound Teacher	$ 25.00 hourly
Adult Education Teacher	$ 25.00 hourly
Driver Education Teacher	$ 25.00 hourly
Pre-approved work beyond contract day	$ 25.00 hourly
Licensed Teacher Tutor	$ 25.00 hourly

Summer School/ESY Rates	**effective duration of assignment Jun/July/Aug**	
Summer School Licensed Instructor		$ 25.00 hourly
Summer School Paraprofessional – classroom or bus	(Grade 4, Step 1)	$ 16.22 hourly
Summer School Administration		$ 36.00 hourly
Summer School Nurse	(Grade 8, Step 1)	$ 18.76 hourly
Summer Home Bound Teacher		$ 25.00 hourly

Substitute Rates		**Flat rate based on**
Grounds Helper	(95% Grade 2, Step 1)	$ 12.95 hourly
Custodian	(95% Grade 3, Step 1)	$ 14.69 hourly
Courier	(95% Grade 3, Step 1)	$ 14.69 hourly
Maintenance	(95% Grade 3, Step 1)	$ 14.69 hourly
Paraprofessional – classroom or bus	(95% Grade 4, Step 1)	$ 15.41 hourly
Tech Aide	(95% Grade 4, Step 1)	$ 15.41 hourly
Bus Driver	(95% Grade 4, Step 1)	$ 15.41 hourly
Sign Language Interpreter (EIPA 0-1.9)	(95% Grade 4, Step 1)	$ 15.41 hourly
Secretary	(95% Grade 5, Step 1)	$ 16.52 hourly
Driver Trainer	(95% Grade 5, Step 1)	$ 16.52 hourly
School Health Aide	(95% Grade 5, Step 1)	$ 16.52 hourly
Sign Language Interpreter (EIPA 2-3.9)	(95% Grade 7, Step 1)	$ 16.98 hourly
LPN and RN	(95% Grade 8, Step 1)	$ 17.82 hourly
Mechanic	(95% Grade 11, Step 1)	$ 22.46 hourly
Computer Technician	(95% Grade 11, Step 1)	$ 22.46 hourly

Temporary/Special Positions Hourly Rate	**effective through duration of assignment**	
Temporary Office Clerk		$ 10.00 hourly
Groundskeeper – Student Summer helper	(95% Grade 2, Step 1)	$ 12.95 hourly
Summer Custodian	(95% Grade 3, Step 1)	$ 14.69 hourly
Bus Driver Trainee	(NV minimum wage)	$ 9.75 hourly
Lunchroom/Playground Supervisor		$ 10.00 hourly
Staff Training Presenter		$35.00/hourly
Staff Training Attendee		$ 25.00 hourly
Special Projects		$ 25.00 hourly
Specialist Therapists		$ 31.00 hourly
Non-licensed Tutor Aide		$ 10.00 hourly

Grant funded positions could cause the rates to change based on grant requirements and duration.

LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1129 Voucher Date: 11/03/2021 Prepared By:

Printed: 12/13/2021 02:44:13 PM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of $9,300.50 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2021 to June 30, 2022 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Holly Villines	President
Phil Cowee	Clerk
Kimber LA Crabtree	Member
Barbara Jones	Member
Sherry Parsons	Member
Bridget Peterson	Member
Neal E. McIntyre	Member

LYON COUNTY SCHOOL DISTRICT

Fund		Amount
100	General Fund	$5,093.50
240	State Grants	$1,471.22
250	Special Education	$585.17
280	Federal Funds	$2,150.61
		$9,300.50

Voucher Supplement Account Summary

Voucher Batch Number: 1129 11/03/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description	Amount
AMAZON BUSINESS				
		100.101.0000.000.2520.610.10000.00.00 Check #: 204697	General Supplies	$107.79
		100.104.0000.000.2210.610.10000.00.00 Check #: 204697	General Supplies	$249.00
		100.107.0000.000.2580.610.10000.00.00 Check #: 204697	General Supplies	$465.05
		100.108.0000.000.2620.610.10000.00.00 Check #: 204697	General Supplies	$243.52
		100.122.0000.000.2410.610.10202.10.00 Check #: 204697	General Supplies	$9.89
		100.126.0000.100.1000.610.10206.10.00 Check #: 204697	General Supplies	$116.61
		100.126.0000.100.1000.640.10206.10.00 Check #: 204697	Books and Periodicals	$931.36
		100.128.0000.000.2410.615.10211.10.00 Check #: 204697	Snacks, Food & Beverages	$26.01
		100.128.0000.000.2620.610.10211.10.00 Check #: 204697	General Supplies	$1,062.00
		100.128.0000.100.1000.610.10211.10.00 Check #: 204697	General Supplies	$123.02
		100.161.0000.000.2410.610.10601.32.00 Check #: 204697	General Supplies	$685.35
		100.161.0000.000.2620.610.10601.32.00 Check #: 204697	General Supplies	$368.59
		100.161.0000.100.1000.610.10601.32.00 Check #: 204697	General Supplies	$105.00
		100.161.0000.196.1000.610.10601.32.00 Check #: 204697	General Supplies	$32.61
		100.163.0000.360.1000.610.10603.32.00 Check #: 204697	General Supplies	$496.48
		100.164.0000.192.1000.610.10604.32.00 Check #: 204697	General Supplies	$71.22

Voucher Supplement Account Summary

Voucher Batch Number: 1129 11/03/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description	Amount
		240.300.0000.330.1000.610.10602.50.00 Check #: 204697	General Supplies	$1,471.22
		250.129.0000.200.1000.610.10209.10.00 Check #: 204697	General Supplies	$46.00
		250.133.0000.200.1000.610.10303.10.00 Check #: 204697	General Supplies	$39.98
		250.161.0000.200.1000.610.10601.32.00 Check #: 204697	General Supplies	$499.19
		280.633.0000.000.2100.610.10000.00.00 Check #: 204697	General Supplies	$215.22
		280.633.0000.000.2100.610.10206.10.00 Check #: 204697	General Supplies	$138.87
		280.633.0000.000.2100.610.10209.10.00 Check #: 204697	General Supplies	$159.74
		280.633.0000.000.2100.610.10211.10.00 Check #: 204697	General Supplies	$266.10
		280.633.0000.000.2100.610.10302.20.00 Check #: 204697	General Supplies	$1,234.79
		280.633.0000.000.2100.610.10305.31.00 Check #: 204697	FY21 Grants Budget Loads-Title I	$135.89
			Vendor Total:	$9,300.50
			Grand Total:	$9,300.50

End of Report

LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1130 Voucher Date: 11/05/2021 Prepared By:

Printed: 12/13/2021 02:45:23 PM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of $905,080.79 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2021 to June 30, 2022 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Holly Villines	President
Phil Cowee	Clerk
Kimber LA Crabtree	Member
Barbara Jones	Member
Sherry Parsons	Member
Bridget Peterson	Member
Neal E. McIntyre	Member

LYON COUNTY SCHOOL DISTRICT

Fund		Amount
100	General Fund	$263,688.58
230	Adult Education	$1,774.00
240	State Grants	$1,590.92
250	Special Education	$3,044.96
280	Federal Funds	$75,882.36
290	Food Service Funds	$274.60
310	Residential Construction Tax	$16,200.00
340	Governmental Services Tax (GST)	$428,052.87
360	Bond Issues	$114,572.50
		$905,080.79

Voucher Supplement Account Summary

Voucher Batch Number: 1130 11/05/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description	Amount
A T & T MONTHLY STATEMENT	99712			
		100.161.0000.000.2410.533.10601.32.00 0 Check #: 204698	Telephone - Land Line phone services	$213.90
			Vendor Total:	$213.90
A T & T MONTHLY STATEMENT	99712			
		100.164.0000.000.2410.533.10604.32.00 0 Check #: 204699	Telephone - Land Line phone services	$84.82
			Vendor Total:	$84.82
A T & T MONTHLY STATEMENT	99712			
		100.164.0000.000.2410.533.10604.32.00 0 Check #: 204700	Telephone - Land Line phone services	$21.47
			Vendor Total:	$21.47
ACCO ENGINEERED SYSTEMS, INC.				
		100.108.0000.000.2620.430.10203.10.00 0 Check #: 204701	Repairs and Maintenance Services	$12,576.40
			Vendor Total:	$12,576.40
AGUAIR				
		100.121.0000.000.2620.610.10201.10.00 0 Check #: 204702	General Supplies	$866.64
			Vendor Total:	$866.64
AIR FILTER SALES AND SERVICE	98789			
		100.123.0000.000.2620.610.10203.10.00 0 Check #: 204703	General Supplies	$931.21
		100.127.0000.000.2620.610.10210.10.00 0 Check #: 204703	General Supplies	$740.04
		100.133.0000.000.2620.610.10303.10.00 0 Check #: 204703	General Supplies	$467.41
		100.134.0000.000.2620.610.10304.20.00 0 Check #: 204703	General Supplies	$648.25
		100.163.0000.000.2620.610.10603.32.00 0 Check #: 204703	General Supplies	$55.04
			Vendor Total:	$2,841.95

Voucher Supplement Account Summary

Voucher Batch Number: 1130 11/05/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description	Amount
ALBERT W VACEK	7050			
		100.170.0000.000.2710.430.10000.00.00 Check #: 204704	Repairs and Maintenance Services	$290.00
			Vendor Total:	$290.00
ALDRIDGE, AMANDA				
		100.163.0000.190.1000.610.10603.32.00 Check #: 204705	General Supplies	$94.43
			Vendor Total:	$94.43
ALL IN GRAPHIX				
		100.134.0000.100.1000.610.10304.20.00 Check #: 204706	General Supplies	$406.00
		280.633.0000.000.2100.610.10304.20.00 Check #: 204706	FY18 Title IA SSMS Budget Load	$3,080.00
			Vendor Total:	$3,486.00
AMERICAN DOCUMENT DESTRUCTION INC	99182			
		100.132.0000.000.2410.533.10302.20.00 Check #: 204707	Telephone - Land Line phone services	$50.00
			Vendor Total:	$50.00
ARAMARK UNIFORM SERVICES				
		100.127.0000.000.2620.422.10210.10.00 Check #: 204708	Janitorial / Custodial Services	$489.30
		100.132.0000.000.2620.610.10302.20.00 Check #: 204708	General Supplies	$343.50
			Vendor Total:	$832.80
ATTAINMENT COMPANY	1340			
		280.639.0000.200.2180.610.10000.00.00 Check #: 204709	General Supplies	$951.31
		280.639.0000.200.2180.651.10000.00.00 Check #: 204709	Supplies - Technology - Software	$82.94
			Vendor Total:	$1,034.25
AUDIO ENHANCEMENT, INC	99350			

Voucher Supplement Account Summary

Voucher Batch Number: 1130 11/05/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description		Amount
		250.105.0000.200.2660.652.10201.10.00 Check #: 204710	Inventoried Supplies/Equipment - IT Related <$5000		$2,505.00
				Vendor Total:	$2,505.00
BATTERIES PLUS	98052				
		100.134.0000.000.2620.610.10304.20.00 Check #: 204711	General Supplies		$152.74
				Vendor Total:	$152.74
BEYNON SPORTS COMPANY					
		340.101.0000.000.4600.430.10601.32.00 Check #: 204712	Repairs and Maintenance Services		$215,115.30
		340.101.0000.000.4600.430.10603.32.00 Check #: 204712	Repairs and Maintenance Services		$16,423.47
		340.101.0000.000.4600.430.10604.32.00 Check #: 204712	Repairs and Maintenance Services		$196,514.10
					187
				Vendor Total:	$428,052.87
BLAISDELL'S BUSINESS PRODUCTS					
		100.000.0000.000.0000.000.10000.00.17 Check #: 204713	Inventories for Resale		$26,871.60
				Vendor Total:	$26,871.60
BLICK ART MATERIALS	5590				
		100.135.0000.100.1000.610.10305.31.00 Check #: 204714	General Supplies		$62.50
		100.161.0000.196.1000.610.10601.32.00 Check #: 204714	General Supplies		$77.76
				Vendor Total:	$140.26
BRIGHT WHITE PAPER CO.	101745				
		100.128.0000.100.1000.610.10211.10.00 Check #: 204715	General Supplies		$1,092.68
				Vendor Total:	$1,092.68
BUSWEST					
		100.170.0000.000.2730.614.10000.00.00 Check #: 204716	Parts		$245.47

Voucher Supplement Account Summary

Voucher Batch Number: 1130 11/05/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description		Amount
				Vendor Total:	$245.47
CARNEGIE LEARNING, INC	96934				
		280.633.0000.000.2100.653.10210.10.00 Check #: 204717	Web-based and similar programs		$7,900.00
				Vendor Total:	$7,900.00
CLARK PEST CONTROL					
		100.108.0000.000.2630.340.10601.32.00 Check #: 204718	Other Professional Services		$108.00
		100.108.0000.000.2630.340.10605.32.00 Check #: 204718	Other Professional Services		$108.00
				Vendor Total:	$216.00
CURRICULUM ASSOC INC	4800				
		100.121.0000.100.1000.640.10201.10.00 Check #: 204719	Books and Periodicals		$125.16
				Vendor Total:	$125.16
DAYTON VALLEY TIRE					
		100.170.0000.000.2730.430.10000.00.00 Check #: 204720	Repairs and Maintenance Services		$20.00
				Vendor Total:	$20.00
DECKER, INC.	5403				
		100.135.0000.000.2410.610.10305.31.00 Check #: 204721	General Supplies		$207.84
				Vendor Total:	$207.84
DELTA FIRE SYSTEMS, INC.					
		100.108.0000.000.2620.430.10000.00.00 Check #: 204722	Repairs and Maintenance Services		$6,982.00
				Vendor Total:	$6,982.00
DEMCO LIBRARY SERVICES	5499				
		100.123.0000.000.2220.610.10203.10.00 Check #: 204723	General Supplies		$3,241.42
				Vendor Total:	$3,241.42

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Vendor Remit Name	Vendor #	Account	Description		Amount
DENTER, RANDY					
		100.170.0000.000.2710.519.10000.00.00 Check #: 204724	Student Transportation Purchased From Other Source		$350.00
				Vendor Total:	$350.00
DICKSON, DE SOTO					
		100.163.0000.000.2410.610.10603.32.00 Check #: 204725	General Supplies		$28.20
				Vendor Total:	$28.20
DIVINE DESIGNS BY SHELBY					
		280.633.0000.000.2100.610.10304.20.00 Check #: 204726	FY18 Title IA SSMS Budget Load		$350.00
				Vendor Total:	$350.00
DONNELLEY SPORTS	97433				
		100.162.0000.920.1000.610.10602.50.00 Check #: 204727	General Supplies		$1,381.22
				Vendor Total:	$1,381.22
EDUCATIONAL AND COMMUNITY SUPPORTS					
		100.106.0000.000.2515.651.10000.00.00 Check #: 204728	Supplies - Technology - Software		$500.00
				Vendor Total:	$500.00
ELECTRONIX EXPRESS					
		100.161.0000.100.1000.610.10601.32.00 Check #: 204729	General Supplies		$817.95
				Vendor Total:	$817.95
ETERNAL IMAGE SIGN & DESIGN	96742				
		230.231.0000.610.1000.610.10601.41.00 Check #: 204730	General Supplies		$1,074.00
				Vendor Total:	$1,074.00
FATBEAM, LLC					
		100.107.0000.000.2580.535.10000.00.00 Check #: 204731	Data Communications, Internet, Video, T-lines, etc		$435.00

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Vendor Remit Name	Vendor #	Account	Description		Amount
				Vendor Total:	$435.00
FLINN SCIENTIFIC	7765				
		100.162.0000.170.1000.610.10602.50.00 Check #: 204732	General Supplies		$106.81
				Vendor Total:	$106.81
FLYERS ENERGY, LLC	102216				
		100.170.0000.000.2730.626.10000.00.00 Check #: 204733	Gasoline		$3,820.02
				Vendor Total:	$3,820.02
GENE WATSON	22210				
		100.108.0000.000.2620.422.10000.00.00 Check #: 204734	Janitorial / Custodial Services		$1,256.67
				Vendor Total:	$1,256.67
GENERATION GENIUS, INC.					
		100.133.0000.100.1000.653.10303.10.00 Check #: 204735	Web-based and similar programs		$795.00
				Vendor Total:	$795.00
GEORGE, SARAH					
		280.688.0000.000.2700.510.10000.00.00 Check #: 204736	Student Transportation Services		$208.32
				Vendor Total:	$208.32
GOVCONNECTION, INC	8584				
		100.107.0000.000.2580.650.10000.00.00 Check #: 204737	Supplies-Information Technology-related		$16,729.02
		100.107.0000.000.2580.651.10000.00.00 Check #: 204737	Supplies - Technology - Software		$2,608.54
		100.107.0000.000.2580.652.10000.00.00 Check #: 204737	Inventoried Supplies/Equipment - IT Related <$5000		$101,438.20
				Vendor Total:	$120,775.76
GRAINGER	99826				
		100.163.0000.000.2620.610.10603.32.00 Check #: 204738	General Supplies		$197.16

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Vendor Remit Name	Vendor #	Account	Description		Amount
				Vendor Total:	$197.16
HALL, RACHELE					
		100.163.0000.360.1000.610.10603.32.00 Check #: 204739	General Supplies		$119.75
				Vendor Total:	$119.75
HARRIS WELDING SUPPLY					
		100.161.0000.384.1000.610.10601.32.00 Check #: 204740	General Supplies		$4,642.69
				Vendor Total:	$4,642.69
HEALTHY COMMUNITIES COALITION					
		280.715.0000.000.2100.320.10000.00.00 Check #: 204741	FY21 Grants Budget Loads - Title IVA		$34,235.00
				Vendor Total:	$34,235.00
HEGGERTY					
		100.104.0000.100.1000.640.10000.00.00 Check #: 204742	Books and Periodicals		$496.74
		100.104.0000.100.1000.653.10000.00.00 Check #: 204742	Web-based and similar programs		$49.99
				Vendor Total:	$546.73
HENDERSON, STEVE	99657				
		100.135.0000.000.2410.580.10305.31.00 Check #: 204743	Staff Travel		$324.00
				Vendor Total:	$324.00
HENRY, LEE					
		100.107.0000.000.2580.332.10000.00.00 Check #: 204744	Training & Development - Instruct Non-Licensed		$418.00
				Vendor Total:	$418.00
HOME DEPOT	9654				
		100.134.0000.000.2620.610.10304.20.00 Check #: 204745	General Supplies		$1,048.37
		100.164.0000.000.2620.610.10604.32.00 Check #: 204745	General Supplies		$107.88

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Vendor Remit Name	Vendor #	Account	Description		Amount
				Vendor Total:	$1,156.25
HYDRAULIC INDUSTRIAL SERVICES	97884				
		100.127.0000.000.2620.610.10210.10.00 Check #: 204746	General Supplies		$105.53
				Vendor Total:	$105.53
IMAGE MATTERS					
		100.134.0000.100.1000.610.10304.20.00 Check #: 204747	General Supplies		$1,895.00
				Vendor Total:	$1,895.00
INLAND BUSINESS SYSTEMS					
		100.170.0000.000.2710.442.10000.00.00 Check #: 204748	Rental of Equipment and Vehicles		$331.51
				Vendor Total:	$331.51
INNOVATIVE COMMUNICATIONS SYSTEMS, LLC	10058				
		100.135.0000.000.2410.610.10305.31.00 Check #: 204749	General Supplies		$190.00
		100.136.0000.000.2410.610.10208.31.00 Check #: 204749	General Supplies		$380.00
				Vendor Total:	$570.00
INTEGRITY PEST MANAGEMENT, LLC					
		100.135.0000.000.2620.430.10305.31.00 Check #: 204750	Repairs and Maintenance Services		$400.00
				Vendor Total:	$400.00
JIM MENESINI PETROLEUM					
		100.170.0000.000.2730.614.10000.00.00 Check #: 204751	Parts		$229.00
				Vendor Total:	$229.00
JUNIOR LIBRARY GUILD	95920				
		100.135.0000.000.2220.640.10305.31.00 Check #: 204752	Books and Periodicals		$1,059.50
				Vendor Total:	$1,059.50

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Vendor Remit Name	Vendor #	Account	Description		Amount
LA CRABTREE, KIMBER					
		100.101.0000.000.2310.580.10000.00.00 Check #: 204753	Staff Travel		$207.94
				Vendor Total:	$207.94
LAHONTAN PARAMEDICAL					
		100.170.0000.000.2710.340.10000.00.00 Check #: 204754	Other Professional Services		$200.00
				Vendor Total:	$200.00
LITANIA SPORTS GROUP, INC	97910				
		100.165.0000.920.1000.610.10605.32.00 Check #: 204755	General Supplies		$1,521.61
				Vendor Total:	$1,521.61
LOWE'S BUSINESS ACCOUNT	11835				
		100.108.0000.000.2620.610.10000.00.00 Check #: 204756	General Supplies		$461.47
		100.108.0000.000.2620.610.10203.10.00 Check #: 204756	General Supplies		$349.34
		100.108.0000.000.2630.610.10000.00.00 Check #: 204756	General Supplies		$51.20
		100.123.0000.000.2620.610.10203.10.00 Check #: 204756	General Supplies		$181.20
		100.126.0000.000.2620.610.10206.10.00 Check #: 204756	General Supplies		$51.86
		100.129.0000.000.2620.610.10209.10.00 Check #: 204756	General Supplies		$64.63
		100.133.0000.000.2620.610.10303.10.00 Check #: 204756	General Supplies		$337.32
		100.134.0000.000.2620.610.10304.20.00 Check #: 204756	General Supplies		$818.87
		100.136.0000.000.2620.610.10208.31.00 Check #: 204756	General Supplies		$36.58
		100.161.0000.000.2620.610.10601.32.00 Check #: 204756	General Supplies		$68.35

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Vendor Remit Name	Vendor #	Account	Description	Amount
		100.161.0000.100.1000.610.10601.32.00 Check #: 204756	General Supplies	$120.85
			Vendor Total:	$2,541.67
LYON COUNTY SCHOOL DIST._99346	99346			
		100.101.0000.000.2310.112.10000.00.00 Check #: 204757	Salaries of Regular Empl Pd to Instruct Aides/asst	$265.00
			Vendor Total:	$265.00
LYON COUNTY SHERIFF	P101			
		280.742.0000.000.2100.340.10000.00.00 Check #: 204758	Other Professional Services	$24,687.50
			Vendor Total:	$24,687.50
MARENEM INC.				
		100.126.0000.100.1000.640.10206.10.00 Check #: 204759	Books and Periodicals	$115.50
		280.633.0000.000.2100.610.10206.10.00 Check #: 204759	General Supplies	$52.25
			Vendor Total:	$167.75
MASON VALLEY TIRE				
		100.170.0000.000.2730.430.10000.00.00 Check #: 204760	Repairs and Maintenance Services	$120.00
			Vendor Total:	$120.00
MAUPIN, COX, & LEGOY	22060			
		100.101.0000.000.2320.340.10000.00.00 Check #: 204761	Other Professional Services	$2,025.00
			Vendor Total:	$2,025.00
MBA RESEARCH	101816			
		100.103.0000.300.1000.653.10604.32.00 Check #: 204762	Web-based and similar programs	$250.00
		240.300.0000.394.1000.653.10604.32.00 Check #: 204762	Web-based and similar programs	$695.00
			Vendor Total:	$945.00
MCINTYRE, NEAL	101102			

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Vendor Remit Name	Vendor #	Account	Description		Amount
		100.101.0000.000.2310.580.10000.00.00 Check #: 204763	Staff Travel		$22.88
				Vendor Total:	$22.88
MOBILE DEFENDERS					
		100.135.0000.100.1000.430.10305.31.00 Check #: 204764	Repairs and Maintenance Services		$111.98
		100.161.0000.100.1000.610.10601.32.00 Check #: 204764	General Supplies		$99.98
				Vendor Total:	$211.96
MYERS, BERNICE					
		100.170.0000.000.2710.519.10000.00.00 Check #: 204765	Student Transportation Purchased From Other Source		$116.48
				Vendor Total:	$116.48
NASSP/NHS	101272				
		100.135.0000.000.2410.810.10305.31.00 Check #: 204766	Dues and Fees		$250.00
				Vendor Total:	$250.00
NATIONAL AUTISM RESOURCES, LLC	102592				
		250.161.0000.200.1000.610.10601.32.00 Check #: 204767	General Supplies		$539.96
				Vendor Total:	$539.96
NEVADA DEPT EDUCATION	5516				
		100.101.0000.000.2310.580.10000.00.00 Check #: 204768	Staff Travel		$334.00
				Vendor Total:	$334.00
NEVADA DRUG & ALCOHOL TESTING INC	101753				
		100.170.0000.000.2710.340.10000.00.00 Check #: 204769	Other Professional Services		$821.24
				Vendor Total:	$821.24
NEVADA FFA ASSOCIATION	97581				
		100.103.0000.300.1000.653.10603.32.00 Check #: 204770	Web-based and similar programs		$1,110.00

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Vendor Remit Name	Vendor #	Account	Description		Amount
				Vendor Total:	$1,110.00
O'DONNELL, SHANNON					
		100.104.0000.000.2213.610.10000.00.00 Check #: 204771	General Supplies		$4.28
				Vendor Total:	$4.28
O'REILLY AUTO PARTS	102278				
		100.170.0000.000.2730.614.10000.00.00 Check #: 204772	Parts		$32.07
				Vendor Total:	$32.07
PACIFIC STATES COMMUNICATIONS OF NV, INC					
		100.107.0000.000.2580.350.10000.00.00 Check #: 204773	Technical Services		$3,234.64
				Vendor Total:	$3,234.64
PAPE KENWORTH	103203				
		100.170.0000.000.2730.614.10000.00.00 Check #: 204818	Parts		($2,974.74)
		100.170.0000.000.2730.614.10000.00.00 Check #: 204818	Parts		$2,974.74
				Vendor Total:	$0.00
PARSONS, SHERRY					
		100.101.0000.000.2310.580.10000.00.00 Check #: 204774	Staff Travel		$60.86
				Vendor Total:	$60.86
PAUL CAVIN ARCHITECT LLC					
		310.031.0000.000.4300.340.10602.50.00 Check #: 204775	Other Professional Services		$4,050.00
		310.032.0000.000.4300.340.10603.32.00 Check #: 204775	Other Professional Services		$8,100.00
		310.033.0000.000.4300.340.10605.32.00 Check #: 204775	Other Professional Services		$4,050.00

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Vendor Remit Name	Vendor #	Account	Description		Amount
		360.021.0000.000.4300.340.10000.00.00 Check #: 204775	Other Professional Services		$12,000.00
		360.021.0000.000.4300.340.10601.32.00 Check #: 204775	Other Professional Services		$102,572.50
				Vendor Total:	$130,772.50
PBIS REWARDS					
		280.633.0000.000.2100.653.10303.10.00 Check #: 204776	FY21 Grants Budget Loads-Title I		$2,215.00
				Vendor Total:	$2,215.00
PETERS, PATRICK					
		280.633.0000.000.2100.610.10605.32.00 Check #: 204777	General Supplies		$35.12
				Vendor Total:	$35.12
PITNEY BOWES GLOBAL FINANCIAL SERVICES	101970				
		100.161.0000.100.1000.610.10601.32.00 Check #: 204778	General Supplies		$573.81
				Vendor Total:	$573.81
PLOTTER PROS. INC.	100201				
		100.132.0000.100.1000.610.10302.20.00 Check #: 204779	General Supplies		$408.14
				Vendor Total:	$408.14
PROGRESS PUBLICATIONS INC	16785				
		100.127.0000.100.1000.610.10210.10.00 Check #: 204780	General Supplies		$755.25
				Vendor Total:	$755.25
RALEY'S					
		100.122.0000.000.2410.615.10202.10.00 Check #: 204781	Snacks, Food & Beverages		$46.48
		100.132.0000.100.1000.610.10302.20.00 Check #: 204781	General Supplies		$12.70

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Vendor Remit Name	Vendor #	Account	Description	Amount
		100.161.0000.000.2410.610.10601.32.00 Check #: 204781	General Supplies	$118.88
		280.633.0000.000.2100.610.10203.10.00 Check #: 204781	General Supplies	$43.92
		280.633.0000.000.2100.612.10302.20.00 Check #: 204781	FY21 Grants Budget Loads-Title I	$224.31
			Vendor Total:	$446.29
RANFT, DEBY				
		100.128.0000.100.1000.610.10211.10.00 Check #: 204782	General Supplies	$36.21
		100.128.0000.100.1000.650.10211.10.00 Check #: 204782	Supplies-Information Technology-related	$5.99
			Vendor Total:	$42.20
REED HIGH SCHOOL				198
		100.161.0000.914.1000.610.10601.32.00 Check #: 204783	General Supplies	$455.00
			Vendor Total:	$455.00
RENNER EQUIPMENT COMPANY	17400			
		100.108.0000.000.2620.610.10000.00.00 Check #: 204784	General Supplies	$46.59
		100.108.0000.000.2630.610.10000.00.00 Check #: 204784	General Supplies	$46.18
			Vendor Total:	$92.77
RICK'S AEC REPROGRAPHICS, INC.				
		100.165.0000.100.1000.430.10605.32.00 Check #: 204785	Repairs and Maintenance Services	$98.34
			Vendor Total:	$98.34
RICOH AMERICAS CORP	102825			
		100.122.0000.000.2410.531.10202.10.00 Check #: 204786	Postage	$86.00
		100.122.0000.100.1000.650.10202.10.00 Check #: 204786	Supplies-Information Technology-related	$427.32

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Vendor Remit Name	Vendor #	Account	Description		Amount
		100.136.0000.000.2410.430.10208.31.00 Check #: 204786	Repairs and Maintenance Services		$355.53
		100.136.0000.100.1000.430.10208.31.00 Check #: 204786	Repairs and Maintenance Services		$444.76
				Vendor Total:	$1,313.61
RICOH USA, INC					
		100.126.0000.000.2410.442.10206.10.00 Check #: 204787	Rental of Equipment and Vehicles		$202.49
				Vendor Total:	$202.49
ROUND UP AWARDS LLC	17901				
		100.132.0000.920.1000.610.10302.20.00 Check #: 204788	General Supplies		$119.00
				Vendor Total:	$119.00
rSCHOOLTODAY					
		100.161.0000.920.1000.610.10601.32.00 Check #: 204789	General Supplies		$595.00
				Vendor Total:	$595.00
SAVITZ, MICHELE					
		100.163.0000.420.1000.610.10603.32.00 Check #: 204790	General Supplies		$75.56
				Vendor Total:	$75.56
SCHOOL DATEBOOKS	103098				
		100.128.0000.100.1000.610.10211.10.00 Check #: 204791	General Supplies		$121.00
		100.136.0000.000.2410.610.10208.31.00 Check #: 204791	General Supplies		$1,700.85
		100.163.0000.100.1000.610.10603.32.00 Check #: 204791	General Supplies		$1,500.64
				Vendor Total:	$3,322.49
SCHOOLMINT INC	102651				
		100.161.0000.100.1000.610.10601.32.00 Check #: 204792	General Supplies		$4,762.50

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Vendor Remit Name	Vendor #	Account	Description		Amount
				Vendor Total:	$4,762.50
SEXSON, JENIFER					
		240.300.0000.310.1000.610.10603.32.00 Check #: 204793	General Supplies		$895.92
				Vendor Total:	$895.92
SHRED-IT USA					
		100.106.0000.000.2515.421.10000.00.00 Check #: 204794	Garbage / Disposal		$42.00
		100.121.0000.000.2410.421.10201.10.00 Check #: 204794	Garbage / Disposal		$74.00
		100.125.0000.000.2410.421.10205.10.00 Check #: 204794	Garbage / Disposal		$126.39
		100.126.0000.000.2410.421.10206.10.00 Check #: 204794	Garbage / Disposal		$20.00 200
		100.127.0000.000.2410.421.10210.10.00 Check #: 204794	Garbage / Disposal		$36.00
		100.133.0000.000.2410.421.10303.10.00 Check #: 204794	Garbage / Disposal		$140.00
		100.134.0000.100.1000.610.10304.20.00 Check #: 204794	General Supplies		$150.00
		100.136.0000.000.2410.421.10208.31.00 Check #: 204794	Garbage / Disposal		$47.00
		100.165.0000.000.2410.421.10605.32.00 Check #: 204794	Garbage / Disposal		$25.00
				Vendor Total:	$660.39
SILVER SPRINGS MUTUAL WATER CO	19183				
		100.108.0000.000.2620.411.10205.10.00 Check #: 204795	Water / Sewer		$1,924.56
		100.108.0000.000.2620.411.10304.20.00 Check #: 204795	Water / Sewer		$829.28
		100.108.0000.000.2620.411.10605.32.00 Check #: 204795	Water / Sewer		$7,179.72

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Vendor Remit Name	Vendor #	Account	Description	Amount
		100.170.0000.000.2730.411.10000.00.00 Check #: 204795	Water / Sewer	$63.00
			Vendor Total:	$9,996.56
STAPLES TECHNOLOGY SOLUTIONS				
		100.108.0000.000.2620.652.10000.00.00 Check #: 204796	Inventoried Supplies/Equipment - IT Related <$5000	$148.74
		100.133.0000.100.1000.652.10303.10.00 Check #: 204796	Inventoried Supplies/Equipment - IT Related <$5000	$148.74
		100.163.0000.000.2230.650.10603.32.00 Check #: 204796	Supplies-Information Technology-related	$148.74
			Vendor Total:	$446.22
STARFALL EDUCATION FOUNDATION	100810			
		100.122.0000.100.1000.651.10202.10.00 Check #: 204797	Supplies - Technology - Software	$270.00
			Vendor Total:	$270.00
STICKS & STONES BLDG. MATERIALS				
		100.132.0000.100.1000.610.10302.20.00 Check #: 204798	General Supplies	$22.89
		100.170.0000.000.2730.610.10000.00.00 Check #: 204798	General Supplies	$24.95
			Vendor Total:	$47.84
SUMMIT COMPANIES				
		100.108.0000.000.2620.430.10210.10.00 Check #: 204799	Repairs and Maintenance Services	$475.00
		100.108.0000.000.2620.430.10211.10.00 Check #: 204799	Repairs and Maintenance Services	$329.33
		100.108.0000.000.2620.430.10304.20.00 Check #: 204799	Repairs and Maintenance Services	$329.33
		100.108.0000.000.2620.430.10305.31.00 Check #: 204799	Repairs and Maintenance Services	$804.34
		100.127.0000.000.2620.610.10210.10.00 Check #: 204799	General Supplies	$3,676.25

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Vendor Remit Name	Vendor #	Account	Description		Amount
				Vendor Total:	$5,614.25
SWANK MOVIE LICENSING USA					
		100.125.0000.100.1000.810.10205.10.00 Check #: 204800	Dues and Fees		$460.00
		100.162.0000.000.2410.810.10602.50.00 Check #: 204800	Dues and Fees		$541.00
				Vendor Total:	$1,001.00
TEACHER INNOVATIONS, INC.					
		280.633.0000.000.2100.653.10210.10.00 Check #: 204801	Web-based and similar programs		$324.00
				Vendor Total:	$324.00
THERAPRO	96902				
		280.639.0000.200.1000.610.10000.00.00 Check #: 204802	General Supplies		$15.00
				Vendor Total:	$15.00
TRUCKEE-CARSON IRRIGATION	21020				
		100.108.0000.000.2620.810.10000.00.00 Check #: 204803	Dues and Fees		$2,605.68
				Vendor Total:	$2,605.68
TRUE VALUE HARDWARE_21030	21030				
		100.163.0000.000.2620.610.10603.32.00 Check #: 204804	General Supplies		$313.97
		100.170.0000.000.2730.610.10000.00.00 Check #: 204804	General Supplies		$23.76
				Vendor Total:	$337.73
TYRES INTERNATIONAL INC	101998				
		100.170.0000.000.2730.611.10000.00.00 Check #: 204805	Tires/Flooring		$2,776.32
				Vendor Total:	$2,776.32
U S POSTAL SERVICE_3478	3478				
		100.101.0000.000.2320.531.10000.00.00 Check #: 204806	Postage		$900.00

Voucher Supplement Account Summary

Voucher Batch Number: 1130 11/05/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description	Amount
			Vendor Total:	$900.00
ULINE	102057			
		100.161.0000.000.2620.610.10601.32.00 Check #: 204807	General Supplies	$167.56
			Vendor Total:	$167.56
VARSITY SCOREBOARDS	102084			
		100.161.0000.920.1000.610.10601.32.00 Check #: 204808	General Supplies	$745.00
			Vendor Total:	$745.00
VERIZON WIRELESS_21703	21703			
		100.101.0000.000.2310.535.10000.00.00 Check #: 204809	Data Communications, Internet, Video, T-lines, etc	$200.05
		100.104.0000.000.2210.535.10000.00.00 Check #: 204809	Data Communications, Internet, Video, T-lines, etc	$40.01
			Vendor Total:	$240.06
VITAL RECORDS CONTROL				
		100.135.0000.000.2410.421.10305.31.00 Check #: 204810	Garbage / Disposal	$103.29
			Vendor Total:	$103.29
WALKER LAKE DISPOSAL INC.	102157			
		100.108.0000.000.2620.421.10305.31.00 Check #: 204811	Garbage / Disposal	$500.00
		100.164.0000.100.1000.610.10604.32.00 Check #: 204811	General Supplies	$625.00
		290.180.0000.000.3100.421.10000.00.00 Check #: 204811	Garbage / Disposal	$198.00
			Vendor Total:	$1,323.00
WELLS FARGO VENDOR FINANCIAL SERVICES				
		100.104.0000.000.2210.430.10000.00.00 Check #: 204812	Repairs and Maintenance Services	$50.48

Voucher Supplement Account Summary

Voucher Batch Number: 1130 11/05/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.104.0000.000.2210.442.10000.00.00 Check #: 204812	Rental of Equipment and Vehicles	$26.12
		100.121.0000.000.2410.430.10201.10.00 Check #: 204812	Repairs and Maintenance Services	$422.95
		100.121.0000.000.2410.442.10201.10.00 Check #: 204812	Rental of Equipment and Vehicles	$282.18
		100.123.0000.000.2410.442.10203.10.00 Check #: 204812	Rental of Equipment and Vehicles	$212.01
		100.123.0000.100.1000.430.10203.10.00 Check #: 204812	Repairs and Maintenance Services	$1,113.15
		100.125.0000.000.2410.442.10205.10.00 Check #: 204812	Rental of Equipment and Vehicles	$474.72
		100.126.0000.000.2410.442.10206.10.00 Check #: 204812	Rental of Equipment and Vehicles	$305.43
		100.126.0000.100.1000.430.10206.10.00 Check #: 204812	Repairs and Maintenance Services	$398.63
		100.127.0000.000.2410.442.10210.10.00 Check #: 204812	Rental of Equipment and Vehicles	$513.00
		100.127.0000.100.1000.430.10210.10.00 Check #: 204812	Repairs and Maintenance Services	$501.30
		100.128.0000.000.2410.430.10211.10.00 Check #: 204812	Repairs and Maintenance Services	$300.62
		100.129.0000.000.2410.442.10209.10.00 Check #: 204812	Rental of Equipment and Vehicles	$510.72
		100.129.0000.100.1000.430.10209.10.00 Check #: 204812	Repairs and Maintenance Services	$45.75
		100.132.0000.000.2410.442.10302.20.00 Check #: 204812	Rental of Equipment and Vehicles	$462.50
		100.133.0000.000.2410.442.10303.10.00 Check #: 204812	Rental of Equipment and Vehicles	$866.88
		100.162.0000.000.2410.430.10602.50.00 Check #: 204812	Repairs and Maintenance Services	$310.23
		100.163.0000.000.2410.442.10603.32.00 Check #: 204812	Rental of Equipment and Vehicles	$477.00

Voucher Supplement Account Summary

Voucher Batch Number: 1130 11/05/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.163.0000.100.1000.430.10603.32.00 0 Check #: 204812	Repairs and Maintenance Services	$1,227.27
		100.164.0000.000.2410.430.10604.32.00 0 Check #: 204812	Repairs and Maintenance Services	$27.82
		100.164.0000.000.2410.442.10604.32.00 0 Check #: 204812	Rental of Equipment and Vehicles	$520.11
		100.164.0000.100.1000.430.10604.32.00 0 Check #: 204812	Repairs and Maintenance Services	$269.93
		100.165.0000.000.2410.442.10605.32.00 0 Check #: 204812	Rental of Equipment and Vehicles	$221.34
		100.165.0000.100.1000.430.10605.32.00 0 Check #: 204812	Repairs and Maintenance Services	$47.43
		280.633.0000.000.2213.400.10000.00.00 0 Check #: 204812	FY20 Grants Budget Loads-Title I	$319.23
		280.639.0000.200.2321.610.10000.00.00 0 Check #: 204812	FY21 Special Education Part B Budget Load	$319.23
		280.709.0000.000.2212.430.10000.00.00 0 Check #: 204812	Repairs and Maintenance Services	$319.23
		290.180.0000.000.3100.430.10000.00.00 0 Check #: 204812	Repairs and Maintenance Services	$50.48
		290.180.0000.000.3100.442.10000.00.00 0 Check #: 204812	Rental of Equipment and Vehicles	$26.12
			Vendor Total:	$10,621.86
WESTERN FIRST AID	101239			
		100.170.0000.000.2710.610.10000.00.00 0 Check #: 204813	General Supplies	$445.09
			Vendor Total:	$445.09
WILD WEST MOTORS, INC	8442			
		100.170.0000.000.2730.614.10000.00.00 0 Check #: 204814	Parts	$69.58
			Vendor Total:	$69.58
XEROX CORPORATION				

Voucher Supplement Account Summary

Voucher Batch Number: 1130 11/05/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description		Amount
		100.101.0000.000.2320.430.10000.00.00 Check #: 204815	Repairs and Maintenance Services		$146.74
		100.101.0000.000.2320.442.10000.00.00 Check #: 204815	Rental of Equipment and Vehicles		$128.02
				Vendor Total:	$274.76
YERINGTON INTERMEDIATE	23340				
		280.633.0000.000.2100.610.10302.20.00 Check #: 204816	General Supplies		$520.00
				Vendor Total:	$520.00
YERINGTON THEATRE FOR THE ARTS	100157				
		230.231.0000.610.1000.441.10909.41.00 Check #: 204817	Renting Land and Buildings		$700.00
				Vendor Total:	$700.00
				Grand Total:	$905,080.79

End of Report

LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1131 Voucher Date: 11/08/2021 Prepared By:

Printed: 12/13/2021 02:46:34 PM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of $316,551.29 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2021 to June 30, 2022 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Holly Villines	President
Phil Cowee	Clerk
Kimber LA Crabtree	Member
Barbara Jones	Member
Sherry Parsons	Member
Bridget Peterson	Member
Neal E. McIntyre	Member

LYON COUNTY SCHOOL DISTRICT

Fund		Amount
290	Food Service Funds	$316,551.29
		$316,551.29

Voucher Supplement Account Summary

Voucher Batch Number: 1131 11/08/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description		Amount
CHARTWELLS					
		290.180.0000.000.3100.570.10000.00.000	Food Service Management		$46,476.93
		290.180.0000.000.3100.610.10000.00.000	General Supplies		$143.54
		290.182.0000.000.3100.630.10000.00.000	Food		$39,886.42
		290.183.0000.000.3100.630.10000.00.000	Food		$25,808.86
		290.184.0000.000.1000.630.10000.00.000	Food		$103,235.44
		290.185.0000.000.1000.630.10000.00.000	Food		$65,695.29
				Vendor Total:	$281,246.48
NEVADA DEPARTMENT OF AGRICULTURE	14535				
		290.182.0000.000.3100.630.10000.00.000	Food		$6,001.82
		290.183.0000.000.3100.630.10000.00.000	Food		$3,883.52
		290.184.0000.000.1000.630.10000.00.000	Food		$15,534.12
		290.185.0000.000.1000.630.10000.00.000	Food		$9,885.35
				Vendor Total:	$35,304.81
				Grand Total:	$316,551.29

End of Report

LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1132 Voucher Date: 11/12/2021 Prepared By:

Printed: 12/13/2021 02:48:30 PM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of $33,237.14 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2021 to June 30, 2022 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Holly Villines	President
Phil Cowee	Clerk
Kimber LA Crabtree	Member
Barbara Jones	Member
Sherry Parsons	Member
Bridget Peterson	Member
Neal E. McIntyre	Member

LYON COUNTY SCHOOL DISTRICT

Fund		Amount
100	General Fund	$29,788.14
250	Special Education	$717.69
280	Federal Funds	$2,251.31
285	Medicaid Funds	$480.00
		$33,237.14

Voucher Supplement Account Summary

Voucher Batch Number: 1132 11/12/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description		Amount
BOOKSOURCE		P-Card Payee: COMMERCE BANK			
		100.134.0000.100.1000.640.10304.20.000	Books and Periodicals		$83.84
				Vendor Total:	$83.84
COMMITTEE FOR CHILDREN		P-Card Payee: COMMERCE BANK			
		100.104.0000.000.2210.651.10000.00.000	Supplies - Technology - Software		$2,259.00
		100.127.0000.000.2120.610.10210.10.000	General Supplies		$475.00
				Vendor Total:	$2,734.00
EWING IRRIGATION	102687	P-Card Payee: COMMERCE BANK			
		100.164.0000.000.2620.610.10604.32.000	General Supplies		$546.43
				Vendor Total:	$546.43
FOLLETT LIBRARY RESOURCES	7820	P-Card Payee: COMMERCE BANK			
		280.633.0000.000.2100.640.10210.10.000	FY21 Grants Budget Loads-Title I		$747.05
				Vendor Total:	$747.05
GOPHER SPORT	8661	P-Card Payee: COMMERCE BANK			
		100.133.0000.100.1000.610.10303.10.000	General Supplies		$464.13
				Vendor Total:	$464.13
HEINEMANN	99284	P-Card Payee: COMMERCE BANK			
		100.104.0000.100.1000.640.10000.00.000	Books and Periodicals		$2,601.87
				Vendor Total:	$2,601.87
J.W. PEPPER	102488	P-Card Payee: COMMERCE BANK			
		100.161.0000.186.1000.610.10601.32.000	General Supplies		$620.47
				Vendor Total:	$620.47
LEARNING A-Z	100607	P-Card Payee: COMMERCE BANK			
		100.123.0000.110.1000.610.10203.10.000	General Supplies		$118.00

Voucher Supplement Account Summary

Voucher Batch Number: 1132 11/12/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description		Amount
		100.127.0000.100.1000.352.10210.10.000	Other Technical Services		$354.00
				Vendor Total:	$472.00
N2Y, INC.	102398	P-Card Payee: COMMERCE BANK			
		250.136.0000.200.1000.653.10208.31.000	Web-based and similar programs		$717.69
				Vendor Total:	$717.69
ORIENTAL TRADING CO.,INC.	15565	P-Card Payee: COMMERCE BANK			
		280.633.0000.000.2100.100.10210.10.000	FY20 Grants Budget Loads-Title I		$27.99
		280.633.0000.000.2100.610.10210.10.000	General Supplies		$572.88
				Vendor Total:	$600.87
PETERBILT TRUCK PARTS & EQUIPMENT LLC	21060	P-Card Payee: COMMERCE BANK			211
		100.170.0000.000.2730.614.10000.00.000	Parts		$333.80
				Vendor Total:	$333.80
RON TURLEY ASSOCIATES INC	99644	P-Card Payee: COMMERCE BANK			
		100.170.0000.000.2710.340.10000.00.000	Other Professional Services		$8,120.00
				Vendor Total:	$8,120.00
SCHLOSTIC INC	102740	P-Card Payee: COMMERCE BANK			
		100.134.0000.100.1000.640.10304.20.000	Books and Periodicals		$11.36
		280.633.0000.000.3300.610.10203.10.000	General Supplies		$903.39
				Vendor Total:	$914.75
STAPLES ADVANTAGE	99736	P-Card Payee: COMMERCE BANK			
		100.104.0000.000.2210.610.10000.00.000	General Supplies		$124.21
		100.106.0000.000.2515.610.10000.00.000	General Supplies		$174.28
		100.123.0000.000.2130.610.10203.10.000	General Supplies		$20.00

Voucher Supplement Account Summary

Voucher Batch Number: 1132 11/12/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.123.0000.000.2410.610.10203.10.000	General Supplies	$22.82
		100.123.0000.100.1000.610.10203.10.000	General Supplies	$289.73
		100.129.0000.000.2410.610.10209.10.000	General Supplies	$21.86
		100.129.0000.100.1000.610.10209.10.000	General Supplies	$1,244.12
		100.133.0000.000.2410.610.10303.10.000	General Supplies	$72.64
		100.133.0000.100.1000.610.10303.10.000	General Supplies	$160.59
		100.134.0000.100.1000.610.10304.20.000	General Supplies	$937.61
		100.135.0000.000.2410.610.10305.31.000	General Supplies	$49.10
				212
		100.135.0000.100.1000.610.10305.31.000	General Supplies	$299.00
		100.165.0000.000.2410.610.10605.32.000	General Supplies	$0.00
		100.165.0000.100.1000.610.10605.32.000	General Supplies	$196.39
			Vendor Total:	$3,612.35
SUPER DUPER PUBLICATIONS	20334	P-Card Payee: COMMERCE BANK		
		285.781.0000.200.2150.610.10000.00.000	General Supplies	$480.00
			Vendor Total:	$480.00
TAHOE SUPPLY CO.	11238	P-Card Payee: COMMERCE BANK		
		100.125.0000.000.2620.610.10205.10.000	General Supplies	$4,438.03
		100.127.0000.000.2620.610.10210.10.000	General Supplies	$113.30
		100.128.0000.000.2620.610.10211.10.000	General Supplies	$1,834.47
		100.161.0000.000.2620.610.10601.32.000	General Supplies	$1,639.43

Voucher Supplement Account Summary

Voucher Batch Number: 1132 11/12/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description		Amount
		100.165.0000.000.2620.610.10605.32.000	General Supplies		$441.86
				Vendor Total:	$8,467.09
WEDCO INC.	22320	P-Card Payee: COMMERCE BANK			
		100.108.0000.000.2620.610.10305.31.000	General Supplies		$71.54
		100.127.0000.000.2620.610.10210.10.000	General Supplies		$123.42
		100.161.0000.000.2620.610.10601.32.000	General Supplies		$54.06
				Vendor Total:	$249.02
WESTERN NEVADA SUPPLY	22580	P-Card Payee: COMMERCE BANK			
		100.108.0000.000.2620.610.10000.00.000	General Supplies		$384.98
		100.164.0000.000.2620.610.10604.32.000	General Supplies		$1,086.80
				Vendor Total:	$1,471.78
				Grand Total:	$33,237.14

End of Report

LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1133 Voucher Date: 11/16/2021 Prepared By:

Printed: 12/13/2021 02:47:36 PM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of $9,504.29 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2021 to June 30, 2022 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Holly Villines	President
Phil Cowee	Clerk
Kimber LA Crabtree	Member
Barbara Jones	Member
Sherry Parsons	Member
Bridget Peterson	Member
Neal E. McIntyre	Member

LYON COUNTY SCHOOL DISTRICT

Fund		Amount
100	General Fund	$6,561.09
240	State Grants	$59.98
250	Special Education	$245.95
280	Federal Funds	$549.41
360	Bond Issues	$2,087.86
		$9,504.29

Voucher Supplement Account Summary

Voucher Batch Number: 1133 11/16/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description	Amount
AMAZON BUSINESS				
		100.101.0000.000.2320.610.10000.00.00 Check #: 204820	General Supplies	$184.29
		100.101.0000.000.2510.610.10000.00.00 Check #: 204820	General Supplies	$49.40
		100.104.0000.000.2210.610.10000.00.00 Check #: 204820	General Supplies	$35.97
		100.104.0000.000.2213.610.10000.00.00 Check #: 204820	General Supplies	$22.97
		100.104.0000.100.1000.640.10000.00.00 Check #: 204820	Books and Periodicals	$962.42
		100.108.0000.000.2620.610.10000.00.00 Check #: 204820	General Supplies	$5.29
		100.121.0000.000.2410.610.10201.10.00 Check #: 204820	General Supplies	$16.29
		100.121.0000.000.2620.610.10201.10.00 Check #: 204820	General Supplies	$5.29
		100.121.0000.100.1000.610.10201.10.00 Check #: 204820	General Supplies	$18.97
		100.122.0000.100.1000.640.10202.10.00 Check #: 204820	Books and Periodicals	$359.40
		100.123.0000.000.2130.610.10203.10.00 Check #: 204820	General Supplies	$34.99
		100.123.0000.000.2410.610.10203.10.00 Check #: 204820	General Supplies	$71.48
		100.123.0000.100.1000.610.10203.10.00 Check #: 204820	General Supplies	$61.13
		100.128.0000.100.1000.610.10211.10.00 Check #: 204820	General Supplies	$137.79
		100.132.0000.100.1000.610.10302.20.00 Check #: 204820	General Supplies	$37.95
		100.133.0000.000.2410.610.10303.10.00 Check #: 204820	General Supplies	$134.95

Voucher Supplement Account Summary

Voucher Batch Number: 1133 11/16/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.133.0000.100.1000.610.10303.10.00 Check #: 204820	General Supplies	$235.76
		100.135.0000.000.2130.610.10305.31.00 Check #: 204820	General Supplies	$39.37
		100.135.0000.000.2620.610.10305.31.00 Check #: 204820	General Supplies	$13.99
		100.135.0000.100.1000.610.10305.31.00 Check #: 204820	General Supplies	$46.37
		100.136.0000.000.2410.610.10208.31.00 Check #: 204820	General Supplies	$533.56
		100.136.0000.100.1000.610.10208.31.00 Check #: 204820	General Supplies	$530.61
		100.163.0000.000.2410.610.10603.32.00 Check #: 204820	General Supplies	$215.00
		100.164.0000.192.1000.640.10604.32.00 Check #: 204820	Books and Periodicals	$49.95
		100.164.0000.194.1000.610.10604.32.00 Check #: 204820	General Supplies	$175.20
		100.164.0000.380.1000.610.10604.32.00 Check #: 204820	General Supplies	$74.45
		100.165.0000.000.2410.610.10605.32.00 Check #: 204820	General Supplies	$112.88
		100.165.0000.100.1000.610.10605.32.00 Check #: 204820	General Supplies	$85.40
		100.165.0000.100.1000.640.10605.32.00 Check #: 204820	Books and Periodicals	$86.17
		100.170.0000.000.2710.610.10000.00.00 Check #: 204820	General Supplies	$122.75
		100.213.0000.100.1000.610.10303.10.00 Check #: 204820	General Supplies	$129.04
		100.213.0000.100.1000.610.10305.31.00 Check #: 204820	General Supplies	$61.83
		240.300.0000.330.1000.650.10602.50.00 Check #: 204820	Supplies-Information Technology-related	$59.98

Voucher Supplement Account Summary

Voucher Batch Number: 1133 11/16/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description	Amount
		250.123.0000.200.1000.610.10203.10.00 Check #: 204820	General Supplies	$245.95
		280.633.0000.000.2100.100.10208.31.00 Check #: 204820	FY20 Grants Budget Loads-Title I	$12.99
		280.633.0000.000.2100.610.10208.31.00 Check #: 204820	FY21 Grants Budget Loads-Title I	$171.12
		280.633.0000.000.2100.610.10211.10.00 Check #: 204820	General Supplies	$199.00
		280.709.0000.000.2213.640.10000.00.00 Check #: 204820	Books and Periodicals	$166.30
			Vendor Total:	$5,506.25
OFFICE DEPOT	15366			
		100.101.0000.000.2320.610.10000.00.00 Check #: 204821	General Supplies	$266.67
				217
		100.121.0000.100.1000.610.10201.10.00 Check #: 204821	General Supplies	$469.00
		100.125.0000.000.2410.610.10205.10.00 Check #: 204821	General Supplies	$174.61
		100.126.0000.100.1000.610.10206.10.00 Check #: 204821	General Supplies	$164.03
		100.128.0000.100.1000.610.10211.10.00 Check #: 204821	General Supplies	$186.77
		100.163.0000.000.2410.610.10603.32.00 Check #: 204821	General Supplies	$244.88
		100.164.0000.100.1000.610.10604.32.00 Check #: 204821	General Supplies	$404.22
		360.021.0000.100.1000.610.10206.10.00 Check #: 204821	General Supplies	$2,087.86
			Vendor Total:	$3,998.04
			Grand Total:	$9,504.29

End of Report

LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1134 Voucher Date: 11/17/2021 Prepared By:

Printed: 12/13/2021 02:49:42 PM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of $572,301.22 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2021 to June 30, 2022 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Holly Villines	President
Phil Cowee	Clerk
Kimber LA Crabtree	Member
Barbara Jones	Member
Sherry Parsons	Member
Bridget Peterson	Member
Neal E. McIntyre	Member

LYON COUNTY SCHOOL DISTRICT

Fund		Amount
100	General Fund	$323,151.75
230	Adult Education	$1,530.24
240	State Grants	$985.46
250	Special Education	$2,270.04
280	Federal Funds	$131,633.83
285	Medicaid Funds	$87,487.86
290	Food Service Funds	$2,786.27
310	Residential Construction Tax	$9,745.00
340	Governmental Services Tax (GST)	($12.58)
360	Bond Issues	$9,613.35
400	Debt Service Funds	$350.00

Voucher No: 1134 Voucher Date: 11/17/2021

Fund		Amount
703	Workers Compensation	$2,760.00
		$572,301.22

Voucher Supplement Account Summary

Voucher Batch Number: 1134 11/17/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description	Amount
4M PROMOTIONS INC	97139			
		100.135.0000.000.2410.610.10305.31.00 Check #: 204822	General Supplies	$461.80
			Vendor Total:	$461.80
A T & T LONG DISTANCE	18214			
		100.108.0000.000.2620.532.10000.00.00 Check #: 204823	Voice/Voicemail	$0.05
		100.121.0000.000.2410.533.10201.10.00 Check #: 204823	Telephone - Land Line phone services	$0.79
		100.122.0000.000.2410.533.10202.10.00 Check #: 204823	Telephone - Land Line phone services	$6.41
		100.123.0000.000.2410.533.10203.10.00 Check #: 204823	Telephone - Land Line phone services	$0.49
		100.125.0000.000.2410.533.10205.10.00 Check #: 204823	Telephone - Land Line phone services	$0.65
		100.126.0000.000.2410.533.10206.10.00 Check #: 204823	Telephone - Land Line phone services	$0.47
		100.127.0000.000.2410.533.10210.10.00 Check #: 204823	Telephone - Land Line phone services	$0.91
		100.128.0000.000.2410.533.10211.10.00 Check #: 204823	Telephone - Land Line phone services	$0.52
		100.129.0000.000.2410.533.10209.10.00 Check #: 204823	Telephone - Land Line phone services	$0.40
		100.132.0000.000.2410.533.10302.20.00 Check #: 204823	Telephone - Land Line phone services	$6.24
		100.133.0000.000.2410.533.10303.10.00 Check #: 204823	Telephone - Land Line phone services	$0.77
		100.134.0000.000.2410.533.10304.20.00 Check #: 204823	Telephone - Land Line phone services	$0.76
		100.135.0000.000.2410.533.10305.31.00 Check #: 204823	Telephone - Land Line phone services	$0.40
		100.136.0000.000.2410.533.10208.31.00 Check #: 204823	Telephone - Land Line phone services	$0.70

Voucher Supplement Account Summary

Voucher Batch Number: 1134 11/17/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.161.0000.000.2410.533.10601.32.00 0 Check #: 204823	Telephone - Land Line phone services	$1.34
		100.162.0000.000.2410.533.10602.50.00 0 Check #: 204823	Telephone - Land Line phone services	$2.82
		100.163.0000.000.2410.533.10603.32.00 0 Check #: 204823	Telephone - Land Line phone services	$10.50
		100.164.0000.000.2410.533.10604.32.00 0 Check #: 204823	Telephone - Land Line phone services	$1.39
		100.165.0000.000.2410.533.10605.32.00 0 Check #: 204823	Telephone - Land Line phone services	$1.26
		100.170.0000.000.2710.533.10000.00.00 0 Check #: 204823	Telephone - Land Line phone services	$0.18
		230.231.0000.610.1000.533.10907.41.00 0 Check #: 204823	Telephone - Land Line phone services	$0.16
		230.231.0000.610.1000.533.10909.41.00 0 Check #: 204823	Telephone - Land Line phone services	$0.75
		290.182.0000.000.3100.533.10000.00.00 0 Check #: 204823	Telephone - Land Line phone services	$6.87
		290.183.0000.000.3100.533.10000.00.00 0 Check #: 204823	Telephone - Land Line phone services	$0.96
			Vendor Total:	$45.79
A T & T MONTHLY STATEMENT	99712			
		100.123.0000.000.2410.533.10203.10.00 0 Check #: 204824	Telephone - Land Line phone services	$173.88
			Vendor Total:	$173.88
A T & T MONTHLY STATEMENT	99712			
		100.121.0000.000.2410.533.10201.10.00 0 Check #: 204825	Telephone - Land Line phone services	$1,177.87
			Vendor Total:	$1,177.87
A T & T MONTHLY STATEMENT	99712			
		100.125.0000.000.2410.533.10205.10.00 0 Check #: 204826	Telephone - Land Line phone services	$136.38
			Vendor Total:	$136.38

Voucher Supplement Account Summary

Voucher Batch Number: 1134 11/17/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description	Amount
A T & T MONTHLY STATEMENT	99712			
		100.108.0000.000.2620.532.10000.00.00 Check #: 204827	Voice/Voicemail	$17.61
			Vendor Total:	$17.61
A T & T MONTHLY STATEMENT	99712			
		100.101.0000.000.2320.533.10000.00.00 Check #: 204828	Telephone - Land Line phone services	$1,175.15
			Vendor Total:	$1,175.15
A T & T MONTHLY STATEMENT	99712			
		100.135.0000.000.2410.533.10305.31.00 Check #: 204829	Telephone - Land Line phone services	$60.05
			Vendor Total:	$60.05
A T & T MONTHLY STATEMENT	99712			
		100.136.0000.000.2410.533.10208.31.00 Check #: 204830	Telephone - Land Line phone services	$87.53
			Vendor Total:	$87.53
A T & T MONTHLY STATEMENT	99712			
		100.165.0000.000.2410.533.10605.32.00 Check #: 204831	Telephone - Land Line phone services	$101.01
			Vendor Total:	$101.01
A T & T MONTHLY STATEMENT	99712			
		100.126.0000.000.2410.533.10206.10.00 Check #: 204832	Telephone - Land Line phone services	$54.85
			Vendor Total:	$54.85
A T & T MONTHLY STATEMENT	99712			
		100.125.0000.000.2410.533.10205.10.00 Check #: 204833	Telephone - Land Line phone services	$135.87
			Vendor Total:	$135.87
A T & T MONTHLY STATEMENT	99712			
		100.127.0000.000.2410.533.10210.10.00 Check #: 204834	Telephone - Land Line phone services	$157.44

Voucher Supplement Account Summary

Voucher Batch Number: 1134 11/17/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description	Amount
			Vendor Total:	$157.44
A T & T MONTHLY STATEMENT	99712			
		100.123.0000.000.2410.533.10203.10.00 Check #: 204835	Telephone - Land Line phone services	$168.46
			Vendor Total:	$168.46
ACE HARDWARE	200			
		100.108.0000.000.2620.610.10000.00.00 Check #: 204836	General Supplies	$150.36
		100.108.0000.000.2620.610.10202.10.00 Check #: 204836	General Supplies	$90.92
		100.108.0000.000.2620.610.10203.10.00 Check #: 204836	General Supplies	$35.64
		100.108.0000.000.2620.610.10302.20.00 Check #: 204836	General Supplies	$23.39
				223
		100.108.0000.000.2620.610.10303.10.00 Check #: 204836	General Supplies	$55.88
		100.108.0000.000.2620.610.10602.50.00 Check #: 204836	General Supplies	$14.33
		100.108.0000.000.2620.610.10604.32.00 Check #: 204836	General Supplies	$3.15
		100.132.0000.000.2620.610.10302.20.00 Check #: 204836	General Supplies	$10.24
		100.162.0000.000.2620.610.10602.50.00 Check #: 204836	General Supplies	($47.44)
		100.163.0000.000.2620.610.10603.32.00 Check #: 204836	General Supplies	$168.58
		100.170.0000.000.2700.610.10000.00.00 Check #: 204836	General Supplies	$214.18
		100.170.0000.000.2730.610.10000.00.00 Check #: 204836	General Supplies	$162.90
		280.633.0000.000.2100.610.10302.20.00 Check #: 204836	General Supplies	$24.97

Voucher Supplement Account Summary

Voucher Batch Number: 1134 11/17/2021

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Vendor Remit Name	Vendor #	Account	Description		Amount
		340.101.0000.000.4500.610.10601.32.00 0 Check #: 204836	General Supplies		($12.58)
				Vendor Total:	$894.52
ADVANCED CHILD BEHAVIOR SOLUTIONS,LLC	102918				
		280.639.0000.200.2240.340.10000.00.00 0 Check #: 204837	Other Professional Services		$8,481.20
				Vendor Total:	$8,481.20
ADVANCED INTEGRATED PEST MANAGEMENT					
		100.121.0000.000.2620.422.10201.10.00 0 Check #: 204838	Janitorial / Custodial Services		$129.00
		100.136.0000.000.2620.610.10208.31.00 0 Check #: 204838	General Supplies		$155.00
				Vendor Total:	$284.00
AED SUPERSTORE	101189				
		240.300.0000.330.1000.610.10603.32.00 0 Check #: 204839	General Supplies		$985.46
				Vendor Total:	$985.46
AIR FILTER SALES AND SERVICE	98789				
		100.125.0000.000.2620.610.10205.10.00 0 Check #: 204840	General Supplies		$303.14
		100.126.0000.000.2620.610.10206.10.00 0 Check #: 204840	General Supplies		$1,302.14
		100.128.0000.000.2620.610.10211.10.00 0 Check #: 204840	General Supplies		$488.88
				Vendor Total:	$2,094.16
ALBERT W VACEK	7050				
		100.170.0000.000.2730.430.10000.00.00 0 Check #: 204841	Repairs and Maintenance Services		$150.00
				Vendor Total:	$150.00
ALHAMBRA WATER	97540				

Voucher Supplement Account Summary

Voucher Batch Number: 1134 11/17/2021

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Vendor Remit Name	Vendor #	Account	Description		Amount
		290.180.0000.000.3100.442.10000.00.00 Check #: 204842	Rental of Equipment and Vehicles		$105.13
				Vendor Total:	$105.13
ALL ABOUT VISION, LLC	94550				
		250.105.0000.200.2155.340.10000.00.00 Check #: 204843	Other Professional Services		$1,760.00
				Vendor Total:	$1,760.00
ALL IN GRAPHIX					
		280.633.0000.000.2100.610.10303.10.00 Check #: 204844	General Supplies		$5,725.00
				Vendor Total:	$5,725.00
ALPINE LOCK, INC	98481				
		100.127.0000.000.2410.610.10210.10.00 Check #: 204845	General Supplies		$27.50
		100.127.0000.000.2620.610.10210.10.00 Check #: 204845	General Supplies		$41.85
				Vendor Total:	$69.35
ANDERSON, JOY					
		100.129.0000.000.2410.610.10209.10.00 Check #: 204846	General Supplies		$75.83
				Vendor Total:	$75.83
APEX SAW WORKS					
		100.161.0000.383.1000.610.10601.32.00 Check #: 204847	General Supplies		$140.19
				Vendor Total:	$140.19
AUTO & TRUCK ELECTRIC,INC	1382				
		100.170.0000.000.2730.614.10000.00.00 Check #: 204848	Parts		$275.00
		100.170.0000.000.2730.617.10000.00.00 Check #: 204848	Batt & Antifreeze		$2,177.00
				Vendor Total:	$2,452.00
BATTERIES PLUS	98052				

Voucher Supplement Account Summary

Voucher Batch Number: 1134 11/17/2021

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Vendor Remit Name	Vendor #	Account	Description	Amount
		100.127.0000.000.2620.610.10210.10.00 Check #: 204849	General Supplies	$281.28
			Vendor Total:	$281.28
BIG R FERNLEY				
		100.123.0000.000.2620.610.10203.10.00 Check #: 204850	General Supplies	$62.74
		100.170.0000.000.2730.614.10000.00.00 Check #: 204850	Parts	$6.29
			Vendor Total:	$69.03
BILLINGS, JESSICA				
		100.125.0000.000.2120.610.10205.10.00 Check #: 204851	General Supplies	$81.08
			Vendor Total:	$81.08
BLICK ART MATERIALS	5590			
		100.135.0000.100.1000.610.10305.31.00 Check #: 204852	General Supplies	$117.72
			Vendor Total:	$117.72
BOYS & GIRLS CLUB OF MASON VALLEY	97650			
		280.767.0000.000.2100.340.10201.10.00 Check #: 204853	FY21 Grant Budget Load- 21st CCLC	$3,923.81
		280.767.0000.000.2100.340.10202.10.00 Check #: 204853	FY21 Grant Budget Load- 21st CCLC	$6,448.44
		280.767.0000.000.2100.340.10205.10.00 Check #: 204853	FY21 Grant Budget Load- 21st CCLC	$2,292.94
		280.767.0000.000.2100.340.10210.10.00 Check #: 204853	FY21 Grant Budget Load- 21st CCLC	$1,141.08
		280.767.0000.000.2100.340.10211.10.00 Check #: 204853	FY21 Grant Budget Load- 21st CCLC	$1,752.00
		280.767.0000.000.2100.340.10304.20.00 Check #: 204853	Other Professional Services	$1,754.68
		280.767.0000.000.2700.510.10000.00.00 Check #: 204853	Student Transportation Services	$631.90

Voucher Supplement Account Summary

Voucher Batch Number: 1134 11/17/2021

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Vendor Remit Name	Vendor #	Account	Description	Amount
		280.767.0000.100.1000.610.10202.10.00 Check #: 204853	General Supplies	$798.47
		280.767.0000.100.1000.610.10205.10.00 Check #: 204853	General Supplies	$325.19
			Vendor Total:	$19,068.51
BOYS & GIRLS CLUB OF TRUCKEE MEADOWS	102901			
		280.767.0000.000.2100.340.10203.10.00 Check #: 204854	FY21 Grant Budget Load- 21st CCLC	$16,185.67
		280.767.0000.000.2100.340.10206.10.00 Check #: 204854	FY21 Grant Budget Load- 21st CCLC	$13,026.53
		280.767.0000.000.2100.340.10209.10.00 Check #: 204854	FY21 Grant Budget Load- 21st CCLC	$14,965.59
		280.767.0000.000.2100.340.10303.10.00 Check #: 204854	Other Professional Services	$9,813.54
		280.767.0000.000.2100.610.10203.10.00 Check #: 204854	FY21 Grant Budget Load- 21st CCLC	$1,760.00
		280.767.0000.000.2100.610.10206.10.00 Check #: 204854	FY21 Grant Budget Load- 21st CCLC	$1,320.00
		280.767.0000.000.2100.610.10209.10.00 Check #: 204854	FY21 Grant Budget Load- 21st CCLC	$1,320.00
		280.767.0000.100.1000.610.10206.10.00 Check #: 204854	General Supplies	$147.66
		280.767.0000.100.1000.610.10209.10.00 Check #: 204854	General Supplies	$16.75
		280.767.0000.100.1000.610.10303.10.00 Check #: 204854	General Supplies	$16.75
			Vendor Total:	$58,572.49
BRADY INDUSTRIES				
		100.121.0000.000.2620.610.10201.10.00 Check #: 204855	General Supplies	$3,151.88
		100.133.0000.000.2620.610.10303.10.00 Check #: 204855	General Supplies	$732.26

Voucher Supplement Account Summary

Voucher Batch Number: 1134 11/17/2021

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Vendor Remit Name	Vendor #	Account	Description	Amount
		100.136.0000.000.2620.612.10208.31.00 Check #: 204855	Inventoried Supplies/Equipment <$5000	$188.56
			Vendor Total:	$4,072.70
BROWN MILBERY INC	2280			
		100.127.0000.000.2620.610.10210.10.00 Check #: 204856	General Supplies	$1,392.18
			Vendor Total:	$1,392.18
BRYSON SALES & SERVICE	2380			
		100.170.0000.000.2730.614.10000.00.00 Check #: 204857	Parts	$1,019.41
			Vendor Total:	$1,019.41
BUS PARTS WAREHOUSE	2534			
		100.170.0000.000.2730.614.10000.00.00 Check #: 204858	Parts	$990.73
			Vendor Total:	$990.73
CCMSI				
		703.102.0000.000.2310.340.10000.00.00 Check #: 204859	Other Professional Services	$2,760.00
			Vendor Total:	$2,760.00
CLARK & ASSOCIATES OF NEVADA, INC.				
		100.102.0000.000.2570.340.10000.00.00 Check #: 204860	Other Professional Services	$3,166.66
			Vendor Total:	$3,166.66
CLEAN HARBORS ENVIRONMENTAL SERVICES				
		100.163.0000.100.1000.430.10603.32.00 Check #: 204861	Repairs and Maintenance Services	$2,321.11
		100.163.0000.192.1000.430.10603.32.00 Check #: 204861	Repairs and Maintenance Services	$2,321.11
			Vendor Total:	$4,642.22
CONNECTIONS SPEECH&LANGUAGE SERVICES LLC				

Voucher Supplement Account Summary

Voucher Batch Number: 1134 11/17/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description		Amount
		285.781.0000.200.2150.340.10000.00.00 Check #: 204862	Other Professional Services		$25,488.00
				Vendor Total:	$25,488.00
COONS CONSTRUCTION					
		100.128.0000.000.2620.610.10211.10.00 Check #: 204863	General Supplies		$380.32
				Vendor Total:	$380.32
CURRICULUM ASSOC INC	4800				
		100.104.0000.100.1000.641.10000.00.00 Check #: 204864	Textbooks		$2,520.00
				Vendor Total:	$2,520.00
D & S WASTE REMOVAL, INC	4960				
		100.107.0000.000.2580.421.10000.00.00 Check #: 204865	Garbage / Disposal		$527.83
		100.108.0000.000.2620.421.10000.00.00 Check #: 204865	Garbage / Disposal		$277.00
		100.108.0000.000.2620.421.10202.10.00 Check #: 204865	Garbage / Disposal		$805.48
		100.108.0000.000.2620.421.10302.20.00 Check #: 204865	Garbage / Disposal		$527.00
		100.108.0000.000.2620.421.10602.50.00 Check #: 204865	Garbage / Disposal		$892.94
		100.108.0000.000.2620.421.10603.32.00 Check #: 204865	Garbage / Disposal		$1,369.77
		100.163.0000.000.2620.421.10603.32.00 Check #: 204865	Garbage / Disposal		$294.82
		100.170.0000.000.2730.421.10000.00.00 Check #: 204865	Garbage / Disposal		$258.99
		290.182.0000.000.3100.421.10000.00.00 Check #: 204865	Garbage / Disposal		$1,317.40
				Vendor Total:	$6,271.23
DAYTON AUTO PART-NAPA					

Voucher Supplement Account Summary

Voucher Batch Number: 1134 11/17/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description		Amount
		100.125.0000.000.2620.610.10205.10.00 0 Check #: 204866	General Supplies		$86.35
				Vendor Total:	$86.35
DAYTON ELEMENTARY SCHOOL--STUDENT					
		280.633.0000.000.2100.610.10201.10.00 0 Check #: 204867	General Supplies		$298.00
				Vendor Total:	$298.00
DAYTON INTERMEDIATE SCH	5325				
		100.136.0000.000.2410.610.10208.31.00 0 Check #: 204868	General Supplies		$592.00
				Vendor Total:	$592.00
DELL, INC USA					
		230.231.0000.610.1000.652.10000.00.00 0 Check #: 204869	Inventoried Supplies/Equipment - <$5000	IT Related	$1,408.25
				Vendor Total:	$1,408.25
DELTA FIRE SYSTEMS, INC.					
		100.108.0000.000.2620.430.10202.10.00 0 Check #: 204870	Repairs and Maintenance Services		$2,702.50
		100.108.0000.000.2620.430.10605.32.00 0 Check #: 204870	Repairs and Maintenance Services		$325.00
				Vendor Total:	$3,027.50
DEMCO LIBRARY SERVICES	5499				
		100.136.0000.000.2220.640.10208.31.00 0 Check #: 204871	Books and Periodicals		$205.43
				Vendor Total:	$205.43
DENCO SALES COMPANY, INC					
		100.163.0000.000.2410.610.10603.32.00 0 Check #: 204872	General Supplies		$29.46
				Vendor Total:	$29.46
DENHAM, HILARY					

Voucher Supplement Account Summary

Voucher Batch Number: 1134 11/17/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description	Amount
		280.633.0000.000.2100.610.10605.32.00 Check #: 204873	General Supplies	$176.06
			Vendor Total:	$176.06
DEPARTMENT OF PUBLIC SAFETY	14394			
		100.102.0000.000.2570.340.10000.00.00 Check #: 204874	Other Professional Services	$483.00
			Vendor Total:	$483.00
DONNELLEY SPORTS	97433			
		100.163.0000.920.1000.610.10603.32.00 Check #: 204875	General Supplies	$514.42
			Vendor Total:	$514.42
EBS HEALTHCARE				
		285.781.0000.200.2150.340.10000.00.00 Check #: 204876	Other Professional Services	$10,350.00
		285.781.0000.200.2150.340.10206.10.00 Check #: 204876	Other Professional Services	$9,512.00
			Vendor Total:	$19,862.00
FASTENAL	100980			
		100.170.0000.000.2730.614.10000.00.00 Check #: 204877	Parts	$54.17
			Vendor Total:	$54.17
FLYERS ENERGY, LLC	102216			
		100.170.0000.000.2730.626.10000.00.00 Check #: 204878	Gasoline	$8,298.62
			Vendor Total:	$8,298.62
FP MAILING SOLUTIONS				
		100.125.0000.000.2410.531.10205.10.00 Check #: 204879	Postage	$86.85
			Vendor Total:	$86.85
FRONTIER	21702			
		100.101.0000.000.2320.533.10000.00.00 Check #: 204880	Telephone - Land Line phone services	$559.39

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Vendor Remit Name	Vendor #	Account	Description	Amount
			Vendor Total:	$559.39
FRONTIER	21702			
		100.132.0000.000.2410.532.10302.20.00 Check #: 204881	Voice/Voicemail	$213.58
			Vendor Total:	$213.58
FRONTIER	21702			
		100.163.0000.000.2410.533.10603.32.00 Check #: 204882	Telephone - Land Line phone services	$254.44
			Vendor Total:	$254.44
FRONTIER	21702			
		100.122.0000.000.2410.533.10202.10.00 Check #: 204883	Telephone - Land Line phone services	$145.75
			Vendor Total:	$145.75
FRONTIER	21702			
		100.162.0000.000.2410.533.10602.50.00 Check #: 204884	Telephone - Land Line phone services	$165.88
			Vendor Total:	$165.88
GOVCONNECTION, INC	8584			
		100.107.0000.000.2580.650.10000.00.00 Check #: 204885	Supplies-Information Technology-related	$28,914.92
		100.107.0000.000.2580.651.10000.00.00 Check #: 204885	Supplies - Technology - Software	$4,208.88
			Vendor Total:	$33,123.80
GRAINGER	99826			
		100.163.0000.000.2620.610.10603.32.00 Check #: 204886	General Supplies	$338.52
			Vendor Total:	$338.52
GRAND CANYON UNIVERSITY				
		100.101.0000.000.2213.810.10000.00.00 Check #: 204887	Dues and Fees	$1,290.50
			Vendor Total:	$1,290.50

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Vendor Remit Name	Vendor #	Account	Description		Amount
GREAT MINDS PBC					
		100.125.0000.100.1000.610.10205.10.00 0 Check #: 204888	General Supplies		$2,809.72
				Vendor Total:	$2,809.72
GREATAMERICA FINANCIAL SERVICES					
		100.165.0000.000.2410.442.10605.32.00 0 Check #: 204889	Rental of Equipment and Vehicles		$186.71
				Vendor Total:	$186.71
HARRIS WELDING SUPPLY					
		100.161.0000.384.1000.610.10601.32.00 0 Check #: 204890	General Supplies		$996.00
				Vendor Total:	$996.00
HATCH, ETHEL					
		100.125.0000.100.1000.610.10205.10.00 0 Check #: 204891	General Supplies		$46.84
				Vendor Total:	$46.84
HIGH SIERRA LOCKSMITH					
		100.129.0000.000.2620.610.10209.10.00 0 Check #: 204892	General Supplies		$163.95
				Vendor Total:	$163.95
HOME DEPOT	9654				
		100.127.0000.000.2620.610.10210.10.00 0 Check #: 204893	General Supplies		$61.14
		100.128.0000.000.2620.610.10211.10.00 0 Check #: 204893	General Supplies		$59.85
		100.136.0000.000.2620.610.10208.31.00 0 Check #: 204893	General Supplies		$173.95
				Vendor Total:	$294.94
IMAGING CONCEPTS NORTH	101833				
		100.129.0000.100.1000.610.10209.10.00 0 Check #: 204894	General Supplies		$507.60
				Vendor Total:	$507.60

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Vendor Remit Name	Vendor #	Account	Description	Amount
INLAND LEASING				
		290.182.0000.000.3100.442.10000.00.00 Check #: 204895	Rental of Equipment and Vehicles	$352.98
		290.184.0000.000.3100.442.10000.00.00 Check #: 204895	Rental of Equipment and Vehicles	$352.98
		290.185.0000.000.3100.442.10000.00.00 Check #: 204895	Rental of Equipment and Vehicles	$352.98
			Vendor Total:	$1,058.94
INLAND SUPPLY CO., INC.	10000			
		100.122.0000.000.2620.610.10202.10.00 Check #: 204896	General Supplies	$3,147.29
		100.123.0000.000.2620.610.10203.10.00 Check #: 204896	General Supplies	$252.00
		100.126.0000.000.2620.610.10206.10.00 Check #: 204896	General Supplies	$5,069.24
		100.129.0000.000.2620.610.10209.10.00 Check #: 204896	General Supplies	$11,513.26
		100.133.0000.000.2620.610.10303.10.00 Check #: 204896	General Supplies	$262.50
		100.135.0000.000.2620.610.10305.31.00 Check #: 204896	General Supplies	$1,084.45
		100.161.0000.000.2620.610.10601.32.00 Check #: 204896	General Supplies	$2,581.99
		100.161.0000.194.1000.610.10601.32.00 Check #: 204896	General Supplies	$59.57
		100.163.0000.000.2620.610.10603.32.00 Check #: 204896	General Supplies	$1,379.66
		100.170.0000.000.2700.610.10000.00.00 Check #: 204896	General Supplies	$557.55
			Vendor Total:	$25,907.51
INNOVATIVE COMMUNICATIONS SYSTEMS, LLC	10058			
		100.129.0000.000.2620.430.10209.10.00 Check #: 204897	Repairs and Maintenance Services	$122.82

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Vendor Remit Name	Vendor #	Account	Description	Amount
		100.165.0000.000.2410.533.10605.32.00 0 Check #: 204897	Telephone - Land Line phone services	$190.00
			Vendor Total:	$312.82
INTERSTATE OIL COMPANY	10210			
		100.170.0000.000.2730.626.10000.00.00 0 Check #: 204898	Gasoline	$15,104.82
			Vendor Total:	$15,104.82
JASON JANOTA				
		280.633.0000.000.2100.610.10604.32.00 0 Check #: 204899	FY21 Grants Budget Loads-Title I	$380.00
			Vendor Total:	$380.00
JT TECH INC.				
		100.107.0000.000.2580.650.10000.00.00 0 Check #: 204900	Supplies-Information Technology-related	$322.25
			Vendor Total:	$322.25
KELVIN EDUCATOINAL				
		100.213.0000.100.1000.610.10208.31.00 0 Check #: 204901	General Supplies	$44.50
			Vendor Total:	$44.50
KIMBALL MIDWEST	96824			
		100.170.0000.000.2730.614.10000.00.00 0 Check #: 204902	Parts	$977.95
			Vendor Total:	$977.95
KOSCINSKI, HOLLY				
		280.633.0000.000.2100.610.10202.10.00 0 Check #: 204903	General Supplies	$238.51
			Vendor Total:	$238.51
LA CRABTREE, KIMBER				
		100.101.0000.000.2310.580.10000.00.00 0 Check #: 204904	Staff Travel	$57.52
			Vendor Total:	$57.52

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Vendor Remit Name	Vendor #	Account	Description	Amount
LAPTOPSCREEN.COM				
		100.135.0000.000.2410.650.10305.31.00 Check #: 204905	Supplies-Information Technology-related	$153.28
			Vendor Total:	$153.28
LION DOG SPORT LLC				
		100.164.0000.920.1000.610.10604.32.00 Check #: 204906	General Supplies	$540.00
			Vendor Total:	$540.00
LOWE'S BUSINESS ACCOUNT	11835			
		100.123.0000.000.2620.610.10203.10.00 Check #: 204907	General Supplies	$574.47
		100.135.0000.000.2620.610.10305.31.00 Check #: 204907	General Supplies	$259.59
		100.161.0000.000.2410.610.10601.32.00 Check #: 204907	General Supplies	$68.56
		100.161.0000.000.2620.610.10601.32.00 Check #: 204907	General Supplies	$234.36
		100.161.0000.383.1000.610.10601.32.00 Check #: 204907	General Supplies	$68.89
		100.161.0000.384.1000.610.10601.32.00 Check #: 204907	General Supplies	$26.02
			Vendor Total:	$1,228.89
LUSTRE-CAL CORPORATION	11858			
		100.106.0000.000.2515.610.10000.00.00 Check #: 204908	General Supplies	$1,397.00
			Vendor Total:	$1,397.00
LYNCH,NIKKI				
		100.170.0000.000.2710.580.10000.00.00 Check #: 204909	Staff Travel	$86.00
			Vendor Total:	$86.00
LYON COUNTY SCHOOL DIST._99346	99346			

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Vendor Remit Name	Vendor #	Account	Description	Amount
		100.129.0000.100.1000.610.10209.10.00 Check #: 204910	General Supplies	$1,698.64
		100.163.0000.100.1000.612.10603.32.00 Check #: 204910	Inventoried Supplies/Equipment <$5000	$2,123.30
			Vendor Total:	$3,821.94
M.F. BARCELLOS, INC	1560			
		100.108.0000.000.2620.623.10602.50.00 Check #: 204911	Bottled Gas	$654.18
		100.170.0000.000.2730.613.10000.00.00 Check #: 204911	Oil & Lubricants	$144.00
		100.170.0000.000.2730.626.10000.00.00 Check #: 204911	Gasoline	$5,528.34
			Vendor Total:	$6,326.52
MASON VALLEY TIRE				237
		100.170.0000.000.2730.430.10000.00.00 Check #: 204912	Repairs and Maintenance Services	$112.00
			Vendor Total:	$112.00
MAUPIN, COX, & LEGOY	22060			
		100.101.0000.000.2320.340.10000.00.00 Check #: 204913	Other Professional Services	$3,275.40
		250.105.0000.000.2321.340.10000.00.00 Check #: 204913	Other Professional Services	$350.00
			Vendor Total:	$3,625.40
MOBILE DEFENDERS				
		100.135.0000.100.1000.430.10305.31.00 Check #: 204914	Repairs and Maintenance Services	$55.99
			Vendor Total:	$55.99
N N B O A, INC.	98794			
		100.101.0000.920.1000.340.10601.32.00 Check #: 204915	Other Professional Services	$9,800.00
		100.101.0000.920.1000.340.10602.50.00 Check #: 204915	Other Professional Services	$6,100.00

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Vendor Remit Name	Vendor #	Account	Description		Amount
		100.101.0000.920.1000.340.10603.32.00 Check #: 204915	Other Professional Services		$6,700.00
		100.101.0000.920.1000.340.10604.32.00 Check #: 204915	Other Professional Services		$10,500.00
		100.101.0000.920.1000.340.10605.32.00 Check #: 204915	Other Professional Services		$6,500.00
				Vendor Total:	$39,600.00
NAPA AUTO & TRUCK PARTS_99614	99614				
		100.126.0000.000.2620.610.10206.10.00 Check #: 204916	General Supplies		$303.09
		100.161.0000.000.2620.610.10601.32.00 Check #: 204916	General Supplies		$166.08
		100.170.0000.000.2730.614.10000.00.00 Check #: 204916	Parts		$597.91
					238
				Vendor Total:	$1,067.08
NASSP/NHS	101272				
		100.162.0000.170.1000.810.10602.50.00 Check #: 204917	Dues and Fees		$385.00
				Vendor Total:	$385.00
NEVADA BLUE LTD	14682				
		100.108.0000.000.2620.430.10000.00.00 Check #: 204918	Repairs and Maintenance Services		$236.75
				Vendor Total:	$236.75
NEVADA DRUG & ALCOHOL TESTING INC	101753				
		100.170.0000.000.2710.340.10000.00.00 Check #: 204919	Other Professional Services		$347.28
				Vendor Total:	$347.28
NORTH LYON CO FIRE PROTEC	100670				
		310.034.0000.000.4500.810.10601.32.00 Check #: 204920	Dues and Fees		$9,745.00
				Vendor Total:	$9,745.00
NUSSEAR, KAREN					

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Vendor Remit Name	Vendor #	Account	Description		Amount
		100.129.0000.000.2410.610.10209.10.00 Check #: 204921	General Supplies		$27.67
				Vendor Total:	$27.67
NUTI, NANCY					
		100.162.0000.103.0000.610.10602.50.00 Check #: 204922	General Supplies		$350.60
				Vendor Total:	$350.60
OFFICE OF THE LABOR COMMISSIONER					
		100.108.0000.000.2620.810.10000.00.00 Check #: 204923	Dues and Fees		$1,000.00
				Vendor Total:	$1,000.00
PAPE KENWORTH	103203				
		100.170.0000.000.2730.614.10000.00.00 Check #: 204924	Parts		$5,235.48
				Vendor Total:	$5,235.48
PARTS TOWN LLC					
		100.108.0000.000.2620.610.10000.00.00 Check #: 204925	General Supplies		$845.86
		100.108.0000.000.2620.610.10604.32.00 Check #: 204925	General Supplies		$116.91
				Vendor Total:	$962.77
PEARSON ASSESSMENT					
		280.639.0000.200.2140.610.10000.00.00 Check #: 204926	General Supplies		$1,429.06
		280.639.0000.200.2140.653.10000.00.00 Check #: 204926	Web-based and similar programs		$90.00
				Vendor Total:	$1,519.06
PITNEY BOWES GLOBAL FINANCIAL SERVICES	101970				
		100.127.0000.000.2410.531.10210.10.00 Check #: 204927	Postage		$82.74

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Vendor Remit Name	Vendor #	Account	Description		Amount
		100.132.0000.000.2410.531.10302.20.00 Check #: 204927	Postage		$276.09
				Vendor Total:	$358.83
PRESENCE LEARNING, INC					
		280.639.0000.200.2140.340.10000.00.00 Check #: 204928	Other Professional Services		$9,878.50
		285.781.0000.200.2150.340.10000.00.00 Check #: 204928	Other Professional Services		$30,937.50
				Vendor Total:	$40,816.00
PRO ED	100494				
		280.639.0000.200.2140.610.10000.00.00 Check #: 204929	General Supplies		$767.80
				Vendor Total:	$767.80
PROCARE THERAPY					240
		280.639.0000.200.1000.340.10305.31.00 Check #: 204930	Other Professional Services		$8,004.00
		285.781.0000.200.2150.340.10211.10.00 Check #: 204930	Other Professional Services		$10,720.36
				Vendor Total:	$18,724.36
PROVANTAGE					
		100.128.0000.100.1000.610.10211.10.00 Check #: 204931	General Supplies		$1,300.00
				Vendor Total:	$1,300.00
PURCHASE POWER	16968				
		100.136.0000.000.2410.531.10208.31.00 Check #: 204932	Postage		$208.96
				Vendor Total:	$208.96
QUADIENT LEASING USA, INC					
		100.133.0000.000.2410.531.10303.10.00 Check #: 204933	Postage		$202.17
				Vendor Total:	$202.17
QUADIENT POSTAGE FUNDING					

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Vendor Remit Name	Vendor #	Account	Description	Amount
		100.133.0000.000.2410.531.10303.10.00 Check #: 204934	Postage	$100.00
			Vendor Total:	$100.00
RALEY'S				
		100.123.0000.000.2410.615.10203.10.00 Check #: 204935	Snacks, Food & Beverages	$33.38
		100.135.0000.000.2410.615.10305.31.00 Check #: 204935	Snacks, Food & Beverages	$21.18
			Vendor Total:	$54.56
REFRIGERATION SUPPLIES DISTRIBUTOR	96586			
		100.108.0000.000.2620.610.10000.00.00 Check #: 204936	General Supplies	$2,173.31
		100.108.0000.000.2620.610.10305.31.00 Check #: 204936	General Supplies	$166.27 241
		100.108.0000.000.2620.610.10602.50.00 Check #: 204936	General Supplies	$218.97
		100.108.0000.000.2620.610.10604.32.00 Check #: 204936	General Supplies	$982.46
		100.108.0000.000.2620.610.10605.32.00 Check #: 204936	General Supplies	$264.47
		100.127.0000.000.2620.610.10210.10.00 Check #: 204936	General Supplies	$201.06
		100.133.0000.000.2620.610.10303.10.00 Check #: 204936	General Supplies	$200.40
		100.163.0000.000.2620.610.10603.32.00 Check #: 204936	General Supplies	$399.54
			Vendor Total:	$4,606.48
RENNER EQUIPMENT COMPANY	17400			
		100.108.0000.000.2630.610.10000.00.00 Check #: 204937	General Supplies	$29.98
		100.162.0000.000.2620.610.10602.50.00 Check #: 204937	General Supplies	$335.33
			Vendor Total:	$365.31

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Vendor Remit Name	Vendor #	Account	Description		Amount
RICK'S AEC REPROGRAPHICS, INC.					
		100.165.0000.100.1000.430.10605.32.00 0 Check #: 204938	Repairs and Maintenance Services		$139.69
				Vendor Total:	$139.69
RICOH AMERICAS CORP	102825				
		100.101.0000.000.2510.430.10000.00.00 0 Check #: 204939	Repairs and Maintenance Services		$201.80
		100.101.0000.610.1000.430.10909.41.00 0 Check #: 204939	Repairs and Maintenance Services		$51.49
		100.104.0000.100.1000.430.10907.41.00 0 Check #: 204939	Repairs and Maintenance Services		$5.07
		100.121.0000.000.2410.430.10201.10.00 0 Check #: 204939	Repairs and Maintenance Services		$594.26
		100.123.0000.100.1000.430.10203.10.00 0 Check #: 204939	Repairs and Maintenance Services		$107.16
		100.126.0000.100.1000.430.10206.10.00 0 Check #: 204939	Repairs and Maintenance Services		$517.10
		100.127.0000.100.1000.430.10210.10.00 0 Check #: 204939	Repairs and Maintenance Services		$6.98
		100.129.0000.100.1000.430.10209.10.00 0 Check #: 204939	Repairs and Maintenance Services		$280.35
		100.133.0000.100.1000.430.10303.10.00 0 Check #: 204939	Repairs and Maintenance Services		$1,406.36
				Vendor Total:	$3,170.57
RICOH USA, INC					
		100.135.0000.100.1000.430.10305.31.00 0 Check #: 204940	Repairs and Maintenance Services		$36.65
		100.136.0000.000.2410.442.10208.31.00 0 Check #: 204940	Rental of Equipment and Vehicles		$36.62
				Vendor Total:	$73.27
ROBIN L. TITUS	102690				
		285.781.0000.200.2321.340.10000.00.00 0 Check #: 204941	Other Professional Services		$480.00

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Vendor Remit Name	Vendor #	Account	Description		Amount
				Vendor Total:	$480.00
ROUND UP AWARDS LLC	17901				
		100.132.0000.100.1000.610.10302.20.00 Check #: 204942	General Supplies		$109.00
				Vendor Total:	$109.00
rSCHOOLTODAY					
		100.163.0000.000.2410.610.10603.32.00 Check #: 204943	General Supplies		$452.50
				Vendor Total:	$452.50
SCHOOL DATEBOOKS	103098				
		100.134.0000.100.1000.610.10304.20.00 Check #: 204944	General Supplies		$1,445.04
				Vendor Total:	$1,445.04
SCHOOL SPECIALTY_103213	103213				
		100.163.0000.000.2410.610.10603.32.00 Check #: 204945	General Supplies		$130.62
				Vendor Total:	$130.62
SEXSON, JENIFER					
		100.163.0000.310.1000.610.10603.32.00 Check #: 204946	General Supplies		$138.01
				Vendor Total:	$138.01
SHAWE, COURTNEY					
		290.184.1611.000.0000.000.10000.00.00 Check #: 204947	Daily Sales-School Lunch Program		$200.00
				Vendor Total:	$200.00
SHI INTERNATIONAL CORP.					
		100.107.0000.000.2580.652.10000.00.00 Check #: 204948	Inventoried Supplies/Equipment - IT Related <$5000		$64,591.02
				Vendor Total:	$64,591.02
SHRED-IT USA					

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Vendor Remit Name	Vendor #	Account	Description		Amount
		100.125.0000.000.2410.421.10205.10.00 Check #: 204949	Garbage / Disposal		$126.07
		100.126.0000.000.2410.421.10206.10.00 Check #: 204949	Garbage / Disposal		$20.00
		100.127.0000.000.2410.421.10210.10.00 Check #: 204949	Garbage / Disposal		$36.00
		100.133.0000.000.2410.421.10303.10.00 Check #: 204949	Garbage / Disposal		$32.00
		100.163.0000.000.2410.421.10603.32.00 Check #: 204949	Garbage / Disposal		$25.00
		100.165.0000.000.2410.421.10605.32.00 Check #: 204949	Garbage / Disposal		$25.00
				Vendor Total:	$264.07
SIERRA NEVADA CONSTRUCTION	100844				244
		100.108.0000.000.2620.430.10303.10.00 Check #: 204950	Repairs and Maintenance Services		$6,500.00
		360.021.0000.000.4600.450.10303.10.00 Check #: 204950	Construction Services		$9,613.35
				Vendor Total:	$16,113.35
SILVER SPRINGS G.I.D	19181				
		100.108.0000.000.2620.411.10205.10.00 Check #: 204951	Water / Sewer		$779.00
		100.108.0000.000.2620.411.10304.20.00 Check #: 204951	Water / Sewer		$512.50
		100.108.0000.000.2620.411.10605.32.00 Check #: 204951	Water / Sewer		$676.50
				Vendor Total:	$1,968.00
SILVER STATE INTERNATIONAL	19211	P-Card Payee: COMMERCE BANK			
		100.170.0000.000.2730.611.10000.00.00 Check #: 204985	Tires/Flooring		$15.77
				Vendor Total:	$15.77
SLAKEY BROTHERS INC.	19350				

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Vendor Remit Name	Vendor #	Account	Description		Amount
		100.108.0000.000.2620.610.10000.00.00 Check #: 204952	General Supplies		$1,576.75
		100.108.0000.000.2620.610.10203.10.00 Check #: 204952	General Supplies		$4,315.62
				Vendor Total:	$5,892.37
SMITH VALLEY FIRE PROTECTION DISTRICT					
		100.162.0000.170.1000.810.10602.50.00 Check #: 204953	Dues and Fees		$240.00
				Vendor Total:	$240.00
SMITH, VANESSA					
		290.184.1611.000.0000.000.10000.00.00 Check #: 204954	Daily Sales-School Lunch Program		$8.35
				Vendor Total:	$8.35
SOCCER.COM					
		100.161.0000.920.1000.610.10601.32.00 Check #: 204955	General Supplies		$371.95
				Vendor Total:	$371.95
SOLIANT HEALTH, LLC					
		280.639.0000.200.2140.340.10000.00.00 Check #: 204956	Other Professional Services		$7,917.00
				Vendor Total:	$7,917.00
SPORTS LINE SOFTWARE					
		100.164.0000.920.1000.810.10604.32.00 Check #: 204957	Dues and Fees		$400.00
				Vendor Total:	$400.00
STREY, HIEDI					
		100.164.0000.190.1000.640.10604.32.00 Check #: 204958	Books and Periodicals		$26.77
				Vendor Total:	$26.77
SUMMIT COMPANIES					

Voucher Supplement Account Summary

Voucher Batch Number: 1134 11/17/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description		Amount
		100.129.0000.000.2620.430.10209.10.00 Check #: 204959	Repairs and Maintenance Services		$352.00
		100.163.0000.000.2620.430.10603.32.00 Check #: 204959	Repairs and Maintenance Services		$424.75
				Vendor Total:	$776.75
SWANK MOVIE LICENSING USA					
		100.136.0000.000.2410.651.10208.31.00 Check #: 204960	Supplies - Technology - Software		$586.00
				Vendor Total:	$586.00
SWIGER, DAWN					
		280.633.0000.000.2100.610.10205.10.00 Check #: 204961	General Supplies		$82.87
				Vendor Total:	$82.87
SYNCHRONY BANK/JCP					246
		280.688.0000.000.2100.610.10000.00.00 Check #: 204962	General Supplies		$1,920.14
				Vendor Total:	$1,920.14
TEACHER INNOVATIONS, INC.					
		280.633.0000.000.2100.610.10203.10.00 Check #: 204963	General Supplies		$175.50
				Vendor Total:	$175.50
TEAM SPORTS INK	20600				
		280.633.0000.000.3300.610.10303.10.00 Check #: 204964	FY20 Title IA FIS Budget Load		$1,658.27
				Vendor Total:	$1,658.27
TOWNSEND PRESS BOOK CENTER	98583				
		280.633.0000.000.2100.640.10203.10.00 Check #: 204965	Books and Periodicals		$4,470.81
				Vendor Total:	$4,470.81
TRUE VALUE HARDWARE_21030	21030				
		100.163.0000.000.2620.610.10603.32.00 Check #: 204966	General Supplies		$8.36

Voucher Supplement Account Summary

Voucher Batch Number: 1134 11/17/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description		Amount
				Vendor Total:	$8.36
TYRES INTERNATIONAL INC	101998				
		100.170.0000.000.2730.611.10000.00.00 Check #: 204967	Tires/Flooring		$18,836.85
				Vendor Total:	$18,836.85
U.S. BANK					
		400.101.0000.000.5000.810.10000.00.00 Check #: 204968	Dues and Fees		$350.00
				Vendor Total:	$350.00
US FOODS CHEF'STORE					
		100.164.0000.320.1000.610.10604.32.00 Check #: 204969	General Supplies		$333.61
				Vendor Total:	$333.61
US FOODS, INC.	103034				
		100.164.0000.320.1000.610.10604.32.00 Check #: 204970	General Supplies		$383.30
				Vendor Total:	$383.30
VERIZON WIRELESS_21703	21703				
		100.101.0000.000.2510.534.10000.00.00 Check #: 204971	Telephone - Cell phone services		$80.02
		100.101.0000.000.2520.534.10000.00.00 Check #: 204971	Telephone - Cell phone services		$37.15
		100.104.0000.000.2210.534.10000.00.00 Check #: 204971	Telephone - Cell phone services		$200.17
		100.104.0000.000.2210.535.10000.00.00 Check #: 204971	Data Communications, Internet, Video, T-lines, etc		$120.03
		100.107.0000.000.2580.534.10000.00.00 Check #: 204971	Telephone - Cell phone services		$555.95
		100.108.0000.000.2620.534.10000.00.00 Check #: 204971	Telephone - Cell phone services		$1,017.53
		100.125.0000.000.2410.533.10205.10.00 Check #: 204971	Telephone - Land Line phone services		$77.22

Voucher Supplement Account Summary

Voucher Batch Number: 1134 11/17/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description		Amount
		100.170.0000.000.2710.534.10000.00.00 Check #: 204971	Telephone - Cell phone services		$3,494.23
		250.105.0000.000.2321.535.10000.00.00 Check #: 204971	Data Communications, Internet, Video, T-lines, etc		$160.04
		280.639.0000.200.1000.535.10000.00.00 Check #: 204971	Data Communications, Internet, Video, T-lines, etc		$40.35
		290.180.0000.000.3100.534.10000.00.00 Check #: 204971	Telephone - Cell phone services		$88.62
				Vendor Total:	$5,871.31
VITAL RECORDS CONTROL					
		100.135.0000.000.2410.421.10305.31.00 Check #: 204972	Garbage / Disposal		$412.31
				Vendor Total:	$412.31
WALKER LAKE DISPOSAL INC.	102157				
		100.108.0000.000.2620.421.10305.31.00 Check #: 204973	Garbage / Disposal		$550.00
				Vendor Total:	$550.00
WALKER, MICHAEL					
		100.127.0000.000.2410.615.10210.10.00 Check #: 204974	Snacks, Food & Beverages		$64.75
				Vendor Total:	$64.75
WARREN, DEBORAH					
		100.170.0000.000.2710.810.10000.00.00 Check #: 204975	Dues and Fees		$50.00
				Vendor Total:	$50.00
WASTE MANAGEMENT	22180				
		100.108.0000.000.2620.421.10210.10.00 Check #: 204976	Garbage / Disposal		$452.02
				Vendor Total:	$452.02
WELLS FARGO VENDOR FINANCIAL SERVICES					

Voucher Supplement Account Summary

Voucher Batch Number: 1134 11/17/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.133.0000.100.1000.430.10303.10.00 Check #: 204977	Repairs and Maintenance Services	$697.75
		100.135.0000.000.2410.442.10305.31.00 Check #: 204977	Rental of Equipment and Vehicles	$444.06
		100.135.0000.100.1000.430.10305.31.00 Check #: 204977	Repairs and Maintenance Services	$34.11
		100.165.0000.000.2410.442.10605.32.00 Check #: 204977	Rental of Equipment and Vehicles	$110.67
			Vendor Total:	$1,286.59
WESTERN NEVADA COLLEGE_99219	99219			
		280.741.0000.100.1000.560.10000.00.00 Check #: 204978	Tuition	$1,593.62
			Vendor Total:	$1,593.62
XCAST LABS, INC.				249
		100.107.0000.000.2580.533.10000.00.00 Check #: 204979	Telephone - Land Line phone services	$40.47
		100.121.0000.000.2410.533.10201.10.00 Check #: 204979	Telephone - Land Line phone services	$40.36
		100.122.0000.000.2410.533.10202.10.00 Check #: 204979	Telephone - Land Line phone services	$40.36
		100.123.0000.000.2410.533.10203.10.00 Check #: 204979	Telephone - Land Line phone services	$40.36
		100.125.0000.000.2410.533.10205.10.00 Check #: 204979	Telephone - Land Line phone services	$40.36
		100.126.0000.000.2410.533.10206.10.00 Check #: 204979	Telephone - Land Line phone services	$40.36
		100.127.0000.000.2410.533.10210.10.00 Check #: 204979	Telephone - Land Line phone services	$40.36
		100.128.0000.000.2410.533.10211.10.00 Check #: 204979	Telephone - Land Line phone services	$40.36
		100.129.0000.000.2410.533.10209.10.00 Check #: 204979	Telephone - Land Line phone services	$40.36

Voucher Supplement Account Summary

Voucher Batch Number: 1134 11/17/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.132.0000.000.2410.533.10302.20.00 0 Check #: 204979	Telephone - Land Line phone services	$40.36
		100.133.0000.000.2410.533.10303.10.00 0 Check #: 204979	Telephone - Land Line phone services	$40.36
		100.134.0000.000.2410.533.10304.20.00 0 Check #: 204979	Telephone - Land Line phone services	$40.36
		100.135.0000.000.2410.533.10305.31.00 0 Check #: 204979	Telephone - Land Line phone services	$40.36
		100.136.0000.000.2410.533.10208.31.00 0 Check #: 204979	Telephone - Land Line phone services	$40.36
		100.161.0000.000.2410.533.10601.32.00 0 Check #: 204979	Telephone - Land Line phone services	$40.36
		100.162.0000.000.2410.533.10602.50.00 0 Check #: 204979	Telephone - Land Line phone services	$40.36
		100.163.0000.000.2410.533.10603.32.00 0 Check #: 204979	Telephone - Land Line phone services	$40.36
		100.164.0000.000.2410.533.10604.32.00 0 Check #: 204979	Telephone - Land Line phone services	$40.36
		100.165.0000.000.2410.533.10605.32.00 0 Check #: 204979	Telephone - Land Line phone services	$40.36
		100.170.0000.000.2710.533.10000.00.00 0 Check #: 204979	Telephone - Land Line phone services	$40.36
		230.231.0000.610.1000.533.10601.41.00 0 Check #: 204979	Telephone - Land Line phone services	$40.36
		230.231.0000.610.1000.533.10907.41.00 0 Check #: 204979	Telephone - Land Line phone services	$40.36
		230.231.0000.610.1000.533.10909.41.00 0 Check #: 204979	Telephone - Land Line phone services	$40.36
			Vendor Total:	$928.39
XEROX CORPORATION				
		100.101.0000.000.2320.430.10000.00.00 0 Check #: 204980	Repairs and Maintenance Services	$387.57
		100.101.0000.000.2320.442.10000.00.00 0 Check #: 204980	Rental of Equipment and Vehicles	$128.02

Voucher Supplement Account Summary

Voucher Batch Number: 1134 11/17/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description		Amount
		100.101.0000.000.2500.442.10000.00.00 Check #: 204980	Rental of Equipment and Vehicles		$85.34
		100.101.0000.000.2510.430.10000.00.00 Check #: 204980	Repairs and Maintenance Services		$169.18
		100.106.0000.000.2515.442.10000.00.00 Check #: 204980	Rental of Equipment and Vehicles		$42.68
		100.107.0000.000.2580.430.10000.00.00 Check #: 204980	Repairs and Maintenance Services		$1.34
		100.107.0000.000.2580.442.10000.00.00 Check #: 204980	Rental of Equipment and Vehicles		$22.19
				Vendor Total:	$836.32
XEROX FINANCIAL SERVICES					
		100.104.0000.000.2210.442.10000.00.00 Check #: 204981	Rental of Equipment and Vehicles		$22.19
					251
				Vendor Total:	$22.19
YERINGTON AUTO PARTS	23100				
		100.170.0000.000.2730.614.10000.00.00 Check #: 204982	Parts		$1,745.92
				Vendor Total:	$1,745.92
YERINGTON HIGH SCHOOL_23320	23320				
		100.163.0000.100.1000.810.10603.32.00 Check #: 204983	Dues and Fees		$100.00
				Vendor Total:	$100.00
YERINGTON INTERMEDIATE	23340				
		280.633.0000.000.2100.610.10302.20.00 Check #: 204984	General Supplies		$641.17
				Vendor Total:	$641.17
				Grand Total:	$572,301.22

End of Report

LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1135 Voucher Date: 11/17/2021 Prepared By:

Printed: 12/13/2021 02:50:41 PM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of $384,939.51 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2021 to June 30, 2022 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Holly Villines	President
Phil Cowee	Clerk
Kimber LA Crabtree	Member
Barbara Jones	Member
Sherry Parsons	Member
Bridget Peterson	Member
Neal E. McIntyre	Member

LYON COUNTY SCHOOL DISTRICT

Fund		Amount
100	General Fund	$90,631.90
290	Food Service Funds	$294,307.61
		$384,939.51

Voucher Supplement Account Summary

Voucher Batch Number: 1135 11/17/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description	Amount
CHARTWELLS				
		290.180.0000.000.3100.570.10000.00.000	Food Service Management	$51,656.51
		290.180.0000.000.3100.630.10000.00.000	Food	$237,447.26
			Vendor Total:	$289,103.77
NEVADA DEPARTMENT OF AGRICULTURE	14535			
		290.182.0000.000.3100.630.10000.00.000	Food	$884.65
		290.183.0000.000.3100.630.10000.00.000	Food	$572.43
		290.184.0000.000.1000.630.10000.00.000	Food	$2,289.69
		290.185.0000.000.1000.630.10000.00.000	Food	$1,457.07
			Vendor Total:	$5,203.84
SKY FIBER INTERNET				
		100.107.0000.000.2580.535.10000.00.000	Data Communications, Internet, Video, T-lines, etc	$62,841.00
			Vendor Total:	$62,841.00
STATE OF NEVADA_98141	98141			
		100.102.0000.000.2329.210.10000.00.000	Group Insurance	$27,790.90
			Vendor Total:	$27,790.90
			Grand Total:	$384,939.51

End of Report

LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1138 Voucher Date: 11/22/2021 Prepared By:

Printed: 12/13/2021 02:51:31 PM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of $5,264.60 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2021 to June 30, 2022 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Holly Villines	President
Phil Cowee	Clerk
Kimber LA Crabtree	Member
Barbara Jones	Member
Sherry Parsons	Member
Bridget Peterson	Member
Neal E. McIntyre	Member

LYON COUNTY SCHOOL DISTRICT

Fund		Amount
100	General Fund	$3,548.85
280	Federal Funds	$1,715.75
		$5,264.60

Voucher Supplement Account Summary

Voucher Batch Number: 1138 11/22/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description	Amount
AMAZON BUSINESS				
		100.121.0000.000.2620.610.10201.10.00 Check #: 204986	General Supplies	$311.91
		100.122.0000.100.1000.610.10202.10.00 Check #: 204986	General Supplies	$188.98
		100.125.0000.000.2130.610.10205.10.00 Check #: 204986	General Supplies	$9.99
		100.125.0000.100.1000.650.10205.10.00 Check #: 204986	Supplies-Information Technology-related	$314.99
		100.126.0000.000.2410.610.10206.10.00 Check #: 204986	General Supplies	$433.98
		100.128.0000.100.1000.610.10211.10.00 Check #: 204986	General Supplies	$8.99
		100.133.0000.000.2410.610.10303.10.00 Check #: 204986	General Supplies	$41.59
		100.134.0000.100.1000.610.10304.20.00 Check #: 204986	General Supplies	$677.27
		100.135.0000.000.2410.610.10305.31.00 Check #: 204986	General Supplies	$131.95
		100.135.0000.100.1000.610.10305.31.00 Check #: 204986	General Supplies	$155.83
		100.136.0000.000.2410.610.10208.31.00 Check #: 204986	General Supplies	$43.16
		100.165.0000.100.1000.640.10605.32.00 Check #: 204986	Books and Periodicals	$739.50
		280.633.0000.000.2100.610.10202.10.00 Check #: 204986	General Supplies	$85.95
		280.633.0000.000.2100.610.10203.10.00 Check #: 204986	General Supplies	$135.65
		280.633.0000.000.2100.610.10205.10.00 Check #: 204986	General Supplies	$945.70
		280.633.0000.000.2100.610.10211.10.00 Check #: 204986	General Supplies	$32.97

Voucher Supplement Account Summary

Voucher Batch Number: 1138 11/22/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description		Amount
		280.633.0000.000.3300.610.10304.20.00 Check #: 204986	FY18 Title IA SSMS Budget Load		$515.48
				Vendor Total:	$4,773.89
OFFICE DEPOT	15366				
		100.127.0000.000.2410.610.10210.10.00 Check #: 204987	General Supplies		$42.87
		100.127.0000.100.1000.610.10210.10.00 Check #: 204987	General Supplies		$107.02
		100.128.0000.100.1000.610.10211.10.00 Check #: 204987	General Supplies		$340.82
				Vendor Total:	$490.71
				Grand Total:	$5,264.60

End of Report

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LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1159 Voucher Date: 11/30/2021 Prepared By:

Printed: 12/13/2021 02:52:46 PM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of $26,685.36 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2021 to June 30, 2022 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Holly Villines	President
Phil Cowee	Clerk
Kimber LA Crabtree	Member
Barbara Jones	Member
Sherry Parsons	Member
Bridget Peterson	Member
Neal E. McIntyre	Member

LYON COUNTY SCHOOL DISTRICT

Fund		Amount
703	Workers Compensation	$26,685.36
		$26,685.36

Voucher Supplement Account Summary

Voucher Batch Number: 1138 11/22/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description	Amount
AMAZON BUSINESS				
		100.121.0000.000.2620.610.10201.10.00 Check #: 204986	General Supplies	$311.91
		100.122.0000.100.1000.610.10202.10.00 Check #: 204986	General Supplies	$188.98
		100.125.0000.000.2130.610.10205.10.00 Check #: 204986	General Supplies	$9.99
		100.125.0000.100.1000.650.10205.10.00 Check #: 204986	Supplies-Information Technology-related	$314.99
		100.126.0000.000.2410.610.10206.10.00 Check #: 204986	General Supplies	$433.98
		100.128.0000.100.1000.610.10211.10.00 Check #: 204986	General Supplies	$8.99
		100.133.0000.000.2410.610.10303.10.00 Check #: 204986	General Supplies	$41.59
		100.134.0000.100.1000.610.10304.20.00 Check #: 204986	General Supplies	$677.27
		100.135.0000.000.2410.610.10305.31.00 Check #: 204986	General Supplies	$131.95
		100.135.0000.100.1000.610.10305.31.00 Check #: 204986	General Supplies	$155.83
		100.136.0000.000.2410.610.10208.31.00 Check #: 204986	General Supplies	$43.16
		100.165.0000.100.1000.640.10605.32.00 Check #: 204986	Books and Periodicals	$739.50
		280.633.0000.000.2100.610.10202.10.00 Check #: 204986	General Supplies	$85.95
		280.633.0000.000.2100.610.10203.10.00 Check #: 204986	General Supplies	$135.65
		280.633.0000.000.2100.610.10205.10.00 Check #: 204986	General Supplies	$945.70
		280.633.0000.000.2100.610.10211.10.00 Check #: 204986	General Supplies	$32.97

Voucher Supplement Account Summary

Voucher Batch Number: 1138 11/22/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description		Amount
		280.633.0000.000.3300.610.10304.20.00 0 Check #: 204986	FY18 Title IA SSMS Budget Load		$515.48
				Vendor Total:	$4,773.89
OFFICE DEPOT	15366				
		100.127.0000.000.2410.610.10210.10.00 0 Check #: 204987	General Supplies		$42.87
		100.127.0000.100.1000.610.10210.10.00 0 Check #: 204987	General Supplies		$107.02
		100.128.0000.100.1000.610.10211.10.00 0 Check #: 204987	General Supplies		$340.82
				Vendor Total:	$490.71
				Grand Total:	$5,264.60

End of Report

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LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1159 Voucher Date: 11/30/2021 Prepared By:

Printed: 12/13/2021 02:52:46 PM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of $26,685.36 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2021 to June 30, 2022 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Holly Villines	President
Phil Cowee	Clerk
Kimber LA Crabtree	Member
Barbara Jones	Member
Sherry Parsons	Member
Bridget Peterson	Member
Neal E. McIntyre	Member

LYON COUNTY SCHOOL DISTRICT

Fund		Amount
703	Workers Compensation	$26,685.36
		$26,685.36

Voucher Supplement Account Summary

Voucher Batch Number: 1159 11/30/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description	Amount
CCMSI				
		703.102.0000.000.2310.340.10000.00.000	Other Professional Services	$26,685.36
			Vendor Total:	$26,685.36
			Grand Total:	$26,685.36

End of Report

LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1173 Voucher Date: 11/30/2021 Prepared By:

Printed: 12/13/2021 02:53:35 PM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of $18,706.00 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2021 to June 30, 2022 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Holly Villines	President
Phil Cowee	Clerk
Kimber LA Crabtree	Member
Barbara Jones	Member
Sherry Parsons	Member
Bridget Peterson	Member
Neal E. McIntyre	Member

LYON COUNTY SCHOOL DISTRICT

Fund		Amount
400	Debt Service Funds	$18,706.00
		$18,706.00

Voucher Supplement Account Summary

Voucher Batch Number: 1173 11/30/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description	Amount
BANC OF AMERICA PUBLIC	102127			
		400.101.0000.000.5000.832.10000.00.000	Interest	$18,706.00
			Vendor Total:	$18,706.00
			Grand Total:	$18,706.00

End of Report

Lyon County School District
Board Memo

Date: December 21, 2021

To: Board of School Trustees

From: Wayne Workman, Superintendent

Re: Donations

Recommendation
That the Board of School Trustees approve and accept the generous donation made to the district:

- A donation of $2,000 to the district from the Gene Haas Foundation for the FIRST Tech Challenge Sponsorship (FTC). This will be used to pay for the YIS and YHS FIRST Robotics Team to participate in the FIRST Tech Challenges or FIRST Robotics Competitions.
- Donations from the James Huckaby Family Trust for students in need.
- A donation from the Pigni Family to SMS.
- A donation from AGRU America, Inc. of $200 for each of our schools, totaling $3600, for students in need.
- Multiple donations from the Fernley Chamber of Commerce members for the students at FHS involved in the VITA, Volunteer Income Tax Assistance program.

Respectfully Submitted,
Wayne Workman, Superintendent

Superintendent
Wayne Workman

Deputy Superintendent
Tim Logan

Board of Trustees

President Holly Villines
Clerk Philip Cowee
Barbara Jones
Neal McIntyre
Sherry Parsons
Bridget Peterson

Lyon County School District
25 E. Goldfield Ave.
Yerington, NV 89447

Ph. (775) 463-6800
Fax (775) 463-6808

www.lyoncsd.org

December 1, 2021

Gene Haas Foundation
2800 Sturgis Road
Oxnard, CA 93030

Dear Ms. Looman and Ms. Veronica,

On behalf of the Lyon County School District, I would like to thank the Gene Haas Foundation for the generous donation of $2,000 for the FIRST TECH Challenge Sponsorship (FTC). This donation will be used to pay for the Yerington Intermediate and Yerington High School's FIRST Robotics Team to participate in the FIRST Tech Challenges or FIRST Robotics Competitions.

Sincerely,

Heather Moyle
Executive Director of Educational Services
Lyon County School District

December 13, 2021

James Huckaby
P.O. Box 402
Fernley, NV 89408

Mr. James Huckaby,

We received your check to help our family in need in Silver Springs. With children attending all three of the schools in that area, the principals confirmed that they are in need and are grateful of the help. Mom is a very organized mother of 11 kids and she keeps a tidy home for them. Your contribution is appreciated.

Thank you also for the donations you sent directly to the schools!

With heartfelt gratitude we thank you for your gift and wish you a very happy holiday season.

Superintendent Wayne Workman

Superintendent
Wayne Workman

Deputy Superintendent
Tim Logan

Board of Trustees

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FERNLEY ELEMENTARY SCHOOL

450 Hardie Lane, Fernley, NV 89408

Chanen Cross, Principal
Ryan Stauffer, Vice Principal
Ryan Shea, Counselor

PH: 775-575-3420 FAX: 775-575-3428 www.fes@lyoncsd.org

December 10, 2021

To: Lyon County School District Trustees
c/o: Mr. Wayne Workman

From: Fernley Elementary School
Chanen Cross

Subject: Huckaby Trust Fund

Please accept this generous donation of $500 from The Huckaby Family Trust. They are continuous supporters of our students here at FES, and we are so blessed to receive their yearly donations.

Sincerely,

Chanen Cross
Principal

Silverland
Middle School

1100 Jasmine Lane
Fernley, Nevada 89408
Be Responsible, Be Respectful, Be Safe

Steve Henderson
Principal
Tammie Moniz
Assistant Principal
Jeremy Elsmore
School Counselor
John Gavin
School Counselor

Phone (775)575-1575

www.sms.lyoncsd.org

Fax (775)575-1566

December 14, 2021

Silverland Middle School would like to thank both The Huckaby Family and Pigni Family for the generous donations of 500 dollars. Because of this wonderfully generous donation we were able to help over 17 families in need this holiday season. Providing them with much needed holiday cheer.

Sincerely,
Steve Henderson

December 13, 2021

Agru America, Inc.
500 Garrison Rd.
Georgetown, S. C. 29440

To All at Agru America,

Lyon County School District has 18 schools across five very diverse rural areas and communities and we strive to meet the needs of over 8500 students. Our mission is to provide relevant learning opportunities that develop adaptable, persistent, and self-directed learners capable of creativity, collaboration, communication, and critical thinking necessary to overcome complex challenges.

Your wonderful and generous donation of $200 to each of our schools will go to families and students in need, a total of $3600. There are so many children that have unforeseen challenges this year and you make it possible to provide some of the essentials that are lacking.

With heartfelt gratitude we thank you for your gift and wish you a very happy holiday season.

_____
Superintendent Wayne Workman

Superintendent
Wayne Workman

Deputy Superintendent
Tim Logan

Board of Trustees

President Holly Villines
Clerk Philip Cowee
Barbara Jones
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Yerington, NV 89447

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www.lyoncsd.org

Lyon County School District
Board Memo

Date: December 21, 2021

To: Board of School Trustees

From: Wayne Workman, Superintendent

Re: Resolution of the Board of Trustees of Lyon CSD to Approve the Boundary Changes of School Trustee Election Areas as Recommended by the Lyon County Board of Commissioners

---

Recommendation
That the Board of Trustees approve the resolution to approve the boundary changes of the School Trustee Election Areas as recommended by the Lyon County Board of Commissioners.

Background Information
The Lyon County Board of Commissioners approved the new Commission District and Voter Precinct Maps during their Board meeting on December 16, 2021. Lyon County is required to adjust County Commission Districts and Voter Precinct Maps according to population after every census.

The Board of Commissioners will take action on an ordinance to codify the districts and precincts in January.

The Lyon County School District Board of Trustees are asked to approve a resolution to approve the County Commission Districts and Voter Precinct Maps.

Budget Considerations
N/A

Discussed at Previous Meeting
November 16, 2021

Attachment(s)
LCSD Resolution to Approve Commission Districts and Voter Precinct Maps.pdf
School District Map.pdf
School District Population Breakdown.pdf
2018 Memo Regarding Redistricting.pdf

Respectfully Submitted,
Wayne Workman, Superintendent

LYON COUNTY SCHOOL DISTRICT
BOARD RESOLUTION

A Resolution of the Board of Trustees of the Lyon County School District to Approve the Boundary Changes of School Trustee Election Areas as Recommended by the Lyon County Board of County Commissioners

WHEREAS, Section 13 of Article 1 of the Nevada Constitution requires that representation be apportioned according to population; and

WHEREAS, United States census data is taken every ten years and was recently completed in 2020; and

WHEREAS, NRS 386.200 allows the board of county commissioners to change the boundaries of school trustee election areas after holding a public hearing and obtaining the consent of the board of trustees of the school district; and

WHEREAS, representatives of the board of county commissioners and the board of trustees of the school district have worked together to change the Lyon County School District Board of Trustees' voting districts in accordance with the 2020 census and NRS 386.200-386.225; and

WHEREAS, a map reflecting the changes to the Lyon County School District Board of Trustees' voting districts is attached hereto as **Exhibit 1**;

NOW, THEREFORE BE IT RESOLVED on this 21st day of December, 2021 by the Board of Trustees of the Lyon County School District that the redistricting map attached hereto as Exhibit 1 reflecting the new boundaries for redistricting is approved.

APPROVED AND ADOPTED, this _____day of _____, 20___.

_____ _____

Holly Villines, President Phil Cowee, Clerk

_____

Wayne Workman, Superintendent

EXHIBIT 1

LYON COUNTY SCHOOL DISTRICT
REDISTRICTING MAP

Voter Precincts

Lyon County, NV

2022

DISTRICT 1

DISTRICT 2

DISTRICT 3

DISTRICT 4

DISTRICT 5

DISTRICT 6

DISTRICT 7

Voting Precincts

1	14	28
2	15	29
3	16	30
4	17	31
5	18	32
5a	19	33
6	20	34
7	21	35
8	22	36
9	23	37
10	24	38
11	25	39
12	26	40
13	27	

CURRENT SCHOOL BOARD DISTRICT 8476

DISTRICT 1	POP	DISTRICT 2	POP	DISTRICT 3	POP	DISTRICT 4	POP	DISTRICT 5	POP	DISTRICT 6	POP	DISTRICT 7	POP	
23	1707	27	2699	9	1892	21	1947	1	1430	15	2001	3	1506	
28	1194	29	881	10	470	22	554	2	1287	16	2325	6	3017	
32	1977	30	1533	11	1476	24	1363	4	824	18	685	7	1338	
33	3251	31	1376	12	1176	25	1401	5	185	19	973	8	494	
34	362	35	635	13	2597	26	1181			20	222			
		36	694	14	2742									
		37	1908	17	1454									
		38	2351											
		39	2292											
		40	1930											
	8491		16299		11807		6446		3726		6206		6355	59330

PROPOSED

2024		2022		2024		2022		2024		2022		2024		TERM ENDS
DISTRICT 1	POP	DISTRICT 2	POP	DISTRICT 3	POP	DISTRICT 4	POP	DISTRICT 5	POP	DISTRICT 6	POP	DISTRICT 7	POP	274
28	1192	35	635	9	1828	2	1287	1	1430	13	2517	23	1326	
31	1376	37	1604	10	470	5	185	3	1506	15	2001	24	1363	
32	2281	38	2351	11	1476	12	1240	4	824	16	2325	27	2701	
33	3251	39	2292	14	2709	21	766	6	2988	18	685	29	881	
34	563	40	1729	17	1567	22	1735	7	1490	19	973	30	1533	
						25	1782	8	371	20	222	36	694	
						26	1181							
	8663		8611		8050		8176		8609		8723		8498	59330
	187		135		-426		-300		133		247		22	
	2.21%		1.60%		-5.02%		-3.54%		1.57%		2.92%		0.26%	

MEMORANDUM

TO: LYON COUNTY SCHOOL DISTRICT

FROM: MAUPIN, COX & LEGOY

RE: Redistricting

DATE: March 20, 2018

Issue: This memorandum is prepared in response to a request from a member of the Board to begin redistricting certain areas of the Lyon County School District. This memorandum is intended to clarify the redistricting process as set by statute, the Nevada Constitution, and relevant case law.

Introduction: As a preliminary matter, it is too late to initiate any redistricting for the 2018 election, as the county clerk has already received filings from candidates based on the current boundaries. NRS 293.209 prohibits a "political subdivision of this State [from] . . . chang[ing] the boundaries of . . . an election district after the first day of filing by candidates during any year in which a general election . . .is held for that election district." The next election year is 2020, which is also the year a new census will be taken, and for the reasons set forth below, the redistricting should occur after the census.

Statutory Background: Generally, a school district is required to consist of five or seven members, and to be elected at large until an alternate manner of election is adopted pursuant to statute. *See* NRS 386.120.

NRS 386.120 provides the number and manner of election of the board of trustees for a school district the size of Lyon County School District, relevant portions follow:

> 1. The board of trustees of a county school district consists of five or seven members as follows:
>
> (a) If 1,000 or more pupils were enrolled during the school year next preceding any general election, the board of trustees consists of seven members. Except in school districts in which more than 25,000 pupils are enrolled, the members of the board must be elected at large until such time as an alternate manner of election is adopted pursuant to NRS 386.200 or NRS 386.205, 386.215 and 386.225.

Based on the number of pupils enrolled, Lyon County School District falls under NRS 386.205, which allows the Board of Trustees to adopt a resolution dividing the geographical area of the school district into a number of election

districts identical to the number of trustees. The election districts must (1) be single-member districts; (2) be formed with reference to assembly districts as far as is practicable; and (3) have nearly equal populations as far as is practicable. NRS 386.205 does not address redistricting.

NRS 386.205 provides as follows:

> **NRS 386.205 Optional districts for election of trustees within county school district whose enrollment of pupils is not more than 25,000: Creation; continuity in number and terms of members of board of trustees.**
>
> 1. In any county school district in which not more than 25,000 pupils are enrolled, the board of trustees may adopt a resolution dividing the geographical area of the school district into a number of election districts identical to the number of trustees.
>
> 2. The election districts must:
>
> (a) Be single-member districts.
>
> (b) Be formed with reference to assembly districts as far as is practicable.
>
> (c) Have nearly equal populations as far as is practicable.
>
> 3. This section does not authorize any change in the number of members of the board of trustees.
>
> 4. If a board of trustees adopts a resolution pursuant to this section, the members of the board continue to hold office until the next following general election.
>
> 5. As used in this section, unless the context otherwise requires, "assembly district" means any district created pursuant to the provisions of chapter 218B of NRS for the election of members of the Assembly.
>
> (Added to NRS by 1987, 180)

NRS 386.200 provides for "change of boundaries of areas."

> The board of county commissioners may by resolution change the boundaries of school trustee election areas or the manner of nomination or election of school trustees after:
>
> (a) Holding a public hearing of which notice must be given as provided in subsection 3[notice by publication]; and
>
> (b) Receiving, at the hearing or by resolution, the consent of the board of trustees of the school district.

NRS 386.200(8).

Thus, the board of county commissioners may change the boundaries of school trustee election areas only after receipt of the consent of the school board of trustees, and after holding a hearing after giving notice by publication. The school board of trustees should be mindful of

the requirement under NRS 386.205 that the election districts must have nearly equal populations and be formed with reference to assembly districts. The assembly districts are formed based on census data, taken every ten (10) years.

Requirements Under the Nevada Constitution: Section 13 of Article 1 of the Nevada Constitution requires that representation be apportioned according to **population**. The only measure of the population is the U.S. Census. Redistricting after every census is necessary to address shifts in population and to ensure compliance with the requirement that districts be made up of equal population. Section 5 of Article IV of the Nevada Constitution requires the legislature at its first session, after the taking of the decennial census of the United States, to undertake its redistricting duty and to use the U.S. Census as the basis of representation. These Nevada constitutional provisions are consistent with U.S. Supreme Court holdings that the U.S. Census is an appropriate basis for redistricting and that it is sufficient to redistrict every ten years.

The U.S. Supreme Court in *Reynolds v. Sims*, 377 U.S. 533 (1964) mandated that election districts be made up of equal population so that each person has an equal vote with the same voting strength. Thus, the overriding objection for redistricting is substantial equality of population among districts. The population is measured every ten years, and thus any required redistricting based on changes in population is based on the most recent U.S. Census, completed every ten years. The next census will be taken in 2020, two years from now. Any necessary redistricting should be completed after the 2020 census is complete, as directed in Nevada statutory, constitutional, and case law.

Lyon County School District
Board Memo

Date: December 21, 2021

To: Board of School Trustees

From: Wayne Workman, Superintendent

Re: Update of FY22 Budget

Recommendation

That the Board of Trustees provide guidance regarding the District's Amended Final Budget for Fiscal Year 22 (FY 22) to be presented at the December 21, 2021 and January 25, 2022 Board of School Trustees Meetings.

Background Information

We would like to provide the Board of Trustees an opportunity to review and ask any questions regarding the Amended Final Budget. The main item pending to complete the Amended Final Budget is receipt of audited ending fund balances. Upon completion of the Audit, we will update the budget and present it at the January Board of School Trustees Meeting for final approval and acceptance.

The budget revenue section has been updated to reflect the new Pupil Centered Funding Plan (PCFP) model.

FY21 Annual Financial Audit—The audit is in the final stages of completion and will be completed in time to present at the January Board of School Trustees' meeting for the Board's approval.

Resolutions—Any necessary resolutions for amended fund balances will be prepared for the January Board meeting in conjunction with approval of the Amended Final Budget. This is at the recommendation of the Department of Taxation in waiting until audited ending fund balances are available.

Budget Considerations

District management will prepare the Amended Final FY 22 Budget and Resolutions for the January 25, 2022 Board of School Trustees meeting.

Attachments

Lyon County School District FY 22 proposed Amended Final Budget Draft

Respectfully Submitted,
Wayne Workman, Superintendent

25 EAST GOLDFIELD AVENUE
YERINGTON, NEVADA 89447

SUPERINTENDENT
Wayne Workman

(775) 463-6800
FAX (775) 463-6808

DEPUTY SUPERINTENDENT
Tim Logan

December 21, 2021

Nevada Department of Taxation
1550 East College Parkway, Suite 115
Carson City, NV 89706-7921

Lyon County School District herewith submits the Tentative Budget for the fiscal year ending June 30, 2022.

This budget contains two funds, including Debt Service, requiring property tax revenues totaling $17,611,841

The property tax rates computed herein are based on preliminary data. If the final state computed revenue limitation permits, the tax rate will be increased by an amount not to exceed zero. If the final computation requires, the tax rate will be lowered.

This budget contains fifteen governmental fund types with estimated expenditures of $ 125,894,345
and three proprietary funds with estimated expenses of $ 835,000

Copies of this budget have been filed for public record and inspection in the offices enumerated in NRS 354.596 (Local Government Budget and Finance Act).

CERTIFICATION

I, Spencer Winward, Finance Manager/ Comptroller, certify that all applicable funds and financial operations of this Local Government are listed herein

Signed _____

Dated: 12/21/2021

APPROVED BY THE GOVERNING BOARD

SCHEDULED PUBLIC HEARING:

Date and Time 12/21/2021 6:30 p.m.

Publication Dates May 5 & 12, 2021

Place: Dayton High School
335 Dayton Valley Road, Dayton NV, 89403

BOARD OF TRUSTEES
President Holly Villines • Clerk Phil Cowee •
Member Barbara Jones • Member Sherry Parsons • Member Bridget Peterson • Member Neal McIntyre

Lyon County School District
Final Amended Budget
For Fiscal Year Ending June 30, 2021

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TOTAL EMPLOYEE INFORMATION

	ACTUAL YEAR ENDING 06/30/20	ACTUAL YEAR ENDING 06/30/21	ESTIMATED YEAR ENDING 06/30/2022
FTE Total Employees	1025	1,031	1,031
FTE Classroom teachers	527	533	533

ENROLLMENT AND BASIC SUPPORT GUARANTEE INFORMATION

		ACTUAL YEAR YEAR ENDING 06/30/19		ACTUAL ADE* YEAR ENDING 06/30/20		ESTIMATED ADE* YEAR ENDING 06/30/22	
1	Pre-kindergarten (NRS 388.490)	x .6 =	-	x .6 =		x .6 =	-
2	Kindergarten						
3	Elementary						
4	Secondary						
5	Ungraded						
	6. Subtotal		-				
7.	**Deduct** students transported into Nevada from out-of-state		-		-		-
8.	**Add** students transported to another state						
	9. Total WEIGHTED enrollment		-		-		-

10.	Basic support per student amount for your district, Year Year Ending 06/30/22		
11.	Total basic support for enrollees (Line 9 times Line 10)	-	
12.	Estimated number of special education program units Amount per Unit: X	=	
13.	TOTAL BASIC SUPPORT GUARANTEE (Line 11 + Line 12)		-

LESS LOCAL FUNDS AVAILABLE:

14.	**2.60** percent Local School Support Tax (LSST)		
14.1	Charter School Outside Revenues		
15	25 cent Property Tax	-	
16.	STATE SHARE (Line 8 - Line 9 - Line 10)		-

REVENUE TO:		
	Special Education Special Revenue Fund	$
	General Fund	$

17.	Estimated REGULAR Adult High School Diploma Program Revenue Indicate fund to be used: [ ] General Fund [X] Special Revenue	
18.	Estimated PRISON Adult High School Diploma Program Revenue Indicate fund to be used: [ ] General Fund [ ] Special Revenue	
19.	Other anticipated DSA revenue (describe): Indicate fund to be used: [ ] General Fund [ ] Special Revenue	
20.	Total projected DSA revenue for Year Year Ending 06/30/22 (Lines 16, 17, 18, 19)	-

School District Lyon County School District

* ADE = Average Daily Enrollment

SUMMARY OF PROPERTY TAX BASE

(A) Assessed Valuation (excluding Net Proceeds of Mines) $ 2,271,246,893

(B1) Net Proceeds of Mines $ 1,174,499

(C) TOTAL ASSESSED VALUE $ 2,272,421,392

(B2) Tax from Net Proceeds Unavailable for Appropriatic 2021/2022 (CY 21)_____

(This number to be provided by the Dept. of Taxation from NPM filings as of 4/1/21.)

(1) FUND	(2) OPENING FUND BALANCE	(3) NONPROPERTY TAX RESOURCES	(4) STATE EDUCATION FUNDING	(5) TAX RATE	(6) TRANSFERS IN	(7) TOTAL FUND RESOURCES
GENERAL FUND						
1000 Local		191,000	-	0.75%		191,000
3000 State						79,962,658
State Education Funding			79,962,658			
4000 Federal		275,000				275,000
Opening Balance	3,673,031					3,673,031
Other Sources					109,135	109,135
General Subtotal	3,673,031	466,000	79,962,658	0.75%	109,135	84,210,824
DEBT SERVICE	7,802,991	20,000	9,788,850	0.5867%		17,611,841
SUBTOTAL	11,476,022	486,000	89,751,508	1.3367%	109,135	101,822,665
OTHER FUNDS:						
Special Education	8,703	12,659,164			1,400,000	14,067,867
Medicaid	160,902	250,000				410,902
Federal Grants	-	5,337,613				5,337,613
Insurance Loss Fund	109,135					109,135
Federal School Lunch	255,514	3,705,000			-	3,960,514
Adult Diploma	-	362,228				362,228
Class Size Reduction	-	-				-
Private Donations & Grants	-					-
State Grants	-	2,649,410				2,649,410
Student Accounts		1,100,000				1,100,000
Bond Projects	6,682,032	25,000,000				31,682,032
Capital Projects	2,564,657	934,978				3,499,635
Building & Sites	215,404	9,600				225,004
Residential Construction Tax	2,194,348	670,000				2,864,348
Proprietary:						
Workers Comp Insurance	864,313	590,000				1,454,313
Unemployement Insurance	1,150,179	155,000				1,305,179
Group Insurance	13,917	50,000				63,917
SUBTOTAL OTHER FUNDS	14,219,104	53,472,993	-		1,400,000	69,092,097
TOTAL ALL FUNDS	25,695,126	53,958,993	89,751,508		1,509,135	170,914,762
Less: Interfund Transfers					(1,509,135)	(1,509,135)
NET ALL FUNDS	25,695,126	53,958,993	89,751,508		-	169,405,627

Lyon County School District

All Funds - Budgeted Resources

ATTACHMENT TO SCHEDULE AA
CALCULATION OF ALLOWED AD VALOREM REVENUES FOR SCHOOL DISTRICTS

	(1) ASSESSED VALUATION (Excluding Net Proceeds of Mines)	(2) TAX RATE LEVIED	(3) TOTAL PREABATED AD VALOREM REVENUE [(1)X(2)/100]	(4) AD VALOREM TAX ABATEMENT [(3)-(5)]	(5) BUDGETED ABATED AD VALOREM REVENUE
A. SCHOOL OPERATING:					
Property Tax Subject to Revenue Limitations	2,411,108,022	0.75%	18,083,310	18,083,310	-
Net Proceeds revenue reserved per NRS 387.195 [Sch. AA (B2)]	XXXXXXXXXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXX	-
Total School Operating:					-
B. SCHOOL DEBT:					
Property Tax Suject to Revenue Limitations	2,411,108,022	0.5867%	14,145,971	4,357,121	9,788,850
Net Proceeds of Minerals	XXXXXXXXXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXX	
Total School Debt:					9,788,850
C. TOTAL OPERATING AND DEBT					**9,788,850**

Notes:
(1) Column (1) Assessed Valuation is available from the March 15th Final Revenue Projections.
(2) Column (5) Budgeted Abated Ad Valorem Revenue - can be obtained from the "Net Tax less Redevelopment and LEED Abatement" column of the March 25th Proforma Ad Valorem Revenue Report.
(3) Ad Valorem revenue shortfall created as a result of the tax abatement may be supplemented through the Distributive School Account (DSA).

Lyon County School District

(1) PROGRAM OR FUNCTION	(2) SALARIES AND WAGES	(3) EMPLOYEE BENEFITS	(4) SERVICES SUPPLIES AND OTHER	(5) TRANSFERS OUT	(6) CONTINGENCY	(5) ENDING FUND BALANCE	(6) TOTAL FUND REQUIRE-MENTS
GENERAL FUND							
100 Regular	25,238,495	10,558,964	2,103,246				37,900,705
200 Special	224,891	89,772	-				314,663
300 Vocational & Technical	1,179,768	486,906	113,363				1,780,037
400 Other PK-12	1,499,897	617,480	46,308				2,163,685
500 Nonpublic School							-
600 Adult Education	25,751	5,759	22,752				54,262
800 Community Services							-
900 Co-curricular & Extra Curricular	1,106,932	90,012	726,442				1,923,386
000 Undistributed Expenditures							-
2000 Support Services	18,313,489	7,014,268	8,778,917				34,106,674
3000 Noninstructional Services							-
4000 Facility Acquisition and Construction							-
6100 Interdistrict Payments							-
6200 Fund Transfers				1,400,000			1,400,000
6300 Contingency					500,000		500,000
8000 Ending Balance						4,067,412	4,067,412
NPM - Reserved Per NRS 387.1235							
Other							
Total Ending Fund Balance							
General Subtotal	47,589,223	18,863,161	11,791,028	1,400,000	500,000	4,067,412	84,210,824
DEBT SERVICE			8,116,886			9,494,955	17,611,841
SUBTOTAL APPROPRIATION FUNDS	47,589,223	18,863,161	19,907,914	1,400,000	500,000	13,562,367	101,822,665
OTHER FUNDS: (List)							
Special Education	9,587,362	4,007,739	440,991		-	31,775	14,067,867
Medicaid	229,231	29,213	145,351	-		7,107	410,902
Federal Grants	2,693,376	778,892	1,865,345			-	5,337,613
Insurance Loss Fund			-	109,135		-	109,135
Federal School Lunch	1,100,000	400,230	2,390,415			69,869	3,960,514
Adult Diploma	218,606	89,610	54,012			-	362,228
Class Size Reduction	-	-				-	-
Private Donations & Grants							-
State Grants	943,588	303,880	1,401,942				2,649,410
Student Accounts			1,100,000			-	1,100,000
Bond Projects			5,599,606			26,082,426	31,682,032
Capital Projects			3,336,270		-	163,365	3,499,635
Building & Sites			175,000		-	50,004	225,004
Residential Construction Tax			2,643,388			220,960	2,864,348
Proprietary:							
Workers Comp Insurance		580,000	185,000			689,313	1,454,313
Unemployement Insurance		20,000				1,285,179	1,305,179
Group Insurance		50,000				13,917	63,917
SUBTOTAL OTHER FUNDS	14,772,163	6,259,564	19,337,320	109,135	-	28,613,915	69,092,097
TOTAL ALL FUNDS	62,361,386	25,122,725	39,245,234	1,509,135	500,000	42,176,282	170,914,762
Less: Interfund Transfers				(1,509,135)			(1,509,135)
NET ALL FUNDS	62,361,386	25,122,725	39,245,234	-	500,000	42,176,282	169,405,627

	REVENUE	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(3) BUDGET YEAR ENDING 06/30/22 5/25/2021 FINAL APPROVED	(4) Revision	(5) 12/21/2021 FINAL AMENDED DRAFT
1000	**LOCAL SOURCES**					
1100	Tax Revenue					
1110	Property Taxes	10,879,262	11,376,036	-	-	-
1111	Net Proceeds of Mines				-	
1112	Net Proceeds of Mines - Prior Year				-	
1120	School Support Taxes	12,519,536	12,854,689	-	-	-
1150	Residential Construction Tax				-	
1190	Other Taxes		20,000	20,000	(20,000)	-
1191	Franchise Taxes	318,157	150,000	150,000	-	150,000
1192	Governmental Services Tax	2,111,065	2,400,869	2,473,393	(2,473,393)	-
1200	Local Gov Units - Not School Districts				-	
1300	Tuition				-	
1400	Transportation Fees				-	
1500	Earnings on Investments	6,742	15,000	15,000	-	15,000
1600	Food Service Revenue				-	
1611	Daily Sales - School Lunch				-	
1612	Daily Sales - School Breakfast				-	
1613	Daily Sales - Special Milk				-	
1614	Daily Sales - After-School Program				-	
1700	District Activities Revenue				-	
1800	Community Service Activities				-	
1900	Other Revenues	118,849	20,000	20,000	-	20,000
1910	Rentals	2440	6,000	6,000	-	6,000
1920	Donations				-	
1950/60	Services Provided other Governments				-	
1990	Miscellaneous				-	
					-	
TOTAL LOCAL SOURCES		25,956,051	26,842,594	2,684,393	(2,493,393)	191,000
3000	**REVENUE FROM STATE SOURCES**					
	State Education Funding			58,269,032		79,962,658
3110	Distributive School Fund	51,994,511	51,315,856		-	
3115	Special Education - DSA Funding				-	
3200	Restricted Funding/Grants-in-Aid Rev				-	
3210	Special Transportation				-	-
3220	Adult High School Diploma				-	-
3230	Class Size Reduction				-	
3800	In Lieu of Taxes				-	
3 9 0 0	For/on behalf of School District				-	
TOTAL STATE SOURCES		51,994,511	51,315,856	58,269,032	-	79,962,658
4000	**FEDERAL SOURCES**					
4100	Unrestricted - Direct Fed Gov't					
4200	Unrestricted - State Agency					
4300	Restricted - Direct					
4500	Restricted - State Agency					
4700	Forest Reserve	103,517	25,000	25,000	-	25,000
4703	E-Rate	66,533	462,000	250,000	-	250,000
4800	Revenue in Lieu of Taxes				-	
4900	Revenue for-on behalf of School District				-	
TOTAL FEDERAL SOURCES		170,050	487,000	275,000	-	275,000

Lyon County School District — School District
General Fund — Fund - Budgeted Resources

OTHER RESOURCES AND FUND BALANCE	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(3) BUDGET YEAR ENDING 06/30/22 5/25/2021 FINAL APPROVED	(4) Revision	(5) 12/21/2021 FINAL AMENDED DRAFT
5000 OTHER FINANCING SOURCES					
5100 Issuance of Bonds					
5110 Bond Principal					
5120 Premium/Discount of Bond Sale					
5200 Transfers from Other Funds				109,135	109,135
5300 Gain/Loss on Disposal of Assets					
5400 Loan Proceeds (> 12 months)					
5500 Capital lease Proceeds					
5600 Other Long-Term Debt Proceeds					
TOTAL OTHER FINANCING SOURCES	-	-	-	109,135	109,135
8000 OPENING FUND BALANCE					
Reserved Opening Balance (NPM)					
Opening Balance (Other)	6,807,466	8,680,541	3,673,031		3,673,031
TOTAL OPENING FUND BALANCE	6,807,466	8,680,541	3,673,031		3,673,031
Prior Period Adjustments					
Residual Equity Transfers					
TOTAL ALL RESOURCES	84,928,078	87,325,991	64,901,456	19,309,368	84,210,824

Lyon County School District School District
General Fund Fund - Budgeted Resources

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(3) BUDGET YEAR ENDING 06/30/22 5/25/2021 FINAL APPROVED	(4) Revision	(5) 12/21/2021 FINAL AMENDED DRAFT
100 REGULAR PROGRAMS					
1000 Instruction					
100 Salaries	20,390,402	22,811,957	23,838,495	1,400,000	25,238,495
200 Benefits	9,683,536	9,530,109	9,958,964	600,000	10,558,964
300/400/500 Purchased Services	185,293	223,765	212,577	-	212,577
600 Supplies	1,014,320	1,982,983	1,883,834	-	1,883,834
700 Property				-	
800/900 Miscellaneous & Other	6,070	7,195	6,835	-	6,835
2700 Student Transportation				-	
100 Salaries				-	
200 Benefits				-	
300/400/500 Purchased Services				-	
600 Supplies				-	
700 Property				-	
800/900 Miscellaneous & Other				-	
2900 Other Direct Support				-	
100 Salaries				-	
200 Benefits				-	
300/400/500 Purchased Services				-	
600 Supplies				-	
700 Property				-	
800/900 Miscellaneous & Other				-	
100 TOTAL REGULAR PROGRAMS	31,279,621	34,556,009	35,900,705	2,000,000	37,900,705
200 SPECIAL PROGRAMS					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2900 Other Direct Support					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
200 TOTAL SPECIAL PROGRAMS					

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(3) BUDGET YEAR ENDING 06/30/22 5/25/2021 FINAL APPROVED	(4) Revision	(5) 12/21/2021 FINAL AMENDED DRAFT
270 GIFTED AND TALENTED					
1000 Instruction					
100 Salaries	189,184	215,207	224,891	-	224,891
200 Benefits	79,685	85,906	89,772	-	89,772
300/400/500 Purchased Services				-	
600 Supplies				-	
700 Property				-	
800/900 Miscellaneous & Other				-	
2700 Student Transportation				-	
100 Salaries				-	
200 Benefits				-	
300/400/500 Purchased Services				-	
600 Supplies				-	
700 Property				-	
800/900 Miscellaneous & Other				-	
2900 Other Direct Support				-	
100 Salaries				-	
200 Benefits				-	
300/400/500 Purchased Services				-	
600 Supplies				-	
700 Property				-	
800/900 Miscellaneous & Other				-	
270 TOTAL GIFTED AND TALENTED	268,869	301,113	314,663	-	314,663
300 VOCATIONAL & TECHNICAL					
1000 Instruction					
100 Salaries	967,179	1,128,965	1,179,768	-	1,179,768
200 Benefits	408,915	465,939	486,906	-	486,906
300/400/500 Purchased Services	15,028	36,922	35,076	-	35,076
600 Supplies	93,238	81,198	77,138	-	77,138
700 Property				-	
800/900 Miscellaneous & Other	1,082	1,209	1,149	-	1,149
2700 Student Transportation				-	
100 Salaries				-	
200 Benefits				-	
300/400/500 Purchased Services				-	
600 Supplies				-	
700 Property				-	
800/900 Miscellaneous & Other				-	
2900 Other Direct Support				-	
100 Salaries				-	
200 Benefits				-	
300/400/500 Purchased Services				-	
600 Supplies				-	
700 Property				-	
800/900 Miscellaneous & Other				-	
300 TOTAL VOCATIONAL & TECHNICAL	1,485,442	1,714,233	1,780,037	-	1,780,037

Lyon County School District School District
General Fund Fund - Expenditures by Program, Function, and Object

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(3) BUDGET YEAR ENDING 06/30/22 5/25/2021 FINAL APPROVED	(4) Revision	(5) 12/21/2021 FINAL AMENDED DRAFT
400 OTHER INSTRUCTIONAL PROGRAMS					
1000 Instruction					
100 Salaries	1,380,194	1,428,449	1,478,445	-	1,478,445
200 Benefits	572,549	590,003	616,553	-	616,553
300/400/500 Purchased Services		30,934	29,387	-	29,387
600 Supplies	2,517	17,812	16,921	-	16,921
700 Property				-	
800/900 Miscellaneous & Other				-	
2700 Student Transportation				-	
100 Salaries				-	
200 Benefits				-	
300/400/500 Purchased Services				-	
600 Supplies				-	
700 Property				-	
800/900 Miscellaneous & Other				-	
2900 Other Direct Support				-	
100 Salaries				-	
200 Benefits				-	
300/400/500 Purchased Services				-	
600 Supplies				-	
700 Property				-	
800/900 Miscellaneous & Other				-	
400 TOTAL OTHER INSTR PROGRAMS	1,955,260	2,067,198	2,141,306	-	2,141,306
440 SUMMER SCHOOL					
1000 Instruction					
100 Salaries		20,528	21,452	-	21,452
200 Benefits		887	927	-	927
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2900 Other Direct Support					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
440 TOTAL SUMMER SCHOOL	-	21,415	22,379	-	22,379

Lyon County School District School District
General Fund Fund - Expenditures by Program, Function, and Object

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(3) BUDGET YEAR ENDING 06/30/22 5/25/2021 FINAL APPROVED	(4) Revision	(5) 12/21/2021 FINAL AMENDED DRAFT
600 ADULT EDUCATION PROGRAMS					
1000 Instruction					
100 Salaries	418	24,642	25,751	-	25,751
200 Benefits		5,511	5,759	-	5,759
300/400/500 Purchased Services	4,830	11,975	11,376	-	11,376
600 Supplies	1,965	11,975	11,376	-	11,376
700 Property					
800/900 Miscellaneous & Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
600 TOTAL ADULT EDUCATION PROGRAMS	7,213	54,103	54,262	-	54,262
800 COMMUNITY SERVICE PROGRAMS					
3300 Community Service Operations					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
800 TOTAL COMMUNITY SVC PROGRAMS					

Lyon County School District
General Fund

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(3) BUDGET YEAR ENDING 06/30/22 5/25/2021 FINAL APPROVED	(4) Revision	(5) 12/21/2021 FINAL AMENDED DRAFT
910 COCURRICULAR ACTIVITIES					
1000 Instruction					
100 Salaries	233,612	323,088	334,396	-	334,396
200 Benefits	8,216	12,289	12,842	-	12,842
300/400/500 Purchased Services	(2,722)	12,075	11,471	-	11,471
600 Supplies	3,365	5,987	5,688	-	5,688
700 Property				-	
800/900 Miscellaneous & Other		3,992	3,792	-	3,792
2700 Student Transportation				-	
100 Salaries				-	
200 Benefits				-	
300/400/500 Purchased Services				-	
600 Supplies				-	
700 Property				-	
800/900 Miscellaneous & Other	25,385	57,140	54,283	-	54,283
2900 Other Direct Support				-	
100 Salaries				-	
200 Benefits				-	
300/400/500 Purchased Services				-	
600 Supplies				-	
700 Property				-	
800/900 Miscellaneous & Other				-	
910 TOTAL COCURRICULAR ACTIVITIES	267,856	414,571	422,472	-	422,472
920 ATHLETICS					
1000 Instruction					
100 Salaries	580,132	739,269	772,536	-	772,536
200 Benefits	52,446	73,847	77,170	-	77,170
300/400/500 Purchased Services	144,132	174,629	165,898	-	165,898
600 Supplies	130,648	117,750	111,863	-	111,863
700 Property				-	
800/900 Miscellaneous & Other		12,972	12,323	-	12,323
2700 Student Transportation				-	
100 Salaries				-	
200 Benefits				-	
300/400/500 Purchased Services				-	
600 Supplies				-	
700 Property				-	
800/900 Miscellaneous & Other	257,758	380,131	361,124	-	361,124
2900 Other Direct Support				-	
100 Salaries				-	
200 Benefits				-	
300/400/500 Purchased Services				-	
600 Supplies				-	
700 Property				-	
800/900 Miscellaneous & Other				-	
920 TOTAL ATHLETICS	1,165,116	1,498,598	1,500,914	-	1,500,914

Lyon County School District School District
General Fund Fund - Expenditures by Program, Function, and Object

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(3) BUDGET YEAR ENDING 06/30/22 5/25/2021 FINAL APPROVED	(4) Revision	(5) 12/21/2021 FINAL AMENDED DRAFT
000 UNDISTRIBUTED EXPENDITURES					
2100 Student Support					
100 Salaries	2,172,870	2,297,039	2,377,435	-	2,377,435
200 Benefits	900,493	905,792	946,553	-	946,553
300/400/500 Purchased Services	21,921	126,731	120,394	-	120,394
600 Supplies	26,677	17,720	16,834	-	16,834
700 Property				-	
800/900 Miscellaneous & Other	-	449	427	-	427
2100 SUBTOTAL	3,121,961	3,347,731	3,461,643	-	3,461,643
2200 Instruction Staff Support					
100 Salaries	1,091,268	1,181,706	1,223,066	-	1,223,066
200 Benefits	351,412	412,770	431,345	-	431,345
300/400/500 Purchased Services	95,425	132,793	126,153	-	126,153
600 Supplies	160,595	311,907	296,312	-	296,312
700 Property				-	
800/900 Miscellaneous & Other	4,252	3,492	3,317	-	3,317
2200 SUBTOTAL	1,702,952	2,042,668	2,080,193	-	2,080,193
2300 General Administration					
100 Salaries	807,351	835,316	864,552	-	864,552
200 Benefits	624,063	538,868	563,117	-	563,117
300/400/500 Purchased Services	378,630	378,058	359,155	-	359,155
600 Supplies	29,519	26,885	25,541	-	25,541
700 Property				-	
800/900 Miscellaneous & Other	195,080	110,489	104,965	100,000	204,965
2300 SUBTOTAL	2,034,643	1,889,616	1,917,330	100,000	2,017,330
2400 School Administration					
100 Salaries	5,247,522	5,603,819	5,855,991	-	5,855,991
200 Benefits	1,940,107	2,099,092	2,193,551	-	2,193,551
300/400/500 Purchased Services	248,679	192,583	182,954	-	182,954
600 Supplies	185,952	194,825	185,084	-	185,084
700 Property	-	31,133	29,576	-	29,576
800/900 Miscellaneous & Other	14,902	10,976	10,427	-	10,427
2400 SUBTOTAL	7,637,162	8,132,428	8,457,583	-	8,457,583
2500 Central Services					
100 Salaries	1,821,646	1,975,416	2,064,310	-	2,064,310
200 Benefits	570,150	652,190	681,539	-	681,539
300/400/500 Purchased Services	1,389,592	1,000,759	950,721	-	950,721
600 Supplies	837,083	1,450,000	1,377,500	-	1,377,500
700 Property	385,680	445,928	423,632	-	423,632
800/900 Miscellaneous & Other	6,518	27,585	26,206	-	26,206
2500 SUBTOTAL	5,010,669	5,551,878	5,523,908	-	5,523,908

Lyon County School District School District
General Fund Fund - Expenditure

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(3) BUDGET YEAR ENDING 06/30/22 5/25/2021 FINAL APPROVED	(4) Revision	(5) 12/21/2021 FINAL AMENDED DRAFT
2600 Operating/Maintenance Plant Service					
100 Salaries	3,293,540	3,578,767	3,686,130	-	3,686,130
200 Benefits	1,115,995	1,271,551	1,328,771	-	1,328,771
300/400/500 Purchased Services	1,581,562	1,437,131	1,365,274	-	1,365,274
600 Supplies	2,224,218	2,228,697	2,117,262	-	2,117,262
700 Property		24,947	23,700	-	23,700
800/900 Miscellaneous & Other	7,939	10,378	9,859	-	9,859
2600 SUBTOTAL	8,223,254	8,551,471	8,530,996	-	8,530,996
2700 Student Transportation					
100 Salaries	1,873,627	2,166,188	2,242,005	-	2,242,005
200 Benefits	699,300	831,954	869,392	-	869,392
300/400/500 Purchased Services	341,730	312,583	326,649	-	326,649
600 Supplies	430,292	503,306	452,975	-	452,975
700 Property	530,150	450,000	100,000	350,000	450,000
800/900 Miscellaneous & Other	(262,580)	(300,000)	(306,000)	-	(306,000)
2700 SUBTOTAL	3,612,519	3,964,031	3,685,021	350,000	4,035,021
2900 Other Support (All Objects)					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2900 SUBTOTAL					
TOTAL SUPPORT SERVICES	31,343,160	33,479,823	33,656,674	450,000	34,106,674
NONINSTRUCTIONAL SERVICES					
3100 Food Services Operations					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
3100 SUBTOTAL					
4100 Land Acquisition					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
4100 SUBTOTAL					

Lyon County School District School District
General Fund Fund - Expenditures by Program, Function, and Object

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(3) BUDGET YEAR ENDING 06/30/22 5/25/2021 FINAL APPROVED	(4) Revision	(5) 12/21/2021 FINAL AMENDED DRAFT
4900 Other (All Objects)					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
4900 SUBTOTAL					
4000 TOTAL FACILITIES ACQUISITION AND CONSTRUCTION	-	-	-	-	-
6200 Other Fund Transfers					
910 Interfund Transfer	8,475,000	9,100,000	10,000,000	-	1,400,000
000 TOTAL UNDISTRIBUTED EXPENDITURES	31,343,160	33,479,823	33,656,674	450,000	34,106,674
TOTAL ALL EXPENDITURES	76,240,324	83,152,960	85,793,412	2,450,000	79,643,412
6300 Contingency (not to exceed 3% of Total Expenditures)	XXXXXXXXXXXX XXXXXXXXX	500,000	500,000		500,000
8000 ENDING FUND BALANCE					
Reserved NPM Per NRS 387.1235					
Ending Balance (Other)	8,680,541	3,673,031	(21,391,956)	25,459,368	4,067,412
TOTAL ENDING FUND BALANCE	8,680,541	3,673,031	(21,391,956)	25,459,368	4,067,412
TOTAL APPLICATIONS	84,920,865	87,325,991	64,901,456	27,909,368	84,210,824

Lyon County School District School District
General Fund Fund - Expenditures by Program, Function, and Object

	REVENUE	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(3) BUDGET YEAR ENDING 06/30/22 5/25/2021 FINAL APPROVED	(4) Revision	(5) 12/21/2021 FINAL AMENDED DRAFT
1000	**LOCAL SOURCES**					
1100	Tax Revenue					
1110	Property Taxes					
1111	Net Proceeds of Mines					
1112	Net Proceeds of Mines - Prior Year					
1120	School Support Taxes					
1150	Residential Construction Tax					
1190	Other Taxes					
1191	Franchise Taxes					
1192	Governmental Services Tax					
1200	Local Gov Units - Not School Districts					
1300	Tuition					
1400	Transportation Fees					
1500	Earnings on Investments					
1600	Food Service Revenue					
1611	Daily Sales - School Lunch					
1612	Daily Sales - School Breakfast					
1613	Daily Sales - Special Milk					
1614	Daily Sales - After-School Program					
1700	District Activities Revenue					
1800	Community Service Activities					
1900	Other Revenues					
1910	Rentals					
1920	Donations					
1950/60	Services Provided other Governments					
1990	Miscellaneous					
TOTAL LOCAL SOURCES		-	-	-		-
3000	**REVENUE FROM STATE SOURCES**					
3110	Distributive School Fund					
3115	Special Education - PCFP Funding	4,161,770	4,319,530	4,012,938	4,170,015	8,182,953
3200	Restricted Funding/Grants-in-Aid Rev					
3210	Special Transportation					
3216	State Special Education Revenue				4,476,211	4,476,211
3230	Class Size Reduction					
3800	In Lieu of Taxes					
3900	For/on behalf of School District					
C		4,161,770	4,319,530	4,012,938	8,646,226	12,659,164
4000	**FEDERAL SOURCES**					
4100	Unrestricted - Direct Fed Gov't					
4200	Unrestricted - State Agency					
4300	Restricted - Direct					
4500	Restricted - State Agency					
4800	Revenue in Lieu of Taxes					
4900	Revenue for-on behalf of School District					
TOTAL FEDERAL SOURCES		-	-	-	-	-

Lyon County School District School District
Special Education Fund Fund - Budgeted Resources

OTHER RESOURCES AND FUND BALANCE	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(3) BUDGET YEAR ENDING 06/30/22 5/25/2021 FINAL APPROVED	(4) Revision	(5) 12/21/2021 FINAL AMENDED DRAFT
5000 OTHER FINANCING SOURCES					
5100 Issuance of Bonds					
5110 Bond Principal					
5120 Premium/Discount of Bond Sale					
5200 Transfers from Other Funds	8,475,000	9,500,000	10,000,000	(8,600,000)	1,400,000
5300 Gain/Loss on Disposal of Assets					
5400 Loan Proceeds (> 12 months)					
5500 Capital lease Proceeds					
5600 Other Long-Term Debt Proceeds					
TOTAL OTHER FINANCING SOURCES	8,475,000	9,500,000	10,000,000	(8,600,000)	1,400,000
8000 OPENING FUND BALANCE					
Reserved Opening Balance (NPM)					
Opening Balance (Other)	42,435	17,132	8,703		8,703
TOTAL OPENING FUND BALANCE	42,435	17,132	8,703	-	8,703
Prior Period Adjustments					
Residual Equity Transfers					
TOTAL ALL RESOURCES	12,679,205	13,836,662	14,021,641	46,226	14,067,867

Lyon County School District School District
Special Education Fund Fund - Budgeted Resources

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(3) BUDGET YEAR ENDING 06/30/22 5/25/2021 FINAL APPROVED	(4) Revision	(5) 12/21/2021 FINAL AMENDED DRAFT
100 REGULAR PROGRAMS					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2900 Other Direct Support					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
100 TOTAL REGULAR PROGRAMS					
200 SPECIAL PROGRAMS					
1000 Instruction					
100 Salaries	6,173,762	6,962,798	6,962,798	30,000	6,992,798
200 Benefits	2,673,435	2,904,280	2,904,280	-	2,904,280
300/400/500 Purchased Services	66,329	102,532	104,583	-	104,583
600 Supplies	24,035	30,090	30,692	-	30,692
700 Property				-	
800/900 Miscellaneous & Other	355			-	
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2900 Other Direct Support					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
200 TOTAL SPECIAL PROGRAMS	8,937,916	9,999,700	10,002,353	30,000	10,032,353

Lyon County School District School District
Special Education Fund Fund - Expenditures by Program, Function, and Object

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(3) BUDGET YEAR ENDING 06/30/22 5/25/2021 FINAL APPROVED	(4) Revision	(5) 12/21/2021 FINAL AMENDED DRAFT
000 UNDISTRIBUTED EXPENDITURES					
2100 Student Support					
100 Salaries	1,616,895	1,792,918	1,892,918	-	1,892,918
200 Benefits	649,801	826,325	826,325	-	826,325
300/400/500 Purchased Services	507,290	260,946	266,165	-	266,165
600 Supplies		1,082	1,104	-	1,104
700 Property					
800/900 Miscellaneous & Other					
2100 SUBTOTAL	2,773,986	2,881,271	2,986,512	-	2,986,512
2200 Instruction Staff Support					
100 Salaries	429	5,599	5,851	-	5,851
200 Benefits	3,225	1,127	1,178	-	1,178
300/400/500 Purchased Services	1,585	541	552	-	552
600 Supplies		812	828	-	828
700 Property					
800/900 Miscellaneous & Other					
2200 SUBTOTAL	5,239	8,079	8,409	-	8,409
2300 General Administration					
100 Salaries	163,098	184,193	184,193	-	184,193
200 Benefits	56,938	69,862	69,862	-	69,862
300/400/500 Purchased Services	26,306	8,966	9,145	-	9,145
600 Supplies	5,895	10,820	11,036	-	11,036
700 Property					
800/900 Miscellaneous & Other					
2300 SUBTOTAL	252,237	273,841	274,236	-	274,236
2400 School Administration					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2400 SUBTOTAL	-	-	-	-	-
2500 Central Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
	-	-	-	-	-

Lyon County School District School District
Special Education Fund Fund - Expenditure

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(3) BUDGET YEAR ENDING 06/30/22 5/25/2021 FINAL APPROVED	(4) Revision	(5) 12/21/2021 FINAL AMENDED DRAFT
2600 Operating/Maintenance Plant Service					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2600 SUBTOTAL	-	-	-	-	-
2700 Student Transportation					
100 Salaries	494,930	451,294	471,602	40,000	511,602
200 Benefits	197,765	197,219	206,094	-	206,094
300/400/500 Purchased Services	-	16,555	16,886	-	16,886
600 Supplies				-	
700 Property				-	
800/900 Miscellaneous & Other					
2700 SUBTOTAL	692,695	665,068	694,582	40,000	734,582
2900 Other Support (All Objects)					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2900 SUBTOTAL					
TOTAL SUPPORT SERVICES	3,724,157	3,828,259	3,963,739	40,000	4,003,739
NONINSTRUCTIONAL SERVICES					
3100 Food Services Operations					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
3100 SUBTOTAL					
4100 Land Acquisition					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
4100 SUBTOTAL					

Lyon County School District School District
Special Education Fund Fund - Expenditures by Program, Function, and Object

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(3) BUDGET YEAR ENDING 06/30/22 5/25/2021 FINAL APPROVED	(4) Revision	(5) 12/21/2021 FINAL AMENDED DRAFT
4900 Other (All Objects)					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
4900 SUBTOTAL					
4000 TOTAL FACILITIES ACQUISITION AND CONSTRUCTION					
6200 Other Fund Transfers					
910 Interfund Transfer					
000 TOTAL UNDISTRIBUTED EXPENDITURES	3,724,157	3,828,259	3,963,739	40,000	4,003,739
TOTAL ALL EXPENDITURES	12,662,073	13,827,959	13,966,092	70,000	14,036,092
6300 Contingency (not to exceed 3% of Total Expenditures)	XXXXXXXXXXXXX XXXXXXXXXX				
8000 ENDING FUND BALANCE					
Reserved NPM Per NRS 387.1235					
Ending Balance (Other)	17,132	8,703	55,549	(23,774)	31,775
TOTAL ENDING FUND BALANCE	17,132	8,703	55,549	(23,774)	31,775
TOTAL APPLICATIONS	12,679,205	13,836,662	14,021,641	46,226	14,067,867

Lyon County School District School District
Special Education Fund Fund - Expenditures by Program, Function, and Object

	REVENUE	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(3) BUDGET YEAR ENDING 01/00/00 5/25/2021 FINAL APPROVED	(4) Revision	(5) 12/21/2021 FINAL AMENDED DRAFT
1000	**LOCAL SOURCES**					
1100	Tax Revenue					
1110	Property Taxes					
1111	Net Proceeds of Mines					
1112	Net Proceeds of Mines - Prior Year					
1120	School Support Taxes					
1150	Residential Construction Tax					
1190	Other Taxes					
1191	Franchise Taxes					
1192	Governmental Services Tax					
1200	Local Gov Units - Not School Districts					
1300	Tuition					
1400	Transportation Fees					
1500	Earnings on Investments					
1600	Food Service Revenue					
1611	Daily Sales - School Lunch					
1612	Daily Sales - School Breakfast					
1613	Daily Sales - Special Milk					
1614	Daily Sales - After-School Program					
1700	District Activities Revenue					
1800	Community Service Activities					
1900	Other Revenues					
1910	Rentals					
1920	Donations					
1950/60	Services Provided other Governments					
1990	Miscellaneous					
TOTAL LOCAL SOURCES						
3000	**REVENUE FROM STATE SOURCES**					
3110	Distributive School Fund					
3115	Special Education - DSA Funding					
3200	Restricted Funding/Grants-in-Aid Rev					
3210	Special Transportation					
3220	Adult High School Diploma					
3230	Class Size Reduction					
3800	In Lieu of Taxes					
3900	For/on behalf of School District					
C						
4000	**FEDERAL SOURCES**					
4100	Unrestricted - Direct Fed Gov't					
4200	Unrestricted - State Agency					
4300	Restricted - Direct					
4500	Restricted - State Agency					
4710	Medicaid Payments	410,759	500,000	500,000	(250,000)	250,000
4800	Revenue in Lieu of Taxes					
4900	Revenue for-on behalf of School District					
TOTAL FEDERAL SOURCES		410,759	500,000	500,000	(250,000)	250,000

Lyon County School District School District
Medicaid Fund Fund - Budgeted Resources

OTHER RESOURCES AND FUND BALANCE	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(3) BUDGET YEAR ENDING 01/00/00 5/25/2021 FINAL APPROVED	(4) Revision	(5) 12/21/2021 FINAL AMENDED DRAFT
5000 OTHER FINANCING SOURCES					
5100 Issuance of Bonds					
5110 Bond Principal					
5120 Premium/Discount of Bond Sale					
5200 Transfers from Other Funds					
5300 Gain/Loss on Disposal of Assets					
5400 Loan Proceeds (> 12 months)					
5500 Capital lease Proceeds					
5600 Other Long-Term Debt Proceeds					
TOTAL OTHER FINANCING SOURCES					
8000 OPENING FUND BALANCE					
Reserved Opening Balance (NPM)					
Opening Balance (Other)	64,846	79,543	160,902	-	160,902
TOTAL OPENING FUND BALANCE	64,846	79,543	160,902	-	160,902
Prior Period Adjustments					
Residual Equity Transfers					
TOTAL ALL RESOURCES	475,605	579,543	660,902	(250,000)	410,902

Lyon County School District School District
Medicaid Fund Fund - Budgeted Resources

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(3) BUDGET YEAR ENDING 06/30/22 5/25/2021 FINAL APPROVED	(4) Revision	(5) 12/21/2021 FINAL AMENDED DRAFT
000 UNDISTRIBUTED EXPENDITURES					
2100 Student Support					
100 Salaries	135,580	176,487	234,429	(52,942)	181,487
200 Benefits	56,714	6,598	6,895	0	6,895
300/400/500 Purchased Services	79,154	125,000	150,625	(50,000)	100,625
600 Supplies	25,891	15,000	15,000	-	15,000
700 Property					
800/900 Miscellaneous & Other					
2100 SUBTOTAL	297,339	323,085	406,949	(102,942)	304,007
2200 Instruction Staff Support					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services			-		
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2200 SUBTOTAL	-	-	-	-	-
2300 General Administration					
100 Salaries	44,841	45,688	47,744	0	47,744
200 Benefits	19,065	21,357	22,318	(0)	22,318
300/400/500 Purchased Services	27,424	27,000	28,215	-	28,215
600 Supplies	7,393	1,511	1,511	-	1,511
700 Property					
800/900 Miscellaneous & Other					
2300 SUBTOTAL	98,723	95,556	99,788	(0)	99,788
2400 School Administration					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2400 SUBTOTAL					
2500 Central Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2500 SUBTOTAL					

Lyon County School District School District
Medicaid Fund Fund - Expenditure

change insurance fund to general fund PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(3) BUDGET YEAR ENDING 06/30/22 5/25/2021 FINAL APPROVED	(4) Revision	(5) 12/21/2021 FINAL AMENDED DRAFT
4900 Other (All Objects)					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
4900 SUBTOTAL					
4000 TOTAL FACILITIES ACQUISITION AND CONSTRUCTION					
6200 Other Fund Transfers					
910 Interfund Transfer					
000 TOTAL UNDISTRIBUTED EXPENDITURES	396,062	418,641	506,737	(102,942)	403,795
TOTAL ALL EXPENDITURES	396,062	418,641	506,737	(102,942)	403,795
6300 Contingency (not to exceed 3% of Total Expenditures)	XXXXXXXXXXXXX XXXXXXXXXX				
8000 ENDING FUND BALANCE					
Reserved NPM Per NRS 387.1235					
Ending Balance (Other)	79,543	160,902	154,165	(147,058)	7,107
TOTAL ENDING FUND BALANCE	79,543	160,902	154,165		7,107
TOTAL APPLICATIONS	475,605	579,543	660,902	(102,942)	410,902

Lyon County School District School District
Medicaid Fund Fund - Expenditures by Program, Function, and Object

	REVENUE	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(3) BUDGET YEAR ENDING 01/00/00 5/25/2021 FINAL APPROVED	(4) Revision	(5) 12/21/2021 FINAL AMENDED DRAFT
1000	**LOCAL SOURCES**					
1100	Tax Revenue					
1110	Property Taxes					
1111	Net Proceeds of Mines					
1112	Net Proceeds of Mines - Prior Year					
1120	School Support Taxes					
1150	Residential Construction Tax					
1190	Other Taxes					
1191	Franchise Taxes					
1192	Governmental Services Tax					
1200	Local Gov Units - Not School Districts					
1300	Tuition					
1400	Transportation Fees					
1500	Earnings on Investments					
1600	Food Service Revenue					
1611	Daily Sales - School Lunch					
1612	Daily Sales - School Breakfast					
1613	Daily Sales - Special Milk					
1614	Daily Sales - After-School Program					
1700	District Activities Revenue					
1800	Community Service Activities					
1900	Other Revenues					
1910	Rentals					
1920	Donations					
1950/60	Services Provided other Governments					
1990	Miscellaneous					
TOTAL LOCAL SOURCES		-	-	-	-	-
3000	**REVENUE FROM STATE SOURCES**					
3110	Distributive School Fund					
3115	Special Education - DSA Funding					
3200	Restricted Funding/Grants-in-Aid Rev					
3210	Special Transportation					
3220	Adult High School Diploma					
3230	Class Size Reduction					
3800	In Lieu of Taxes					
3900	For/on behalf of School District					
C						
4000	**FEDERAL SOURCES**					
4100	Unrestricted - Direct Fed Gov't					
4200	Unrestricted - State Agency					
4300	Restricted - Direct					
4500	Restricted - State Agency	4,281,015	4,440,301			5,337,613
4800	Revenue in Lieu of Taxes					
4900	Revenue for-on behalf of School District					
TOTAL FEDERAL SOURCES		4,281,015	4,440,301	-	-	5,337,613

Lyon County School District School District
Federal Grants Fund - Budgeted Resources

OTHER RESOURCES AND FUND BALANCE	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(3) BUDGET YEAR ENDING 06/30/22 5/25/2021 FINAL APPROVED	(4) Revision	(5) 12/21/2021 FINAL AMENDED DRAFT
5000 OTHER FINANCING SOURCES					
5100 Issuance of Bonds					
5110 Bond Principal					
5120 Premium/Discount of Bond Sale					
5200 Transfers from Other Funds					
5300 Gain/Loss on Disposal of Assets					
5400 Loan Proceeds (> 12 months)					
5500 Capital lease Proceeds					
5600 Other Long-Term Debt Proceeds					
TOTAL OTHER FINANCING SOURCES					
8000 OPENING FUND BALANCE					
Reserved Opening Balance (NPM)					
Opening Balance (Other)					
TOTAL OPENING FUND BALANCE	-	-	-	-	-
Prior Period Adjustments					
Residual Equity Transfers					
TOTAL ALL RESOURCES	4,281,015	4,440,301	-	5,337,613	5,337,613

Lyon County School District School District
Federal Grants Fund - Budgeted Resources

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(3) BUDGET YEAR ENDING 06/30/22 5/25/2021 FINAL APPROVED	(4) Revision	(5) 12/21/2021 FINAL AMENDED DRAFT
100 REGULAR PROGRAMS					
1000 Instruction					
100 Salaries	171,114	234,482		1,034,482	1,034,482
200 Benefits	56,209	92,776		192,776	192,776
300/400/500 Purchased Services	22,401	5,348		5,348	5,348
600 Supplies	129,737	136,253		136,253	136,253
700 Property				-	
800/900 Miscellaneous & Other	6,891			-	
2700 Student Transportation				-	
100 Salaries				-	
200 Benefits				-	
300/400/500 Purchased Services				-	
600 Supplies				-	
700 Property				-	
800/900 Miscellaneous & Other				-	
2900 Other Direct Support				-	
100 Salaries				-	
200 Benefits				-	
300/400/500 Purchased Services				-	
600 Supplies				-	
700 Property				-	
800/900 Miscellaneous & Other				-	
100 TOTAL REGULAR PROGRAMS	386,352	468,859	-	1,368,859	1,368,859
200 SPECIAL PROGRAMS					
1000 Instruction					
100 Salaries	819,559	733,428		733,428	733,428
200 Benefits	323,157	280,988		280,988	280,988
300/400/500 Purchased Services	264,926	131,620		131,620	131,620
600 Supplies	201,509	20,000		20,000	20,000
700 Property					
800/900 Miscellaneous & Other					
2700 Student Transportation					
100 Salaries				-	
200 Benefits				-	
300/400/500 Purchased Services				-	
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2900 Other Direct Support					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
200 TOTAL SPECIAL PROGRAMS	1,609,151	1,166,036	-	1,166,036	1,166,036

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(3) BUDGET YEAR ENDING 06/30/22 5/25/2021 FINAL APPROVED	(4) Revision	(5) 12/21/2021 FINAL AMENDED DRAFT
270 GIFTED AND TALENTED					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2900 Other Direct Support					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
270 TOTAL GIFTED AND TALENTED					
300 VOCATIONAL & TECHNICAL					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies	8,167			-	
700 Property	103,449			-	
800/900 Miscellaneous & Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2900 Other Direct Support					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
300 TOTAL VOCATIONAL & TECHNICAL	111,616	-	-	-	-

Lyon County School District School District
Federal Grants Fund - Expenditures by Program, Function, and Object

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(3) BUDGET YEAR ENDING 06/30/22 5/25/2021 FINAL APPROVED	(5) 12/21/2021 FINAL AMENDED DRAFT
400 OTHER INSTRUCTIONAL PROGRAMS				
1000 Instruction				
100 Salaries	1,990			
200 Benefits	185			
300/400/500 Purchased Services	18,967			
600 Supplies	15,924			
700 Property				
800/900 Miscellaneous & Other				
2700 Student Transportation				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800/900 Miscellaneous & Other				
2900 Other Direct Support				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800/900 Miscellaneous & Other				
400 TOTAL OTHER INSTR PROGRAMS	37,066	-	-	-
440 SUMMER SCHOOL				
1000 Instruction				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800/900 Miscellaneous & Other				
2700 Student Transportation				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800/900 Miscellaneous & Other				
2900 Other Direct Support				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800/900 Miscellaneous & Other				
440 TOTAL SUMMER SCHOOL	-	-	-	-

Lyon County School District School District
Federal Grants Fund - Expenditures by Program, Function, and Object

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(3) BUDGET YEAR ENDING 06/30/22 5/25/2021 FINAL APPROVED	(4) Revision	(5) 12/21/2021 FINAL AMENDED DRAFT
000 UNDISTRIBUTED EXPENDITURES					
2100 Student Support					
100 Salaries	252,878	584,152		584,152	584,152
200 Benefits	49,968	220,721		220,721	220,721
300/400/500 Purchased Services	236,118	141,191		141,191	141,191
600 Supplies	549,410	438,432		438,432	438,432
700 Property				-	
800/900 Miscellaneous & Other	5,286	12,524		12,524	12,524
2100 SUBTOTAL	1,093,660	1,397,020	-	1,397,020	1,397,020
2200 Instruction Staff Support					
100 Salaries	254,880	192,322		192,322	192,322
200 Benefits	64,064	39,313		39,313	39,313
300/400/500 Purchased Services	394,189	606,994		606,994	606,994
600 Supplies	30,788	196,885		196,885	196,885
700 Property					
800/900 Miscellaneous & Other		600		-	
2200 SUBTOTAL	743,921	1,036,114	-	1,035,514	1,035,514
2300 General Administration					
100 Salaries	2,078			-	
200 Benefits				-	
300/400/500 Purchased Services				-	
600 Supplies				-	
700 Property					
800/900 Miscellaneous & Other					
2300 SUBTOTAL	2,078	-	-	-	-
2400 School Administration					
100 Salaries		30,000		30,000	30,000
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2400 SUBTOTAL	-	30,000	-	30,000	30,000
2500 Central Services					
100 Salaries	125,773	113,992		113,992	113,992
200 Benefits	42,956	43,544		43,544	43,544
300/400/500 Purchased Services	2,758	3,982		3,982	3,982
600 Supplies	4,997	6,249		6,249	6,249
700 Property					
800/900 Miscellaneous & Other					
2500 SUBTOTAL	176,484	167,767	-	167,767	167,767

Lyon County School District School District
Federal Grants Fund - Expenditure

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(3) BUDGET YEAR ENDING 06/30/22 5/25/2021 FINAL APPROVED	(4) Revision	(5) 12/21/2021 FINAL AMENDED DRAFT
2600 Operating/Maintenance Plant Service					
100 Salaries					
200 Benefits	.				
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2600 SUBTOTAL	-	-	-	-	-
2700 Student Transportation					
100 Salaries	2,943	4,771		5,000	5,000
200 Benefits	455	1,528		1,550	1,550
300/400/500 Purchased Services	7,658	41,345		45,000	45,000
600 Supplies		-			
700 Property					
800/900 Miscellaneous & Other					
2700 SUBTOTAL	11,056	47,644	-	51,550	51,550
2900 Other Support (All Objects)					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2900 SUBTOTAL		-	-	-	-
TOTAL SUPPORT SERVICES	2,027,199	2,678,545	-	2,681,851	2,681,851
NONINSTRUCTIONAL SERVICES					
3100 Food Services Operations					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies	15,941				
700 Property	7,348				
800/900 Miscellaneous & Other					
3100 SUBTOTAL	23,289	-	-		-
3300 Community Service					
100 Salaries		418		-	
200 Benefits		14		-	
300/400/500 Purchased Services		10,867		10,867	10,867
600 Supplies	85,742	115,509		110,000	110,000
700 Property				-	
800/900 Miscellaneous & Other					
3300 SUBTOTAL	85,742	126,808	-	120,867	120,867

Lyon County School District School District
Federal Grants Fund - Expenditures by Program, Function, and Object

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(3) BUDGET YEAR ENDING 06/30/22 5/25/2021 FINAL APPROVED	(4) Revision	(5) 12/21/2021 FINAL AMENDED DRAFT
4200 Land Improvement				-	
100 Salaries				-	
200 Benefits				-	
300/400/500 Purchased Services				-	
600 Supplies				-	
700 Property				-	
800/900 Miscellaneous & Other				-	
4200 SUBTOTAL					
4300 Architecture/Engineering				-	
100 Salaries				-	
200 Benefits				-	
300/400/500 Purchased Services				-	
600 Supplies				-	
700 Property				-	
800/900 Miscellaneous & Other				-	
4300 SUBTOTAL	-	-	-	-	
4500 Building Acquisition/Construction					
100 Salaries				-	
200 Benefits				-	
300/400/500 Purchased Services				-	
600 Supplies				-	
700 Property				-	
800/900 Miscellaneous & Other				-	
4500 SUBTOTAL	-	-		-	
4600 Site Improvement					
100 Salaries				-	
200 Benefits				-	
300/400/500 Purchased Services				-	-
600 Supplies				-	-
700 Property				-	
800/900 Miscellaneous & Other				-	
4600 SUBTOTAL	-	-	-	-	-
4700 Building Improvement					
100 Salaries				-	
200 Benefits				-	
300/400/500 Purchased Services				-	-
600 Supplies				-	-
700 Property				-	
800/900 Miscellaneous & Other				-	
4700 SUBTOTAL	-	-	-	-	-

Lyon County School District School District
Federal Grants Fund - Expenditures by Program, Function, and Object

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(3) BUDGET YEAR ENDING 06/30/22 5/25/2021 FINAL APPROVED	(4) Revision	(5) 12/21/2021 FINAL AMENDED DRAFT
4900 Other (All Objects)					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
4900 SUBTOTAL					
4000 TOTAL FACILITIES ACQUISITION AND CONSTRUCTION					
6200 Other Fund Transfers					
910 Interfund Transfer					
000 TOTAL UNDISTRIBUTED EXPENDITURES	2,136,230	2,805,353	-	2,802,718	2,802,718
TOTAL ALL EXPENDITURES	4,280,415	4,440,248	-	5,337,613	5,337,613
6300 Contingency (not to exceed 3% of Total Expenditures)	XXXXXXXXXXXXX XXXXXXXXXX				
8000 ENDING FUND BALANCE					
Reserved NPM Per NRS 387.1235					
Ending Balance (Other)	-	-	-		-
TOTAL ENDING FUND BALANCE	-	-	-		-
TOTAL APPLICATIONS	4,280,415	4,440,248	-	5,337,613	5,337,613

Lyon County School District School District
Federal Grants Fund - Expenditures by Program, Function, and Object

OTHER RESOURCES AND FUND BALANCE	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(3) BUDGET YEAR ENDING 01/00/00 5/25/2021 FINAL APPROVED	(4) Revision	(5) 12/21/2021 FINAL AMENDED DRAFT
5000 OTHER FINANCING SOURCES					
5100 Issuance of Bonds					
5110 Bond Principal					
5120 Premium/Discount of Bond Sale					
5200 Transfers from Other Funds					
5300 Gain/Loss on Disposal of Assets					
5400 Loan Proceeds (> 12 months)					
5500 Capital lease Proceeds					
5600 Other Long-Term Debt Proceeds					
TOTAL OTHER FINANCING SOURCES					
8000 OPENING FUND BALANCE					
Reserved Opening Balance (NPM)					
Opening Balance (Other)	109,135	109,135		(109,135)	109,135
TOTAL OPENING FUND BALANCE	109,135	109,135	-	(109,135)	109,135
Prior Period Adjustments					
Residual Equity Transfers					
TOTAL ALL RESOURCES	109,135	109,135	-	(109,135)	109,135

Lyon County School District School District
Insurance Loss Fund Fund - Budgeted Resources

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(3) BUDGET YEAR ENDING 06/30/22 5/25/2021 FINAL APPROVED	(4) Revision	(5) 12/21/2021 FINAL AMENDED DRAFT
000 UNDISTRIBUTED EXPENDITURES					
2100 Student Support					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2100 SUBTOTAL	-	-	-	-	-
2200 Instruction Staff Support					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2200 SUBTOTAL	-	-	-	-	-
2300 General Administration					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2300 SUBTOTAL	-	-	-	-	-
2400 School Administration					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2400 SUBTOTAL	-	-	-	-	-
2500 Central Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2500 SUBTOTAL	-	-	-	-	-

Lyon County School District School District
Insurance Loss Fund Fund - Expenditure

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(3) BUDGET YEAR ENDING 06/30/22 5/25/2021 FINAL APPROVED	(4) Revision	(5) 12/21/2021 FINAL AMENDED DRAFT
2600 Operating/Maintenance Plant Service					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2600 SUBTOTAL	-	-	-	-	-
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2700 SUBTOTAL	-	-	-	-	-
2900 Other Support (All Objects)					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2900 SUBTOTAL	-	-	-	-	-
TOTAL SUPPORT SERVICES	-	-	-	-	-
NONINSTRUCTIONAL SERVICES					
3100 Food Services Operations					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
3100 SUBTOTAL	-	-	-	-	-
4100 Land Acquisition					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
4100 SUBTOTAL	-	-	-	-	-

Lyon County School District School District
Insurance Loss Fund Fund - Expenditures by Program, Function, and Object

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(3) BUDGET YEAR ENDING 06/30/22 5/25/2021 FINAL APPROVED	(4) Revision	(5) 12/21/2021 FINAL AMENDED DRAFT
4900 Other (All Objects)					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
4900 SUBTOTAL					
4000 TOTAL FACILITIES ACQUISITION AND CONSTRUCTION					
6200 Other Fund Transfers					
910 Interfund Transfer					109,135
000 TOTAL UNDISTRIBUTED EXPENDITURES	-	-	-	-	109,135
TOTAL ALL EXPENDITURES	-	-	-	-	109,135
6300 Contingency (not to exceed 3% of Total Expenditures)	XXXXXXXXXXXXX XXXXXXXXXX				
8000 ENDING FUND BALANCE					
Reserved NPM Per NRS 387.1235					
Ending Balance (Other)	109,135	109,135	-	(109,135)	-
TOTAL ENDING FUND BALANCE	109,135	109,135	-	(109,135)	-
TOTAL APPLICATIONS	109,135	109,135	-	(109,135)	109,135

Lyon County School District School District
Insurance Loss Fund Fund - Expenditures by Program, Function, and Object

	REVENUE	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(3) BUDGET YEAR ENDING 01/00/00 5/25/2021 FINAL APPROVED	(4) Revision	(5) 12/21/2021 FINAL AMENDED DRAFT
1000	**LOCAL SOURCES**					
1100	Tax Revenue					
1110	Property Taxes					
1111	Net Proceeds of Mines					
1112	Net Proceeds of Mines - Prior Year					
1120	School Support Taxes					
1150	Residential Construction Tax					
1190	Other Taxes					
1191	Franchise Taxes					
1192	Governmental Services Tax					
1200	Local Gov Units - Not School Districts					
1300	Tuition					
1400	Transportation Fees					
1500	Earnings on Investments					
1600	Food Service Revenue					
1611	Daily Sales - School Lunch	489,140	650,000	600,000	-	600,000
1612	Daily Sales - School Breakfast					
1613	Daily Sales - Special Milk					
1614	Daily Sales - After-School Program					
1700	District Activities Revenue					
1800	Community Service Activities	18,475				
1900	Other Revenues					
1910	Rentals					
1920	Donations					
1950/60	Services Provided other Governments		25,000	25,000	-	25,000
1990	Miscellaneous					
TOTAL LOCAL SOURCES		507,615	675,000	625,000	-	625,000
3000	**REVENUE FROM STATE SOURCES**					
3110	Distributive School Fund					
3115	Special Education - DSA Funding					
3200	Restricted Funding/Grants-in-Aid Rev	10,775	30,000	30,000	-	30,000
3210	Special Transportation					
3220	Adult High School Diploma					
3230	Class Size Reduction					
3800	In Lieu of Taxes					
3900	For/on behalf of School District					
C		10,775	30,000	30,000	-	30,000
4000	**FEDERAL SOURCES**					
4100	Unrestricted - Direct Fed Gov't					
4200	Unrestricted - State Agency					
4300	Restricted - Direct					
4500	Restricted - State Agency	3,071,333	2,800,000	3,000,000	-	3,000,000
4800	Revenue in Lieu of Taxes					
4900	Revenue for-on behalf of School District		50,000	50,000	-	50,000
TOTAL FEDERAL SOURCES		3,071,333	2,850,000	3,050,000	-	3,050,000

Lyon County School District — School District
Federal School Lunch Fund — Fund - Budgeted Resources

OTHER RESOURCES AND FUND BALANCE	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(3) BUDGET YEAR ENDING 01/00/00 5/25/2021 FINAL APPROVED	(4) Revision	(5) 12/21/2021 FINAL AMENDED DRAFT
5000 OTHER FINANCING SOURCES					
5100 Issuance of Bonds					
5110 Bond Principal					
5120 Premium/Discount of Bond Sale					
5200 Transfers from Other Funds				-	
5300 Gain/Loss on Disposal of Assets					
5400 Loan Proceeds (> 12 months)					
5500 Capital lease Proceeds					
5600 Other Long-Term Debt Proceeds					
TOTAL OTHER FINANCING SOURCES	-	-	-	-	-
8000 OPENING FUND BALANCE					
Reserved Opening Balance (NPM)					
Opening Balance (Other)	757,578	611,900	255,514		255,514
TOTAL OPENING FUND BALANCE	757,578	611,900	255,514	-	255,514
Prior Period Adjustments					
Residual Equity Transfers					
TOTAL ALL RESOURCES	4,347,301	4,166,900	3,960,514	-	3,960,514

Lyon County School District School District
Federal School Lunch Fund Fund - Budgeted Resources

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(3) BUDGET YEAR ENDING 06/30/22 5/25/2021 FINAL APPROVED	(4) Revision	(5) 12/21/2021 FINAL AMENDED DRAFT
000 UNDISTRIBUTED EXPENDITURES					
2100 Student Support					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2100 SUBTOTAL					
2200 Instruction Staff Support					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2200 SUBTOTAL	-	-	-		-
2300 General Administration					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2300 SUBTOTAL					
2400 School Administration					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services				-	
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2400 SUBTOTAL	-	-	-	-	-
2500 Central Services					
100 Salaries	67,159	100,000	100,000	-	100,000
200 Benefits	25,270	33,000	33,000	-	33,000
300/400/500 Purchased Services				-	
600 Supplies				-	
700 Property				-	
800/900 Miscellaneous & Other				-	
2500 SUBTOTAL	92,429	133,000	133,000	-	133,000

Lyon County School District School District
Federal School Lunch Fund Fund - Expenditure

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(3) BUDGET YEAR ENDING 06/30/22 5/25/2021 FINAL APPROVED	(4) Revision	(5) 12/21/2021 FINAL AMENDED DRAFT
2600 Operating/Maintenance Plant Service					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2600 SUBTOTAL					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2700 SUBTOTAL					
2900 Other Support (All Objects)					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2900 SUBTOTAL					
TOTAL SUPPORT SERVICES					
NONINSTRUCTIONAL SERVICES					
3100 Food Services Operations					
100 Salaries	1,395,696	442,144	1,000,000	-	1,000,000
200 Benefits	367,232	230,460	367,230	-	367,230
300/400/500 Purchased Services	128,937	1,322,900	250,000	-	250,000
600 Supplies	1,729,980	1,638,750	1,638,750	-	1,638,750
700 Property	12,563	142,500	500,000	-	500,000
800/900 Miscellaneous & Other	2,714	1,632	1,665	-	1,665
3100 SUBTOTAL	3,637,122	3,778,386	3,757,645	-	3,757,645
4100 Land Acquisition					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property	5,850				
800/900 Miscellaneous & Other					
4100 SUBTOTAL	5,850				

Lyon County School District School District
Federal School Lunch Fund Fund - Expenditures by Program, Function, and Object

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(3) BUDGET YEAR ENDING 06/30/22 5/25/2021 FINAL APPROVED	(4) Revision	(5) 12/21/2021 FINAL AMENDED DRAFT
4200 Land Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
4200 SUBTOTAL					
4300 Architecture/Engineering					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services			-		
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
4300 SUBTOTAL	-	-	-	-	-
4500 Building Acquisition/Construction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property	-	-		-	
800/900 Miscellaneous & Other					
4500 SUBTOTAL	-	-	-	-	-
4600 Site Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services			-		
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
4600 SUBTOTAL	-	-	-		-
4700 Building Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property			-		
800/900 Miscellaneous & Other					
4700 SUBTOTAL	-	-	-	-	-

Lyon County School District School District
Federal School Lunch Fund Fund - Expenditures by Program, Function, and Object

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(3) BUDGET YEAR ENDING 06/30/22 5/25/2021 FINAL APPROVED	(4) Revision	(5) 12/21/2021 FINAL AMENDED DRAFT
4900 Other (All Objects)					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
4900 SUBTOTAL					
4000 TOTAL FACILITIES ACQUISITION AND CONSTRUCTION	5,850	-	-	-	-
6200 Other Fund Transfers					
910 Interfund Transfer					
000 TOTAL UNDISTRIBUTED EXPENDITURES	3,735,401	3,911,386	3,890,645	-	3,890,645
TOTAL ALL EXPENDITURES	3,735,401	3,911,386	3,890,645	-	3,890,645
6300 Contingency (not to exceed 3% of Total Expenditures)	XXXXXXXXXXXXX XXXXXXXXXX				
8000 ENDING FUND BALANCE					
Reserved NPM Per NRS 387.1235					
Ending Balance (Other)	611,900	255,514	69,869		69,869
TOTAL ENDING FUND BALANCE	611,900	255,514	69,869	-	69,869
TOTAL APPLICATIONS	4,347,301	4,166,900	3,960,514	-	3,960,514

Lyon County School District School District
Federal School Lunch Fund Fund - Expenditures by Program, Function, and Object

	REVENUE	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(3) BUDGET YEAR ENDING 01/00/00 5/25/2021 FINAL APPROVED	(4) Revision	(5) 12/21/2021 FINAL AMENDED DRAFT
1000	**LOCAL SOURCES**					
1100	Tax Revenue					
1110	Property Taxes					
1111	Net Proceeds of Mines					
1112	Net Proceeds of Mines - Prior Year					
1120	School Support Taxes					
1150	Residential Construction Tax					
1190	Other Taxes					
1191	Franchise Taxes					
1192	Governmental Services Tax					
1200	Local Gov Units - Not School Districts					
1300	Tuition					
1400	Transportation Fees					
1500	Earnings on Investments					
1600	Food Service Revenue					
1611	Daily Sales - School Lunch					
1612	Daily Sales - School Breakfast					
1613	Daily Sales - Special Milk					
1614	Daily Sales - After-School Program					
1700	District Activities Revenue		-		-	
1800	Community Service Activities					
1900	Other Revenues					
1910	Rentals					
1920	Donations					
1950/60	Services Provided other Governments					
1990	Miscellaneous					
TOTAL LOCAL SOURCES		-	-	-	-	-
3000	**REVENUE FROM STATE SOURCES**					
3110	Distributive School Fund					
3115	Special Education - DSA Funding					
3200	Restricted Funding/Grants-in-Aid Rev					
3210	Special Transportation					
3220	Adult High School Diploma	202,490	202,490			362,228
3230	Class Size Reduction					
3800	In Lieu of Taxes					
3900	For/on behalf of School District					
C		202,490	202,490	-	-	362,228
4000	**FEDERAL SOURCES**					
4100	Unrestricted - Direct Fed Gov't					
4200	Unrestricted - State Agency					
4300	Restricted - Direct					
4500	Restricted - State Agency					
4800	Revenue in Lieu of Taxes					
4900	Revenue for-on behalf of School District					
TOTAL FEDERAL SOURCES		-	-	-	-	-

Lyon County School District School District
Adult Diploma Fund Fund - Budgeted Resources

OTHER RESOURCES AND FUND BALANCE	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(3) BUDGET YEAR ENDING 01/00/00 5/25/2021 FINAL APPROVED	(4) Revision	(5) 12/21/2021 FINAL AMENDED DRAFT
5000 OTHER FINANCING SOURCES					
5100 Issuance of Bonds					
5110 Bond Principal					
5120 Premium/Discount of Bond Sale					
5200 Transfers from Other Funds				-	
5300 Gain/Loss on Disposal of Assets					
5400 Loan Proceeds (> 12 months)					
5500 Capital lease Proceeds					
5600 Other Long-Term Debt Proceeds					
TOTAL OTHER FINANCING SOURCES	-	-	-	-	-
8000 OPENING FUND BALANCE					
Reserved Opening Balance (NPM)					
Opening Balance (Other)	1,967			-	
TOTAL OPENING FUND BALANCE	1,967	-	-	-	-
Prior Period Adjustments					
Residual Equity Transfers					
TOTAL ALL RESOURCES	204,457	202,490	-	-	362,228

Lyon County School District School District
Adult Diploma Fund Fund - Budgeted Resources

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(3) BUDGET YEAR ENDING 06/30/22 5/25/2021 FINAL APPROVED	(4) Revision	(5) 12/21/2021 FINAL AMENDED DRAFT
600 ADULT EDUCATION PROGRAMS					
1000 Instruction					
100 Salaries	134,535	145,000		215,203	215,203
200 Benefits	58,213	47,325		88,630	88,630
300/400/500 Purchased Services	9,742	-		13,788	13,788
600 Supplies		-		40,224	40,224
700 Property		-			
800/900 Miscellaneous & Other		-		-	
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
600 TOTAL ADULT EDUCATION PROGRAMS	202,490	192,325	-	357,845	357,845
800 COMMUNITY SERVICE PROGRAMS					
3300 Community Service Operations					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
800 TOTAL COMMUNITY SVC PROGRAMS					

Lyon County School District — School District
Adult Diploma Fund — Fund - Expenditures by Program, Function, and Object

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(3) BUDGET YEAR ENDING 06/30/22 5/25/2021 FINAL APPROVED	(4) Revision	(5) 12/21/2021 FINAL AMENDED DRAFT
000 UNDISTRIBUTED EXPENDITURES					
2100 Student Support					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2100 SUBTOTAL					
2200 Instruction Staff Support					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2200 SUBTOTAL	-	-	-		-
2300 General Administration					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2300 SUBTOTAL					
2400 School Administration					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services				-	
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2400 SUBTOTAL	-	-	-	-	-
2500 Central Services					
100 Salaries				3,403	3,403
200 Benefits				980	980
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2500 SUBTOTAL	-	-	-	4,383	4,383

Lyon County School District School District
Adult Diploma Fund Fund - Expenditure

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(3) BUDGET YEAR ENDING 06/30/22 5/25/2021 FINAL APPROVED	(4) Revision	(5) 12/21/2021 FINAL AMENDED DRAFT
4900 Other (All Objects)					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
4900 SUBTOTAL					
4000 TOTAL FACILITIES ACQUISITION AND CONSTRUCTION					
6200 Other Fund Transfers					
910 Interfund Transfer					
000 TOTAL UNDISTRIBUTED EXPENDITURES	-	-	-	4,383	4,383
TOTAL ALL EXPENDITURES	202,490	192,325	-	362,228	362,228
6300 Contingency (not to exceed 3% of Total Expenditures)	XXXXXXXXXXXXXXXXXXXXX				
8000 ENDING FUND BALANCE					
Reserved NPM Per NRS 387.1235					
Ending Balance (Other)	1,967	10,165	-	(362,228)	-
TOTAL ENDING FUND BALANCE	1,967	10,165	-	(362,228)	-
TOTAL APPLICATIONS	204,457	202,490	-	-	362,228

Lyon County School District — School District
Adult Diploma Fund — Fund - Expenditures by Program, Function, and Object

	REVENUE	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(3) BUDGET YEAR ENDING 01/00/00 5/25/2021 FINAL APPROVED	(4) Revision	(5) 12/21/2021 FINAL AMENDED DRAFT
1000	**LOCAL SOURCES**					
1100	Tax Revenue					
1110	Property Taxes					
1111	Net Proceeds of Mines					
1112	Net Proceeds of Mines - Prior Year					
1120	School Support Taxes					
1150	Residential Construction Tax					
1190	Other Taxes					
1191	Franchise Taxes					
1192	Governmental Services Tax					
1200	Local Gov Units - Not School Districts					
1300	Tuition					
1400	Transportation Fees					
1500	Earnings on Investments					
1600	Food Service Revenue					
1611	Daily Sales - School Lunch					
1612	Daily Sales - School Breakfast					
1613	Daily Sales - Special Milk					
1614	Daily Sales - After-School Program					
1700	District Activities Revenue					
1800	Community Service Activities					
1900	Other Revenues					
1910	Rentals					
1920	Donations					
1950/60	Services Provided other Governments					
1990	Miscellaneous					
TOTAL LOCAL SOURCES		-	-	-		-
3000	**REVENUE FROM STATE SOURCES**					
3110	Distributive School Fund					
3115	Special Education - DSA Funding					
3200	Restricted Funding/Grants-in-Aid Rev					
3210	Special Transportation					
3220	Adult High School Diploma					
3230	Class Size Reduction	2,571,037	2,312,801		-	
3800	In Lieu of Taxes					
3900	For/on behalf of School District					
C		2,571,037	2,312,801	-	-	-
4000	**FEDERAL SOURCES**					
4100	Unrestricted - Direct Fed Gov't					
4200	Unrestricted - State Agency					
4300	Restricted - Direct					
4500	Restricted - State Agency					
4800	Revenue in Lieu of Taxes					
4900	Revenue for-on behalf of School District					
TOTAL FEDERAL SOURCES		-	-	-	-	-

Lyon County School District School District
Class Size Reduction Fund Fund - Budgeted Resources

OTHER RESOURCES AND FUND BALANCE	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(3) BUDGET YEAR ENDING 01/00/00 5/25/2021 FINAL APPROVED	(4) Revision	(5) 12/21/2021 FINAL AMENDED DRAFT
5000 OTHER FINANCING SOURCES					
5100 Issuance of Bonds					
5110 Bond Principal					
5120 Premium/Discount of Bond Sale					
5200 Transfers from Other Funds				-	-
5300 Gain/Loss on Disposal of Assets					
5400 Loan Proceeds (> 12 months)					
5500 Capital lease Proceeds					
5600 Other Long-Term Debt Proceeds					
TOTAL OTHER FINANCING SOURCES	-	-	-	-	-
8000 OPENING FUND BALANCE					
Reserved Opening Balance (NPM)					
Opening Balance (Other)			-	-	
TOTAL OPENING FUND BALANCE	-	-	-	-	-
Prior Period Adjustments					
Residual Equity Transfers					
TOTAL ALL RESOURCES	2,571,037	2,312,801	-	-	-

Lyon County School District School District
Class Size Reduction Fund Fund - Budgeted Resources

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(3) BUDGET YEAR ENDING 06/30/22 5/25/2021 FINAL APPROVED	(4) Revision	(5) 12/21/2021 FINAL AMENDED DRAFT
100 REGULAR PROGRAMS					
1000 Instruction					
100 Salaries	1,793,200	1,606,240		-	
200 Benefits	777,837	706,561		-	
300/400/500 Purchased Services				-	
600 Supplies				-	
700 Property				-	
800/900 Miscellaneous & Other				-	
2700 Student Transportation				-	
100 Salaries				-	
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2900 Other Direct Support					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
100 TOTAL REGULAR PROGRAMS	2,571,037	2,312,801	-	-	-
200 SPECIAL PROGRAMS					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2900 Other Direct Support					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
200 TOTAL SPECIAL PROGRAMS					

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(3) BUDGET YEAR ENDING 06/30/22 5/25/2021 FINAL APPROVED	(4) Revision	(5) 12/21/2021 FINAL AMENDED DRAFT
4900 Other (All Objects)					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
4900 SUBTOTAL					
4000 TOTAL FACILITIES ACQUISITION AND CONSTRUCTION					
6200 Other Fund Transfers					
910 Interfund Transfer					
000 TOTAL UNDISTRIBUTED EXPENDITURES					
TOTAL ALL EXPENDITURES	2,571,037	2,312,801	-	-	-
6300 Contingency (not to exceed 3% of Total Expenditures)	XXXXXXXXXXXXX XXXXXXXXXX				
8000 ENDING FUND BALANCE					
Reserved NPM Per NRS 387.1235					
Ending Balance (Other)	-	-	-	-	-
TOTAL ENDING FUND BALANCE	-	-	-	-	-
TOTAL APPLICATIONS	2,571,037	2,312,801	-	-	-

Lyon County School District
Class Size Reduction Fund

School District
Fund - Expenditures by Program, Function, and Object

	REVENUE	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(3) BUDGET YEAR ENDING 01/00/00 5/25/2021 FINAL APPROVED	(4) Revision	(5) 12/21/2021 FINAL AMENDED DRAFT
1000	**LOCAL SOURCES**					
1100	Tax Revenue					
1110	Property Taxes					
1111	Net Proceeds of Mines					
1112	Net Proceeds of Mines - Prior Year					
1120	School Support Taxes					
1150	Residential Construction Tax					
1190	Other Taxes					
1191	Franchise Taxes					
1192	Governmental Services Tax					
1200	Local Gov Units - Not School Districts					
1300	Tuition					
1400	Transportation Fees					
1500	Earnings on Investments					
1600	Food Service Revenue					
1611	Daily Sales - School Lunch					
1612	Daily Sales - School Breakfast					
1613	Daily Sales - Special Milk					
1614	Daily Sales - After-School Program					
1700	District Activities Revenue					
1800	Community Service Activities					
1900	Other Revenues					
1910	Rentals					
1920	Donations	8,441		-	-	
1950/60	Services Provided other Governments					
1990	Miscellaneous					
TOTAL LOCAL SOURCES		8,441	-	-	-	-
3000	**REVENUE FROM STATE SOURCES**					
3110	Distributive School Fund					
3115	Special Education - DSA Funding					
3200	Restricted Funding/Grants-in-Aid Rev					
3210	Special Transportation					
3220	Adult High School Diploma					
3230	Class Size Reduction					
3800	In Lieu of Taxes					
3900	For/on behalf of School District					
C		-	-	-		-
4000	**FEDERAL SOURCES**					
4100	Unrestricted - Direct Fed Gov't					
4200	Unrestricted - State Agency					
4300	Restricted - Direct					
4500	Restricted - State Agency					
4800	Revenue in Lieu of Taxes					
4900	Revenue for-on behalf of School District					
TOTAL FEDERAL SOURCES		-	-	-		-

Lyon County School District School District
Private Grants Fund Fund - Budgeted Resources

OTHER RESOURCES AND FUND BALANCE	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(3) BUDGET YEAR ENDING 01/00/00 5/25/2021 FINAL APPROVED	(4) Revision	(5) 12/21/2021 FINAL AMENDED DRAFT
5000 OTHER FINANCING SOURCES					
5100 Issuance of Bonds					
5110 Bond Principal					
5120 Premium/Discount of Bond Sale					
5200 Transfers from Other Funds					
5300 Gain/Loss on Disposal of Assets					
5400 Loan Proceeds (> 12 months)					
5500 Capital lease Proceeds					
5600 Other Long-Term Debt Proceeds					
TOTAL OTHER FINANCING SOURCES	-	-	-		-
8000 OPENING FUND BALANCE					
Reserved Opening Balance (NPM)					
Opening Balance (Other)	-	-	-		-
TOTAL OPENING FUND BALANCE	-	-	-		-
Prior Period Adjustments					
Residual Equity Transfers					
TOTAL ALL RESOURCES	8,441	-	-		-

Lyon County School District School District
Private Grants Fund Fund - Budgeted Resources

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(3) BUDGET YEAR ENDING 06/30/22 5/25/2021 FINAL APPROVED	(4) Revision	(5) 12/21/2021 FINAL AMENDED DRAFT
100 REGULAR PROGRAMS					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies	8,441			-	
700 Property					
800/900 Miscellaneous & Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2900 Other Direct Support					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
100 TOTAL REGULAR PROGRAMS	8,441	-	-	-	-
200 SPECIAL PROGRAMS					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies				-	
700 Property					
800/900 Miscellaneous & Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2900 Other Direct Support					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
200 TOTAL SPECIAL PROGRAMS	-	-	-	-	-

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(3) BUDGET YEAR ENDING 06/30/22 5/25/2021 FINAL APPROVED	(4) Revision	(5) 12/21/2021 FINAL AMENDED DRAFT
270 GIFTED AND TALENTED					
1000 Instruction					
100 Salaries				-	
200 Benefits				-	
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2900 Other Direct Support					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
270 TOTAL GIFTED AND TALENTED	-	-	-	-	-
300 VOCATIONAL & TECHNICAL					
1000 Instruction					
100 Salaries				-	
200 Benefits				-	
300/400/500 Purchased Services				-	
600 Supplies				-	
700 Property				-	
800/900 Miscellaneous & Other				-	
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2900 Other Direct Support					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
300 TOTAL VOCATIONAL & TECHNICAL	-	-	-	-	-

Lyon County School District School District
Private Grants Fund Fund - Expenditures by Program, Function, and Object

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(3) BUDGET YEAR ENDING 06/30/22 5/25/2021 FINAL APPROVED	(4) Revision	(5) 12/21/2021 FINAL AMENDED DRAFT
000 UNDISTRIBUTED EXPENDITURES					
2100 Student Support					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies				-	
700 Property					
800/900 Miscellaneous & Other					
2100 SUBTOTAL				-	-
2200 Instruction Staff Support					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies				-	
700 Property					
800/900 Miscellaneous & Other					
2200 SUBTOTAL	-	-	-	-	-
2300 General Administration					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2300 SUBTOTAL					
2400 School Administration					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2400 SUBTOTAL	-	-	-		-
2500 Central Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2500 SUBTOTAL					

Lyon County School District School District
Private Grants Fund Fund - Expenditure

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(3) BUDGET YEAR ENDING 06/30/22 5/25/2021 FINAL APPROVED	(4) Revision	(5) 12/21/2021 FINAL AMENDED DRAFT
2600 Operating/Maintenance Plant Service					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies				-	
700 Property					
800/900 Miscellaneous & Other					
2600 SUBTOTAL	-	-	-	-	-
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2700 SUBTOTAL	-	-	-		-
2900 Other Support (All Objects)					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2900 SUBTOTAL					
TOTAL SUPPORT SERVICES	-	-	-	-	-
NONINSTRUCTIONAL SERVICES					
3100 Food Services Operations					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
3100 SUBTOTAL	-	-	-		-
4100 Land Acquisition					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
4100 SUBTOTAL					

Lyon County School District School District
Private Grants Fund Fund - Expenditures by Program, Function, and Object

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(3) BUDGET YEAR ENDING 06/30/22 5/25/2021 FINAL APPROVED	(5) 12/21/2021 FINAL AMENDED DRAFT
4200 Land Improvement				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800/900 Miscellaneous & Other				
4200 SUBTOTAL				
4300 Architecture/Engineering				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800/900 Miscellaneous & Other				
4300 SUBTOTAL				
4500 Building Acquisition/Construction				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800/900 Miscellaneous & Other				
4500 SUBTOTAL	-	-	-	-
4600 Site Improvement				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800/900 Miscellaneous & Other				
4600 SUBTOTAL	-	-	-	-
4700 Building Improvement				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800/900 Miscellaneous & Other				
4700 SUBTOTAL	-	-	-	-

Lyon County School District School District
Private Grants Fund Fund - Expenditures by Program, Function, and Object

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(3) BUDGET YEAR ENDING 06/30/22 5/25/2021 FINAL APPROVED	(4) Revision	(5) 12/21/2021 FINAL AMENDED DRAFT
4900 Other (All Objects)					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
4900 SUBTOTAL	-	-	-		-
4000 TOTAL FACILITIES ACQUISITION AND CONSTRUCTION	-	-			
6200 Other Fund Transfers					
910 Interfund Transfer					
000 TOTAL UNDISTRIBUTED EXPENDITURES		-	-	-	-
TOTAL ALL EXPENDITURES	8,441	-	-	-	-
6300 Contingency (not to exceed 3% of Total Expenditures)	XXXXXXXXXXXXX XXXXXXXXXX				
8000 ENDING FUND BALANCE					
Reserved NPM Per NRS 387.1235					
Ending Balance (Other)	-	-	-		-
TOTAL ENDING FUND BALANCE	-	-	-		-
TOTAL APPLICATIONS	8,441	-	-	-	-

Lyon County School District School District
Private Grants Fund Fund - Expenditures by Program, Function, and Object

	REVENUE	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(3) BUDGET YEAR ENDING 01/00/00 5/25/2021 FINAL APPROVED	(4) Revision	(5) 12/21/2021 FINAL AMENDED DRAFT
1000	**LOCAL SOURCES**					
1100	Tax Revenue					
1110	Property Taxes					
1111	Net Proceeds of Mines					
1112	Net Proceeds of Mines - Prior Year					
1120	School Support Taxes					
1150	Residential Construction Tax					
1190	Other Taxes					
1191	Franchise Taxes					
1192	Governmental Services Tax					
1200	Local Gov Units - Not School Districts					
1300	Tuition					
1400	Transportation Fees					
1500	Earnings on Investments					
1600	Food Service Revenue					
1611	Daily Sales - School Lunch					
1612	Daily Sales - School Breakfast					
1613	Daily Sales - Special Milk					
1614	Daily Sales - After-School Program					
1700	District Activities Revenue					
1800	Community Service Activities					
1900	Other Revenues					
1910	Rentals					
1920	Donations					
1950/60	Services Provided other Governments					
1990	Miscellaneous					
TOTAL LOCAL SOURCES						
3000	**REVENUE FROM STATE SOURCES**					
3110	Distributive School Fund					
3115	Special Education - DSA Funding					
3100	State Grant, Unrestricted					
3200	Restricted Funding/Grants-in-Aid Rev	4,676,916		-	1,103,796	1,103,796
3210	Special Transportation				-	
3220	Adult High School Diploma					
3250	Restricted Weighted Funding				1,545,614	1,545,614
3800	In Lieu of Taxes					
3 9 0 0	For/on behalf of School District					
TOTAL STATE SOURCES		4,676,916	-	-	2,649,410	2,649,410
4000	**FEDERAL SOURCES**					
4100	Unrestricted - Direct Fed Gov't					
4200	Unrestricted - State Agency					
4300	Restricted - Direct					
4500	Restricted - State Agency					
4800	Revenue in Lieu of Taxes					
4900	Revenue for-on behalf of School District					
TOTAL FEDERAL SOURCES						

Lyon County School District School District
State Grants Fund Fund - Budgeted Resources

OTHER RESOURCES AND FUND BALANCE	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(3) BUDGET YEAR ENDING 01/00/00 5/25/2021 FINAL APPROVED	(4) Revision	(5) 12/21/2021 FINAL AMENDED DRAFT
5000 OTHER FINANCING SOURCES					
5100 Issuance of Bonds					
5110 Bond Principal					
5120 Premium/Discount of Bond Sale					
5200 Transfers from Other Funds					
5300 Gain/Loss on Disposal of Assets					
5400 Loan Proceeds (> 12 months)					
5500 Capital lease Proceeds					
5600 Other Long-Term Debt Proceeds					
TOTAL OTHER FINANCING SOURCES					
8000 OPENING FUND BALANCE					
Reserved Opening Balance (NPM)					
Opening Balance (Other)	-	-	-		-
TOTAL OPENING FUND BALANCE	-	-	-		-
Prior Period Adjustments					
Residual Equity Transfers					
TOTAL ALL RESOURCES	4,676,916	-	-	2,649,410	2,649,410

Lyon County School District School District
State Grants Fund Fund - Budgeted Resources

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(3) BUDGET YEAR ENDING 06/30/22 5/25/2021 FINAL APPROVED	(4) Revision	(5) 12/21/2021 FINAL AMENDED DRAFT
100 REGULAR PROGRAMS					
1000 Instruction					
100 Salaries	1,469,044			734,522	734,522
200 Benefits	570,167			285,084	285,084
300/400/500 Purchased Services	386,547			193,274	193,274
600 Supplies	795,977			566,660	566,660
700 Property					
800/900 Miscellaneous & Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2900 Other Direct Support					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
100 TOTAL REGULAR PROGRAMS	3,221,735	-	-	1,779,540	1,779,540
200 SPECIAL PROGRAMS					
1000 Instruction					
100 Salaries	808				100,593
200 Benefits	21				14,929
300/400/500 Purchased Services	4,626				8,820
600 Supplies	7,186				7,186
700 Property					
800/900 Miscellaneous & Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2900 Other Direct Support					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
200 TOTAL SPECIAL PROGRAMS	12,641	-	-	-	131,528

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(3) BUDGET YEAR ENDING 06/30/22 5/25/2021 FINAL APPROVED	(4) Revision	(5) 12/21/2021 FINAL AMENDED DRAFT
270 GIFTED AND TALENTED					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					29,317
700 Property					
800/900 Miscellaneous & Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2900 Other Direct Support					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
270 TOTAL GIFTED AND TALENTED					29,317
300 VOCATIONAL & TECHNICAL					
1000 Instruction					
100 Salaries				-	
200 Benefits				-	
300/400/500 Purchased Services	3,066			-	
600 Supplies	104,340			-	
700 Property	12,060			-	
800/900 Miscellaneous & Other				-	
2700 Student Transportation				-	
100 Salaries				-	
200 Benefits				-	
300/400/500 Purchased Services				-	
600 Supplies				-	
700 Property				-	
800/900 Miscellaneous & Other				-	
2900 Other Direct Support				-	
100 Salaries				-	
200 Benefits				-	
300/400/500 Purchased Services				-	
600 Supplies				-	
700 Property				-	
800/900 Miscellaneous & Other				-	
300 TOTAL VOCATIONAL & TECHNICAL	119,466	-	-	-	-

Lyon County School District School District
State Grants Fund Fund - Expenditures by Program, Function, and Object

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(3) BUDGET YEAR ENDING 06/30/22 5/25/2021 FINAL APPROVED	(4) Revision	(5) 12/21/2021 FINAL AMENDED DRAFT
400 OTHER INSTRUCTIONAL PROGRAMS					
1000 Instruction					
100 Salaries	43,481			-	
200 Benefits	30,853			-	
300/400/500 Purchased Services				-	
600 Supplies				-	
700 Property				-	
800/900 Miscellaneous & Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2900 Other Direct Support					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
400 TOTAL OTHER INSTR PROGRAMS	74,334	-	-	-	-
440 SUMMER SCHOOL					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2900 Other Direct Support					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
440 TOTAL SUMMER SCHOOL					

Lyon County School District School District
State Grants Fund Fund - Expenditures by Program, Function, and Object

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(3) BUDGET YEAR ENDING 06/30/22 5/25/2021 FINAL APPROVED	(4) Revision	(5) 12/21/2021 FINAL AMENDED DRAFT
000 UNDISTRIBUTED EXPENDITURES					
2100 Student Support					
100 Salaries	50,639			94,621	94,621
200 Benefits	243			2,754	2,754
300/400/500 Purchased Services	510,709			340,810	340,810
600 Supplies	32,898			48,829	48,829
700 Property					
800/900 Miscellaneous & Other					
2100 SUBTOTAL	594,489	-	-	487,014	487,014
2200 Instruction Staff Support					
100 Salaries	115,218			13,852	13,852
200 Benefits	34,425			1,113	1,113
300/400/500 Purchased Services	196,792			41,255	41,255
600 Supplies	43,478			-	
700 Property					
800/900 Miscellaneous & Other					
2200 SUBTOTAL	389,913	-	-	56,220	56,220
2300 General Administration					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services	78,979				78,979
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2300 SUBTOTAL	78,979	-	-		78,979
2400 School Administration					
100 Salaries				-	
200 Benefits				-	
300/400/500 Purchased Services				-	
600 Supplies				-	
700 Property				-	
800/900 Miscellaneous & Other				-	
2400 SUBTOTAL				-	-
2500 Central Services					
100 Salaries	45,056			-	
200 Benefits	16,538			-	
300/400/500 Purchased Services	7,594			-	
600 Supplies				-	
700 Property					
800/900 Miscellaneous & Other					
2500 SUBTOTAL	69,188	-	-	-	-

Lyon County School District School District
State Grants Fund Fund - Expenditure

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(3) BUDGET YEAR ENDING 06/30/22 5/25/2021 FINAL APPROVED	(4) Revision	(5) 12/21/2021 FINAL AMENDED DRAFT
2600 Operating/Maintenance Plant Service					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services	1,110				
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2600 SUBTOTAL	1,110	-	-	-	-
2700 Student Transportation					
100 Salaries				-	
200 Benefits				-	
300/400/500 Purchased Services	115,061			86,812	86,812
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2700 SUBTOTAL	115,061	-	-	86,812	86,812
2900 Other Support (All Objects)					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2900 SUBTOTAL					
TOTAL SUPPORT SERVICES	1,248,740	-	-	630,046	709,025
NONINSTRUCTIONAL SERVICES					
3100 Food Services Operations					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services				-	
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
3100 SUBTOTAL	-	-	-	-	-
4100 Land Acquisition					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
4100 SUBTOTAL					

Lyon County School District School District
State Grants Fund Fund - Expenditures by Program, Function, and Object

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(3) BUDGET YEAR ENDING 06/30/22 5/25/2021 FINAL APPROVED	(4) Revision	(5) 12/21/2021 FINAL AMENDED DRAFT
4200 Land Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
4200 SUBTOTAL					
4300 Architecture/Engineering					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
4300 SUBTOTAL	-	-	-		-
4500 Building Acquisition/Construction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies				-	
700 Property				-	
800/900 Miscellaneous & Other					
4500 SUBTOTAL	-	-	-	-	-
4600 Site Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
4600 SUBTOTAL	-				
4700 Building Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
4700 SUBTOTAL					

Lyon County County School District School District
State Grants Fund Fund - Expenditures by Program, Function, and Object

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(3) BUDGET YEAR ENDING 06/30/22 5/25/2021 FINAL APPROVED	(4) Revision	(5) 12/21/2021 FINAL AMENDED DRAFT
4900 Other (All Objects)					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
4900 SUBTOTAL					
4000 TOTAL FACILITIES ACQUISITION AND CONSTRUCTION				-	-
6200 Other Fund Transfers					
910 Interfund Transfer					
000 TOTAL UNDISTRIBUTED EXPENDITURES	1,248,740	-	-	630,046	709,025
TOTAL ALL EXPENDITURES	4,676,916	-	-	2,649,410	2,649,410
6300 Contingency (not to exceed 3% of Total Expenditures)	XXXXXXXXXXXXXXXXXXXXX				
8000 ENDING FUND BALANCE					
Reserved NPM Per NRS 387.1235					
Ending Balance (Other)	-	-	-		
TOTAL ENDING FUND BALANCE	-	-	-		-
TOTAL APPLICATIONS	4,676,916	-	-	2,649,410	2,649,410

Lyon County School District School District
State Grants Fund Fund - Expenditures by Program, Function, and Object

	REVENUE	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(3) BUDGET YEAR ENDING 06/30/22 5/25/2021 FINAL APPROVED	(4) Revision	(5) 12/21/2021 FINAL AMENDED DRAFT
1000	**LOCAL SOURCES**					
1100	Tax Revenue					
1110	Property Taxes				-	
1111	Net Proceeds of Mines				-	
1112	Net Proceeds of Mines - Prior Year				-	
1120	School Support Taxes				-	
1150	Residential Construction Tax				-	
1190	Other Taxes				-	
1191	Franchise Taxes				-	
1192	Governmental Services Tax				-	
1200	Local Gov Units - Not School Districts				-	
1300	Tuition				-	
1400	Transportation Fees				-	
1500	Earnings on Investments				-	
1600	Food Service Revenue				-	
1611	Daily Sales - School Lunch				-	
1612	Daily Sales - School Breakfast				-	
1613	Daily Sales - Special Milk				-	
1614	Daily Sales - After-School Program				-	
1700	District Activities Revenue				-	
1800	Community Service Activities				-	
1900	Other Revenues				1,100,000	1,100,000
1910	Rentals				-	
1920	Donations				-	
1950/60	Services Provided other Governments				-	
1990	Miscellaneous				-	
					-	
TOTAL LOCAL SOURCES		-	-	-	1,100,000	1,100,000
3000	**REVENUE FROM STATE SOURCES**					
	State Education Funding					
3110	Distributive School Fund				-	
3115	Special Education - DSA Funding				-	
3200	Restricted Funding/Grants-in-Aid Rev				-	
3210	Special Transportation				-	-
3220	Adult High School Diploma				-	-
3230	Class Size Reduction				-	
3800	In Lieu of Taxes				-	
3 9 0 0	For/on behalf of School District				-	
TOTAL STATE SOURCES		-	-	-	-	-
4000	**FEDERAL SOURCES**					
4100	Unrestricted - Direct Fed Gov't					
4200	Unrestricted - State Agency					
4300	Restricted - Direct					
4500	Restricted - State Agency					
4700	Forest Reserve				-	
4703	E-Rate				-	
4800	Revenue in Lieu of Taxes				-	
4900	Revenue for-on behalf of School District				-	
TOTAL FEDERAL SOURCES		-	-	-	-	-

Lyon County School District — School District
Student Accounts — Fund - Budgeted Resources

OTHER RESOURCES AND FUND BALANCE	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(3) BUDGET YEAR ENDING 06/30/22 5/25/2021 FINAL APPROVED	(4) Revision	(5) 12/21/2021 FINAL AMENDED DRAFT
5000 OTHER FINANCING SOURCES					
5100 Issuance of Bonds					
5110 Bond Principal					
5120 Premium/Discount of Bond Sale					
5200 Transfers from Other Funds					
5300 Gain/Loss on Disposal of Assets					
5400 Loan Proceeds (> 12 months)					
5500 Capital lease Proceeds					
5600 Other Long-Term Debt Proceeds					
TOTAL OTHER FINANCING SOURCES	-	-	-	-	-
8000 OPENING FUND BALANCE					
Reserved Opening Balance (NPM)					
Opening Balance (Other)					
TOTAL OPENING FUND BALANCE	-	-	-		-
Prior Period Adjustments					
Residual Equity Transfers					
TOTAL ALL RESOURCES	-	-	-	1,100,000	1,100,000

Lyon County School District School District
Student Accounts Fund - Budgeted Resources

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(3) BUDGET YEAR ENDING 06/30/22 5/25/2021 FINAL APPROVED	(4) Revision	(5) 12/21/2021 FINAL AMENDED DRAFT
910 COCURRICULAR ACTIVITIES					
1000 Instruction					
100 Salaries				-	
200 Benefits				-	
300/400/500 Purchased Services				300,000	300,000
600 Supplies				200,000	200,000
700 Property				-	
800/900 Miscellaneous & Other				-	
2700 Student Transportation				-	
100 Salaries				-	
200 Benefits				-	
300/400/500 Purchased Services				-	
600 Supplies				-	
700 Property				-	
800/900 Miscellaneous & Other				-	
2900 Other Direct Support				-	
100 Salaries				-	
200 Benefits				-	
300/400/500 Purchased Services				-	
600 Supplies				-	
700 Property				-	
800/900 Miscellaneous & Other				-	
910 TOTAL COCURRICULAR ACTIVITIES	-	-	-	500,000	500,000
920 ATHLETICS					
1000 Instruction					
100 Salaries				-	
200 Benefits				-	
300/400/500 Purchased Services				300,000	300,000
600 Supplies				300,000	300,000
700 Property				-	
800/900 Miscellaneous & Other				-	
2700 Student Transportation				-	
100 Salaries				-	
200 Benefits				-	
300/400/500 Purchased Services				-	
600 Supplies				-	
700 Property				-	
800/900 Miscellaneous & Other				-	
2900 Other Direct Support				-	
100 Salaries				-	
200 Benefits				-	
300/400/500 Purchased Services				-	
600 Supplies				-	
700 Property				-	
800/900 Miscellaneous & Other				-	
920 TOTAL ATHLETICS	-	-	-	600,000	600,000

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(3) BUDGET YEAR ENDING 06/30/22 5/25/2021 FINAL APPROVED	(4) Revision	(5) 12/21/2021 FINAL AMENDED DRAFT
4900 Other (All Objects)					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
4900 SUBTOTAL					
4000 TOTAL FACILITIES ACQUISITION AND CONSTRUCTION	-	-	-	-	-
6200 Other Fund Transfers					
910 Interfund Transfer				-	
000 TOTAL UNDISTRIBUTED EXPENDITURES	-	-	-	-	-
TOTAL ALL EXPENDITURES	-	-	-		1,100,000
6300 Contingency (not to exceed 3% of Total Expenditures)	XXXXXXXXXXXXX XXXXXXXXXX				
8000 ENDING FUND BALANCE					
Reserved NPM Per NRS 387.1235					
Ending Balance (Other)		-	-	-	-
TOTAL ENDING FUND BALANCE	-	-	-	-	-
TOTAL APPLICATIONS	-	-	-	-	1,100,000

Lyon County School District — School District
Student Accounts — Fund - Expenditures by Program, Function, and Object

	REVENUE	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(3) BUDGET YEAR ENDING 01/00/00 5/25/2021 FINAL APPROVED	(4) Revision	(5) 12/21/2021 FINAL AMENDED DRAFT
1000	**LOCAL SOURCES**					
1100	Tax Revenue					
1110	Property Taxes					
1111	Net Proceeds of Mines					
1112	Net Proceeds of Mines - Prior Year					
1120	School Support Taxes					
1150	Residential Construction Tax					
1190	Other Taxes					
1191	Franchise Taxes					
1192	Governmental Services Tax					
1200	Local Gov Units - Not School Districts					
1300	Tuition					
1400	Transportation Fees					
1500	Earnings on Investments	83,628				
1600	Food Service Revenue					
1611	Daily Sales - School Lunch					
1612	Daily Sales - School Breakfast					
1613	Daily Sales - Special Milk					
1614	Daily Sales - After-School Program					
1700	District Activities Revenue					
1800	Community Service Activities					
1900	Other Revenues					
1910	Rentals					
1920	Donations					
1950/60	Services Provided other Governments					
1990	Miscellaneous					
TOTAL LOCAL SOURCES		83,628	-	-		-
3000	**REVENUE FROM STATE SOURCES**					
3110	Distributive School Fund					
3115	Special Education - DSA Funding					
3200	Restricted Funding/Grants-in-Aid Rev					
3210	Special Transportation					
3220	Adult High School Diploma					
3230	Class Size Reduction					
3800	In Lieu of Taxes					
3900	For/on behalf of School District					
C						
4000	**FEDERAL SOURCES**					
4100	Unrestricted - Direct Fed Gov't					
4200	Unrestricted - State Agency					
4300	Restricted - Direct					
4500	Restricted - State Agency					
4800	Revenue in Lieu of Taxes					
4900	Revenue for-on behalf of School District					
TOTAL FEDERAL SOURCES		-	-	-		-

Lyon County School District School District
Bond Projects Fund Fund - Budgeted Resources

OTHER RESOURCES AND FUND BALANCE	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(3) BUDGET YEAR ENDING 01/00/00 5/25/2021 FINAL APPROVED	(4) Revision	(5) 12/21/2021 FINAL AMENDED DRAFT
5000 OTHER FINANCING SOURCES					
5100 Issuance of Bonds					
5110 Bond Principal	15,013,000		18,000,000	(7,000,000)	25,000,000
5120 Premium/Discount of Bond Sale					
5200 Transfers from Other Funds					
5300 Gain/Loss on Disposal of Assets					
5400 Loan Proceeds (> 12 months)					
5500 Capital lease Proceeds					
5600 Other Long-Term Debt Proceeds					
TOTAL OTHER FINANCING SOURCES	15,013,000	-	18,000,000	(7,000,000)	25,000,000
8000 OPENING FUND BALANCE					
Reserved Opening Balance (NPM)					
Opening Balance (Other)	1,041,604	13,484,299	6,682,031	(1)	6,682,032
TOTAL OPENING FUND BALANCE	1,041,604	13,484,299	6,682,031	(1)	6,682,032
Prior Period Adjustments					
Residual Equity Transfers					
TOTAL ALL RESOURCES	16,138,232	13,484,299	24,682,031	(7,000,001)	31,682,032

Lyon County School District — School District
Bond Projects Fund — Fund - Budgeted Resources

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(3) BUDGET YEAR ENDING 06/30/22 5/25/2021 FINAL APPROVED	(4) Revision	(5) 12/21/2021 FINAL AMENDED DRAFT
000 UNDISTRIBUTED EXPENDITURES					
2100 Student Support					
100 Salaries				-	
200 Benefits				-	
300/400/500 Purchased Services	144,968			-	
600 Supplies				-	
700 Property	-				
800/900 Miscellaneous & Other					
2100 SUBTOTAL	144,968	-	-	-	-
2200 Instruction Staff Support					
100 Salaries				-	
200 Benefits				-	
300/400/500 Purchased Services				-	
600 Supplies				-	
700 Property					
800/900 Miscellaneous & Other					
2200 SUBTOTAL	-	-	-	-	-
2300 General Administration					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2300 SUBTOTAL	-	-	-		-
2400 School Administration					
100 Salaries				-	
200 Benefits				-	
300/400/500 Purchased Services				-	
600 Supplies				-	
700 Property				-	
800/900 Miscellaneous & Other				-	
2400 SUBTOTAL				-	-
2500 Central Services					
100 Salaries				-	
200 Benefits				-	
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2500 SUBTOTAL	-	-	-	-	-

Lyon County School District School District
Bond Projects Fund Fund - Expenditure

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(3) BUDGET YEAR ENDING 06/30/22 5/25/2021 FINAL APPROVED	(4) Revision	(5) 12/21/2021 FINAL AMENDED DRAFT
2600 Operating/Maintenance Plant Service					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property				-	
800/900 Miscellaneous & Other					
2600 SUBTOTAL	-	-	-	-	-
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property				-	
800/900 Miscellaneous & Other					
2700 SUBTOTAL	-	-	-	-	-
2900 Other Support (All Objects)					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2900 SUBTOTAL					
TOTAL SUPPORT SERVICES	144,968	-	-	-	-
NONINSTRUCTIONAL SERVICES					
3100 Food Services Operations					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
3100 SUBTOTAL			-		-
4100 Land Acquisition					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
4100 SUBTOTAL			-		-

Lyon County School District School District
Bond Projects Fund Fund - Expenditures by Program, Function, and Object

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(3) BUDGET YEAR ENDING 06/30/22 5/25/2021 FINAL APPROVED	(4) Revision	(5) 12/21/2021 FINAL AMENDED DRAFT
4200 Land Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
4200 SUBTOTAL					
4300 Architecture/Engineering					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services	615,963		1,850,050		925,025
600 Supplies					
700 Property					
800/900 Miscellaneous & Other	28,624				
4300 SUBTOTAL	644,587	-	1,850,050	-	925,025
4500 Building Acquisition/Construction					
100 Salaries				-	
200 Benefits				-	
300/400/500 Purchased Services	40,038	6,017,272	18,200,000	(17,392,253)	807,747
600 Supplies				-	
700 Property				-	
800/900 Miscellaneous & Other				-	
4500 SUBTOTAL	40,038	6,017,272	18,200,000		807,747
4600 Site Improvement					
100 Salaries				-	
200 Benefits				-	
300/400/500 Purchased Services		47,271	324,800	2,528,948	2,853,748
600 Supplies				-	
700 Property				-	
800/900 Miscellaneous & Other				-	
4600 SUBTOTAL	-	47,271	324,800	2,528,948	2,853,748
4700 Building Improvement					
100 Salaries				-	
200 Benefits				-	
300/400/500 Purchased Services	1,824,340	737,724	2,126,250	(1,113,164)	1,013,086
600 Supplies				-	
700 Property				-	-
800/900 Miscellaneous & Other				-	
4700 SUBTOTAL	1,824,340	737,724	2,126,250	(1,113,164)	1,013,086

Lyon County School District School District
Bond Projects Fund Fund - Expenditures by Program, Function, and Object

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(3) BUDGET YEAR ENDING 06/30/22 5/25/2021 FINAL APPROVED	(4) Revision	(5) 12/21/2021 FINAL AMENDED DRAFT
4900 Other (All Objects)					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
4900 SUBTOTAL	-		-		-
4000 TOTAL FACILITIES ACQUISITION AND CONSTRUCTION	2,508,965	6,802,267	22,501,100	1,415,784	5,599,606
6200 Other Fund Transfers					
910 Interfund Transfer					
000 TOTAL UNDISTRIBUTED EXPENDITURES	2,653,933	6,802,267	22,501,100	1,415,784	5,599,606
TOTAL ALL EXPENDITURES	2,653,933	6,802,267	22,501,100	1,415,784	5,599,606
6300 Contingency (not to exceed 3% of Total Expenditures)	XXXXXXXXXXXXX XXXXXXXXXX		-		-
8000 ENDING FUND BALANCE					
Reserved NPM Per NRS 387.1235					
Ending Balance (Other)	13,484,299	6,682,031	2,180,931	(8,415,785)	26,082,426
TOTAL ENDING FUND BALANCE	13,484,299	6,682,031	2,180,931	(8,415,785)	26,082,426
TOTAL APPLICATIONS	16,138,232	13,484,298	24,682,031	(7,000,001)	31,682,032

Lyon County School District School District

Bond Projects Fund Fund - Expenditures by Program, Function, and Object

	REVENUE	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(3) BUDGET YEAR ENDING 01/00/00 5/25/2021 FINAL APPROVED	(4) Revision	(5) 12/21/2021 FINAL AMENDED DRAFT
1000	**LOCAL SOURCES**					
1100	Tax Revenue					
1110	Property Taxes					
1111	Net Proceeds of Mines					
1112	Net Proceeds of Mines - Prior Year					
1120	School Support Taxes					
1150	Residential Construction Tax					
1190	Other Taxes					
1191	Franchise Taxes					
1192	Governmental Services Tax	824,939	907,746	939,060	(4,082)	934,978
1200	Local Gov Units - Not School Districts					
1300	Tuition					
1400	Transportation Fees					
1500	Earnings on Investments					
1600	Food Service Revenue					
1611	Daily Sales - School Lunch					
1612	Daily Sales - School Breakfast					
1613	Daily Sales - Special Milk					
1614	Daily Sales - After-School Program					
1700	District Activities Revenue					
1800	Community Service Activities					
1900	Other Revenues					
1910	Rentals					
1920	Donations					
1950/60	Services Provided other Governments					
1990	Miscellaneous					
TOTAL LOCAL SOURCES		824,939	907,746	939,060	(4,082)	934,978
3000	**REVENUE FROM STATE SOURCES**					
3110	Distributive School Fund					
3115	Special Education - DSA Funding					
3200	Restricted Funding/Grants-in-Aid Rev					
3210	Special Transportation					
3220	Adult High School Diploma					
3230	Class Size Reduction					
3800	In Lieu of Taxes					
3900	For/on behalf of School District					
C						
4000	**FEDERAL SOURCES**					
4100	Unrestricted - Direct Fed Gov't					
4200	Unrestricted - State Agency					
4300	Restricted - Direct					
4500	Restricted - State Agency					
4700	ERATE					
4800	Revenue in Lieu of Taxes					
4900	Revenue for-on behalf of School District					
TOTAL FEDERAL SOURCES		-	-	-	-	-

Lyon County School District School District
Capital Projects Fund Fund - Budgeted Resources

OTHER RESOURCES AND FUND BALANCE	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(3) BUDGET YEAR ENDING 01/00/00 5/25/2021 FINAL APPROVED	(4) Revision	(5) 12/21/2021 FINAL AMENDED DRAFT
5000 OTHER FINANCING SOURCES					
5100 Issuance of Bonds					
5110 Bond Principal					
5120 Premium/Discount of Bond Sale					
5200 Transfers from Other Funds					
5300 Gain/Loss on Disposal of Assets				-	
5400 Loan Proceeds (> 12 months)					
5500 Capital lease Proceeds					
5600 Other Long-Term Debt Proceeds					
TOTAL OTHER FINANCING SOURCES	-	-		-	-
8000 OPENING FUND BALANCE					
Reserved Opening Balance (NPM)					
Opening Balance (Other)	2,346,493	2,688,535	2,564,657		2,564,657
TOTAL OPENING FUND BALANCE	2,346,493	2,688,535	2,564,657	-	2,564,657
Prior Period Adjustments					
Residual Equity Transfers					
TOTAL ALL RESOURCES	3,171,432	3,596,281	3,503,717	(4,082)	3,499,635

Lyon County School Disrict School District
Captial Projects Fund Fund - Budgeted Resources

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(3) BUDGET YEAR ENDING 06/30/22 5/25/2021 FINAL APPROVED	(4) Revision	(5) 12/21/2021 FINAL AMENDED DRAFT
000 UNDISTRIBUTED EXPENDITURES					
2100 Student Support					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2100 SUBTOTAL					
2200 Instruction Staff Support					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2200 SUBTOTAL					
2300 General Administration					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2300 SUBTOTAL					
2400 School Administration					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2400 SUBTOTAL					
2500 Central Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2500 SUBTOTAL	-	-	-		-

Lyon County School Disrict School District

Capital Projects Fund Fund - Expenditure

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(3) BUDGET YEAR ENDING 06/30/22 5/25/2021 FINAL APPROVED	(4) Revision	(5) 12/21/2021 FINAL AMENDED DRAFT
2600 Operating/Maintenance Plant Service					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2600 SUBTOTAL	-	-	-		-
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2700 SUBTOTAL					
2900 Other Support (All Objects)					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2900 SUBTOTAL					
TOTAL SUPPORT SERVICES	-	-	-		-
NONINSTRUCTIONAL SERVICES					
3100 Food Services Operations					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
3100 SUBTOTAL					
4100 Land Acquisition					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
4100 SUBTOTAL					

Lyon County School District School District
Capital Projects Fund Fund - Expenditures by Program, Function, and Object

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(3) BUDGET YEAR ENDING 06/30/22 5/25/2021 FINAL APPROVED	(4) Revision	(5) 12/21/2021 FINAL AMENDED DRAFT
4200 Land Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
4200 SUBTOTAL					
4300 Architecture/Engineering					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services	12,413			-	
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
4300 SUBTOTAL	12,413	-	-	-	-
4500 Building Acquisition/Construction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services				-	
600 Supplies				-	
700 Property	190,660			567,073	567,073
800/900 Miscellaneous & Other					
4500 SUBTOTAL	190,660	-	-	567,073	567,073
4600 Site Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services	153,484	1,031,624	1,000,000	262,065	1,262,065
600 Supplies				-	
700 Property					
800/900 Miscellaneous & Other					
4600 SUBTOTAL	153,484	1,031,624	1,000,000	262,065	1,262,065
4700 Building Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services	126,340			1,507,132	1,507,132
600 Supplies				-	
700 Property			500,000	(500,000)	
800/900 Miscellaneous & Other					
4700 SUBTOTAL	126,340	-	500,000	1,007,132	1,507,132

Lyon County School District — School District
Capital Projects Fund — Fund - Expenditures by Program, Function, and Object

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(3) BUDGET YEAR ENDING 06/30/22 5/25/2021 FINAL APPROVED	(4) Revision	(5) 12/21/2021 FINAL AMENDED DRAFT
4900 Other (All Objects)					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
4900 SUBTOTAL					
4000 TOTAL FACILITIES ACQUISITION AND CONSTRUCTION	482,897	1,031,624	1,500,000	1,836,270	3,336,270
6200 Other Fund Transfers					
910 Interfund Transfer					
000 TOTAL UNDISTRIBUTED EXPENDITURES	482,897	1,031,624	1,500,000	1,836,270	3,336,270
TOTAL ALL EXPENDITURES	482,897	1,031,624	1,500,000	1,836,270	3,336,270
6300 Contingency (not to exceed 3% of Total Expenditures)	XXXXXXXXXXXXX XXXXXXXXX				
8000 ENDING FUND BALANCE					
Reserved NPM Per NRS 387.1235					
Ending Balance (Other)	2,688,535	2,564,657	2,003,717		163,365
TOTAL ENDING FUND BALANCE	2,688,535	2,564,657	2,003,717	-	163,365
TOTAL APPLICATIONS	3,171,432	3,596,281	3,503,717	1,836,270	3,499,635

Lyon County School District School District

Capital Projects Fund Fund - Expenditures by Program, Function, and Object

	REVENUE	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(3) BUDGET YEAR ENDING 01/00/00 5/25/2021 FINAL APPROVED	(4) Revision	(5) 12/21/2021 FINAL AMENDED DRAFT
1000	**LOCAL SOURCES**					
1100	Tax Revenue					
1110	Property Taxes					
1111	Net Proceeds of Mines					
1112	Net Proceeds of Mines - Prior Year					
1120	School Support Taxes					
1150	Residential Construction Tax					
1190	Other Taxes					
1191	Franchise Taxes					
1192	Governmental Services Tax					
1200	Local Gov Units - Not School Districts					
1300	Tuition					
1400	Transportation Fees					
1500	Earnings on Investments	11,092				
1600	Food Service Revenue					
1611	Daily Sales - School Lunch					
1612	Daily Sales - School Breakfast					
1613	Daily Sales - Special Milk					
1614	Daily Sales - After-School Program					
1700	District Activities Revenue					
1800	Community Service Activities					
1900	Other Revenues					
1910	Rentals	9,600	9,600	9,600	-	9,600
1920	Donations					
1950/60	Services Provided other Governments					
1990	Miscellaneous					
TOTAL LOCAL SOURCES		20,692	9,600	9,600	-	9,600
3000	**REVENUE FROM STATE SOURCES**					
3110	Distributive School Fund					
3115	Special Education - DSA Funding					
3200	Restricted Funding/Grants-in-Aid Rev					
3210	Special Transportation					
3220	Adult High School Diploma					
3230	Class Size Reduction					
3800	In Lieu of Taxes					
3900	For/on behalf of School District					
C						
4000	**FEDERAL SOURCES**					
4100	Unrestricted - Direct Fed Gov't					
4200	Unrestricted - State Agency					
4300	Restricted - Direct					
4500	Restricted - State Agency					
4800	Revenue in Lieu of Taxes					
4900	Revenue for-on behalf of School District					
TOTAL FEDERAL SOURCES						

Lyon County School District — School District
Building and Sites Fund — Fund - Budgeted Resources

OTHER RESOURCES AND FUND BALANCE	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(3) BUDGET YEAR ENDING 01/00/00 5/25/2021 FINAL APPROVED	(4) Revision	(5) 12/21/2021 FINAL AMENDED DRAFT
5000 OTHER FINANCING SOURCES					
5100 Issuance of Bonds					
5110 Bond Principal					
5120 Premium/Discount of Bond Sale					
5200 Transfers from Other Funds					
5300 Gain/Loss on Disposal of Assets					
5400 Loan Proceeds (> 12 months)					
5500 Capital lease Proceeds					
5600 Other Long-Term Debt Proceeds					
TOTAL OTHER FINANCING SOURCES					
8000 OPENING FUND BALANCE					
Reserved Opening Balance (NPM)					
Opening Balance (Other)	185,112	205,804	215,404		215,404
TOTAL OPENING FUND BALANCE	185,112	205,804	215,404		215,404
Prior Period Adjustments					
Residual Equity Transfers					
TOTAL ALL RESOURCES	205,804	215,404	225,004	-	225,004

Lyon County School District School District
Buildings and Sites Fund Fund - Budgeted Resources

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(3) BUDGET YEAR ENDING 06/30/22 5/25/2021 FINAL APPROVED	(4) Revision	(5) 12/21/2021 FINAL AMENDED DRAFT
2600 Operating/Maintenance Plant Service					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies			175,000	-	175,000
700 Property					
800/900 Miscellaneous & Other					
2600 SUBTOTAL	-	-	175,000	-	175,000
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2700 SUBTOTAL					
2900 Other Support (All Objects)					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2900 SUBTOTAL					
TOTAL SUPPORT SERVICES	-	-	175,000	-	175,000
NONINSTRUCTIONAL SERVICES					
3100 Food Services Operations					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
3100 SUBTOTAL					
4100 Land Acquisition					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
4100 SUBTOTAL					

Lyon County School District School District
Building and Sites Fund Fund - Expenditures by Program, Function, and Object

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(3) BUDGET YEAR ENDING 06/30/22 5/25/2021 FINAL APPROVED	(4) Revision	(5) 12/21/2021 FINAL AMENDED DRAFT
4900 Other (All Objects)					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
4900 SUBTOTAL					
4000 TOTAL FACILITIES ACQUISITION AND CONSTRUCTION					
6200 Other Fund Transfers					
910 Interfund Transfer					
000 TOTAL UNDISTRIBUTED EXPENDITURES	-	-	175,000	-	175,000
TOTAL ALL EXPENDITURES	-	-	175,000	-	175,000
6300 Contingency (not to exceed 3% of Total Expenditures)	XXXXXXXXXXXXX XXXXXXXXXX				
8000 ENDING FUND BALANCE					
Reserved NPM Per NRS 387.1235					
Ending Balance (Other)	205,804	215,404	50,004		50,004
TOTAL ENDING FUND BALANCE	205,804	215,404	50,004		50,004
TOTAL APPLICATIONS	205,804	215,404	225,004	-	225,004

Lyon County School District School District

Building and Sites Fund Fund - Expenditures by Program, Function, and Object

	REVENUE	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(3) BUDGET YEAR ENDING 01/00/00 5/25/2021 FINAL APPROVED	(4) Revision	(5) 12/21/2021 FINAL AMENDED DRAFT
1000	**LOCAL SOURCES**					
1100	Tax Revenue					
1110	Property Taxes					
1111	Net Proceeds of Mines					
1112	Net Proceeds of Mines - Prior Year					
1120	School Support Taxes					
1150	Residential Construction Tax	598,848	678,416	670,000	-	670,000
1190	Other Taxes					
1191	Franchise Taxes					
1192	Governmental Services Tax					
1200	Local Gov Units - Not School Districts					
1300	Tuition					
1400	Transportation Fees					
1500	Earnings on Investments	4,838	5,000			
1600	Food Service Revenue					
1611	Daily Sales - School Lunch					
1612	Daily Sales - School Breakfast					
1613	Daily Sales - Special Milk					
1614	Daily Sales - After-School Program					
1700	District Activities Revenue					
1800	Community Service Activities					
1900	Other Revenues					
1910	Rentals					
1920	Donations					
1950/60	Services Provided other Governments					
1990	Miscellaneous					
TOTAL LOCAL SOURCES		603,686	683,416	670,000		670,000
3000	**REVENUE FROM STATE SOURCES**					
3110	Distributive School Fund					
3115	Special Education - DSA Funding					
3200	Restricted Funding/Grants-in-Aid Rev					
3210	Special Transportation					
3220	Adult High School Diploma					
3230	Class Size Reduction					
3800	In Lieu of Taxes					
3900	For/on behalf of School District					
C						
4000	**FEDERAL SOURCES**					
4100	Unrestricted - Direct Fed Gov't					
4200	Unrestricted - State Agency					
4300	Restricted - Direct					
4500	Restricted - State Agency					
4800	Revenue in Lieu of Taxes					
4900	Revenue for-on behalf of School District					
TOTAL FEDERAL SOURCES						

Lyon County SchoolDistrict School District
Residential Construction Tax Fund Fund - Budgeted Resources

OTHER RESOURCES AND FUND BALANCE	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(3) BUDGET YEAR ENDING 01/00/00 5/25/2021 FINAL APPROVED	(4) Revision	(5) 12/21/2021 FINAL AMENDED DRAFT
5000 OTHER FINANCING SOURCES					
5100 Issuance of Bonds					
5110 Bond Principal					
5120 Premium/Discount of Bond Sale					
5200 Transfers from Other Funds					
5300 Gain/Loss on Disposal of Assets					
5400 Loan Proceeds (> 12 months)					
5500 Capital lease Proceeds					
5600 Other Long-Term Debt Proceeds					
TOTAL OTHER FINANCING SOURCES					
8000 OPENING FUND BALANCE					
Reserved Opening Balance (NPM)					
Opening Balance (Other)	1,207,826	1,734,427	2,194,348		2,194,348
TOTAL OPENING FUND BALANCE	1,207,826	1,734,427	2,194,348	-	2,194,348
Prior Period Adjustments					
Residual Equity Transfers					
TOTAL ALL RESOURCES	1,811,512	2,417,843	2,864,348		2,864,348

Lyon County School District — School District
Residential Construction Tax Fund — Fund - Budgeted Resources

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(3) BUDGET YEAR ENDING 06/30/22 5/25/2021 FINAL APPROVED	(4) Revision	(5) 12/21/2021 FINAL AMENDED DRAFT
2600 Operating/Maintenance Plant Service					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2600 SUBTOTAL	-	-	-	-	-
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2700 SUBTOTAL	-	-	-	-	-
2900 Other Support (All Objects)					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2900 SUBTOTAL					
TOTAL SUPPORT SERVICES	-	-	-	-	-
NONINSTRUCTIONAL SERVICES					
3100 Food Services Operations					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
3100 SUBTOTAL					
4100 Land Acquisition					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
4100 SUBTOTAL					

Lyon County School District School District
Residential Construction Tax Fund Fund - Expenditures by Program, Function, and Object

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(3) BUDGET YEAR ENDING 06/30/22 5/25/2021 FINAL APPROVED	(4) Revision	(5) 12/21/2021 FINAL AMENDED DRAFT
4200 Land Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
4200 SUBTOTAL					-
4300 Architecture/Engineering					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services				-	
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
4300 SUBTOTAL	-	-	-	-	-
4500 Building Acquisition/Construction					
100 Salaries				-	
200 Benefits				-	
300/400/500 Purchased Services				-	
600 Supplies				-	
700 Property				-	
800/900 Miscellaneous & Other				-	
4500 SUBTOTAL	-	-	-	-	-
4600 Site Improvement					
100 Salaries				-	
200 Benefits				-	
300/400/500 Purchased Services	77,085		1,825,000	668,388	2,493,388
600 Supplies				-	
700 Property				-	
800/900 Miscellaneous & Other				-	
4600 SUBTOTAL	77,085	-	1,825,000	668,388	2,493,388
4700 Building Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services		223,495	241,333	(91,333)	150,000
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
4700 SUBTOTAL	-	223,495	241,333	(91,333)	150,000

Lyon County School District School District
Residential Construction Tax Fund Fund - Expenditures by Program, Function, and Object

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(3) BUDGET YEAR ENDING 06/30/22 5/25/2021 FINAL APPROVED	(4) Revision	(5) 12/21/2021 FINAL AMENDED DRAFT
4900 Other (All Objects)					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
4900 SUBTOTAL		-	-		-
4000 TOTAL FACILITIES ACQUISITION AND CONSTRUCTION	77,085	223,495	2,066,333	577,055	2,643,388
6200 Other Fund Transfers					
910 Interfund Transfer					
000 TOTAL UNDISTRIBUTED EXPENDITURES	-	-	-		-
TOTAL ALL EXPENDITURES	77,085	223,495	2,066,333	577,055	2,643,388
6300 Contingency (not to exceed 3% of Total Expenditures)	XXXXXXXXXXXXX XXXXXXXXXX				
8000 ENDING FUND BALANCE					
Reserved NPM Per NRS 387.1235					
Ending Balance (Other)	1,734,427	2,194,348	798,015	577,055	220,960
TOTAL ENDING FUND BALANCE	1,734,427	2,194,348	798,015	577,055	220,960
TOTAL APPLICATIONS	1,811,512	2,417,843	2,864,348	1,154,110	2,864,348

Lyon County School District School District
Residential Construction Tax Fund Fund - Expenditures by Program, Function, and Object

AVAILABLE RESOURCES	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(3) BUDGET YEAR ENDING 06/30/21 5/25/2021 FINAL APPROVED	(4) Revision	(5) 12/21/2021 FINAL AMENDED DRAFT
5000 COMBINED BONDS					
1110 Property Taxes	8,510,483	8,899,095	9,788,850		9,788,850
1190 Other Resources:					
4500 Federal Grant Restricted					
5120 Prem/Disc on Bond Sale					
1500 Earnings on Investments	373,303	20,000	20,000		20,000
Subtotal	8,883,786	8,919,095	9,808,850		9,808,850
Opening Fund Balance	5,423,887	7,124,464	7,802,991		7,802,991
Subtotal - Combined Bonds	14,307,673	16,043,559	17,611,841	-	17,611,841
MEDIUM-TERM FINANCING					
1110 Property Taxes					
1190 Other Resources:	185,267				
Opening Fund Balance					
Subtotal - Loans					
TOTAL AVAILABLE FINANCING					
5000 FUND EXPENDITURES					
COMBINED BONDS					
831 Principal	5,370,000	6,254,000	6,227,000		6,227,000
832 Interest	1,850,379	1,986,568	1,889,886		1,889,886
300/400/500 Purchased Services	148,097				
Reserves (Include Unappropriated Balance)					
Subtotal - Combined Bonds	7,368,476	8,240,568	8,116,886	-	8,116,886
MEDIUM-TERM FINANCING					
831 Principal					
832 Interest					
Reserves (Include Unappropriated Balance)					
Subtotal - MTF					
Ending Fund Balance	7,124,464	7,802,991	9,494,955	-	9,494,955

Lyon County School District School District

e Fund

ALL EXISTING OR PROPOSED
GENERAL OBLIGATION BONDS, REVENUE BONDS
MEDIUM-TERM FINANCING, CAPITAL LEASES AND
SPECIAL ASSESSMENT BONDS

* - Type
1 - General Obligation Bonds
2 - G. O. Revenue Supported Bonds
3 - G. O. Special Assessment Bonds
4 - Revenue Bonds
5 - Medium-Term Financing
6 - Medium-Term Financing - Lease Purchase
7 - Capital Leases
8 - Special Assessment Bonds
9 - Mortgages
10 - Other (Specify Type)
11 - Proposed (Specify Type)

(1) NAME OF BOND OR LOAN **List and Subtotal By Fund**	(2) *	(3) TERM	(4) ORIGINAL AMOUNT OF ISSUE	(5) ISSUE DATE	(6) FINAL PAYMENT DATE	(7) INTEREST RATE	(8) BEGINNING OUTSTANDING BALANCE 7/1/2021	(9) REQUIREMENTS FOR FISCAL YEAR ENDING 06/30/22 INTEREST PAYABLE	(10) PRINCIPAL PAYABLE	(11) (9)+(10) TOTAL
FUND:										
2005C Refunding Bonds	1	17	13,000,000	09/20/05	06/01/22	3.76%	$ 995,000	$ 37,412	$ 995,000	$ 1,032,412
2011 Improvement Bonds	1	15	5,000,000	06/21/11	06/01/26	3.76%	$ 2,450,000	$ 73,320	$ 455,000	$ 528,320
2012A Improvement & Refunding	1	20	7,955,000	04/11/12	06/01/32	2.50%	$ 3,380,000	$ 101,900	$ 650,000	$ 751,900
2013 Refunding Bonds	1	12	9,765,000	03/13/13	04/01/25	2.00%	$ 2,580,000	62,950	$ 620,000	$ 682,950
2016A Improvement & Refunding	1	20	6,400,000	06/20/16	04/01/36	3.00%	$ 6,100,000	$ 172,200	$ $ 315,000	$ 487,200
2017 Refunding Bonds	1	13	17,900,000	08/08/17	06/01/30	5.00%	$ 16,060,000	$ 760,300	$ $ 2,660,000	$ 3,420,300
2019 Refunding Bonds	1	15	7,055,000	10/09/19	04/01/28	5.00%	$ 6,565,000	$ 328,250	$ 155,000	$ 483,250
2020A Refunding Bonds	1	15	16,113,000	05/13/20	06/01/35	2.29%	$ 16113000-67	$ 353,554	$ 377,000	$ 730,554
							$	$	$	$ -
TOTAL ALL DEBT SERVICE			**83,188,000**				**$ 38,130,000**	**$ 1,889,886**	**$ 6,227,000**	**$ 8,116,886**

SCHEDULE C-1 INDEBTEDNESS

Lyon County School District

PROPRIETARY FUND	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(3) BUDGET YEAR ENDING 06/30/22 5/25/2021 FINAL APPROVED	(4) Revision	(5) 12/21/2021 FINAL AMENDED DRAFT
Operating Revenue					
Local Sources					
1600 Food Service Revenues					
1970 Interfund Charges	423,088	580,000	580,000		580,000
(A) Total Operating Revenue	**423,088**	**580,000**	**580,000**		**580,000**
Operating Expense (Object Codes)					
100 Salaries					
200 Benefits	599,611	580,000	580,000		580,000
300-500 Purchased Services	72,870	135,000	135,000		135,000
600 Supplies					
790 Depreciation - Amortization					
900 Other	55,729	50,000	50,000		50,000
(B) Total Operating Expenses	**728,210**	**765,000**	**765,000**		**765,000**
Operating Income (Loss)	**(305,122)**	**(185,000)**	**(185,000)**		**(185,000)**
Nonoperating Revenue					
1510 Interest earned	5,800	10,000	10,000		10,000
Subsidies					
3000 Revenue from State Sources					
4000 Federal Sources					
(C) Total Nonoperating Revenue	**5,800**	**10,000**	**10,000**		**10,000**
Nonoperating Expense					
832 Interest Expense					
Other Expense					
(D) Total Nonoperating Expense					
Operating Transfers					
5200 From Other Funds					
910 To Other Funds					
(E) Net Operating Transfers	**-**				
(F) Net Income	**(299,322)**	**(175,000)**	**(175,000)**		**(175,000)**
Retained Earnings					
Beginning July 1	1,338,635	1,039,313	864,313		864,313
Ending June 30	1,039,313	864,313	689,313		689,313

Lyon County School District — School District
Workers Compensation Fund — Internal Service Fund

Statement of Revenue Expenses and Net Income

PROPRIETARY FUND	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(3) BUDGET YEAR ENDING 06/30/22 5/25/2021 FINAL APPROVED	(4) Revision	(5) 12/21/2021 FINAL AMENDED DRAFT
A. CASH FLOWS FROM OPERATING ACTIVIES:					
Charges for Services	494,246	580,000	600,000	-	600,000
Cash received from other funds					
Claims	(599,611)	(475,000)	(500,000)		(500,000)
Insurance Premiums	(113,737)	(60,000)	(65,000)		(65,000)
Administrative Expenses		(15,000)	(20,000)		(20,000)
Fees and Assessments		(50,000)	(60,000)		(60,000)
a. Net cash provided by (or used for) operating activities	**(219,102)**	**(20,000)**	**(45,000)**		**(45,000)**
B. CASH FLOWS FROM NONCAPITAL FINANCING ACTIVITIES					
b. Net cash provided by (or used for) noncapital financing activities					
C. CASH FLOWS FROM CAPITAL AND RELATED FINANCING ACTIVITIES					
Transfers from other funds					
c. Net cash provided by (or used for) capital and related financing activities					
D. CASH FLOWS FROM INVESTING ACTIVITIES					
Earnings on Investments	5,800	10,000	10,000		10,000
d. Net cash provided by (or used for) investing activities	**5,800**	**10,000**	**10,000**		**10,000**
NET INCREASE (DECREASE) in cash and cash equivalents (a+b+c+d)	**(213,302)**	**(10,000)**	**(35,000)**		**(35,000)**
CASH AND CASH EQUIVALENTS AT JULY 1, 20XX	2,467,477	2,254,175	2,244,175		2,244,175
CASH AND CASH EQUIVALENTS AT JUNE 30, 20XX	2,254,175	2,244,175	2,209,175		2,209,175

Lyon County School District School District
Workers Compensation Fund Internal Service Fund

Statement of Revenue Expenses and Net Income

PROPRIETARY FUND	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(3) BUDGET YEAR ENDING 06/30/22 5/25/2021 FINAL APPROVED	(4) Revision	(5) 12/21/2021 FINAL AMENDED DRAFT
Operating Revenue					
Local Sources					
1600 Food Service Revenues					
1970 Interfund Charges	156,569	155,000	155,000		155,000
(A) Total Operating Revenue	**156,569**	**155,000**	**155,000**		**155,000**
Operating Expense (Object Codes)					
100 Salaries					
200 Benefits	4,926	20,000	20,000		20,000
300-500 Purchased Services					
600 Supplies					
790 Depreciation - Amortization					
900 Other					
(B) Total Operating Expenses	**4,926**	**20,000**	**20,000**		**20,000**
Operating Income (Loss)	**151,643**	**135,000**	**135,000**		**135,000**
Nonoperating Revenue					
1510 Interest earned					
Subsidies					
3000 Revenue from State Sources					
4000 Federal Sources					
(C) Total Nonoperating Revenue					
Nonoperating Expense					
832 Interest Expense					
Other Expense					
(D) Total Nonoperating Expense					
Operating Transfers					
5200 From Other Funds					
910 To Other Funds					
(E) Net Operating Transfers					
(F) Net Income	**151,643**	**135,000**	**135,000**		**135,000**
Retained Earnings					
Beginning July 1	863,536	1,015,179	1,150,179		1,150,179
Ending June 30	1,015,179	1,150,179	1,285,179		1,285,179

Lyon County School District — School District
Unemployment Compensation Fund — Internal Service Fund

Statement of Revenue Expenses and Net Income

PROPRIETARY FUND	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(3) BUDGET YEAR ENDING 06/30/22 5/25/2021 FINAL APPROVED	(4) Revision	(5) 12/21/2021 FINAL AMENDED DRAFT
A. CASH FLOWS FROM OPERATING ACTIVIES:					
Charges for Services	160,276	155,000	155,000	-	155,000
Payment of benefits	(6,654)	(35,000)	(35,000)		(35,000)
a. Net cash provided by (or used for) operating activities	**153,622**	**120,000**	**120,000**		**120,000**
B. CASH FLOWS FROM NONCAPITAL FINANCING ACTIVITIES					
b. Net cash provided by (or used for) noncapital financing activities					
CASH FLOWS FROM CAPITAL AND RELATED FINANCING ACTIVITIES					
c. Net cash provided by (or used for) capital and related financing activities					
D. CASH FLOWS FROM INVESTING ACTIVITIES					
d. Net cash provided by (or used for) investing activities					
NET INCREASE (DECREASE) in cash and cash equivalents (a+b+c+d)	**153,622**	**120,000**	**120,000**	**-**	**120,000**
CASH AND CASH EQUIVALENTS AT JULY 1, 20XX	846,831	1,000,453	1,120,453		1,120,453
CASH AND CASH EQUIVALENTS AT JUNE 30, 20XX	1,000,453	1,120,453	1,240,453		1,240,453

Lyon County School District School District
Unemployment Compensation Fund Internal Service Fund

Statement of Revenue Expenses and Net Income

PROPRIETARY FUND	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(3) BUDGET YEAR ENDING 06/30/21 5/25/2021 FINAL APPROVED	(4) Revision	(5) 12/21/2021 FINAL AMENDED DRAFT
Operating Revenue					
Local Sources					
1600 Food Service Revenues					
1970 Interfund Charge	10,187,141				
(A) Total Operating Revenue	**10,187,141**				
Operating Expense (Object Codes)					
100 Salaries					
200 Benefits	9,652,028				
300-500 Purchased Services	1,173,118				
600 Supplies					
790 Depreciation - Amortization					
900 Other					
(B) Total Operating Expenses	**10,825,146**	**-**	**-**		**-**
Operating Income (Loss)	**(638,005)**	**-**	**-**		**-**
Nonoperating Revenue					
1510 Interest earned	1,008				
Subsidies					
3000 Revenue from State Sources					
4000 Federal Sources					
(C) Total Nonoperating Revenue	**1,008**	**-**	**-**		**-**
Nonoperating Expense					
832 Interest Expense					
Other Expense					
(D) Total Nonoperating Expense					
Operating Transfers					
5200 From Other Funds					
910 To Other Funds					
(E) Net Operating Transfers	**-**		**-**		**-**
(F) Net Income	**(636,997)**	**-**	**-**		**-**
Retained Earnings					
Beginning July 1	650,914	13,917	13,917		13,917
Ending June 30	13,917	13,917	13,917		13,917

Lyon County School District — School District
Group Insurance — Internal Service Fund

Statement of Revenue Expenses and Net Income

PROPRIETARY FUND	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(3) BUDGET YEAR ENDING 06/30/22 5/25/2021 FINAL APPROVED	(4) Revision	(5) 12/21/2021 FINAL AMENDED DRAFT
A. CASH FLOWS FROM OPERATING ACTIVIES:					
Charges for Services	10,187,141	75,000			75,000
Payments for services and supplies	(9,776,083)				
a. Net cash provided by (or used for) operating activities	**411,058**	**75,000**	**-**		**75,000**
B. CASH FLOWS FROM NONCAPITAL FINANCING ACTIVITIES					
Transfers to other funds		(35,000)			(35,000)
b. Net cash provided by (or used for) noncapital financing activities	-	(35,000)	-		(35,000)
CASH FLOWS FROM CAPITAL AND RELATED FINANCING ACTIVITIES					
c. Net cash provided by (or used for) capital and related financing activities					
D. CASH FLOWS FROM INVESTING ACTIVITIES					
Interest Earned	1,008				
d. Net cash provided by (or used for) investing activities	**1,008**	-	-		-
NET INCREASE (DECREASE) in cash and cash equivalents (a+b+c+d)	**412,066**	**40,000**	**-**	**-**	**40,000**
CASH AND CASH EQUIVALENTS AT JULY 1, 20XX	652,581	1,064,647	1,104,647		1,104,647
CASH AND CASH EQUIVALENTS AT JUNE 30, 20XX	1,064,647	1,104,647	1,104,647		1,144,647

Lyon County School District School District
Group Insurance Internal Service Fund

Statement of Revenue Expenses and Net Income

(1) FUND TYPE	TRANSFERS IN (2) FROM FUND	(3) PAGE	(4) AMOUNT		TRANSFERS OUT (5) TO FUND	(6) PAGE	(7) AMOUNT
GENERAL FUND							
					Special Education	16	1,400,000
	Insurance Loss	16	109135				
SUBTOTAL			109,135				1,400,000
SPECIAL REVENUE FUNDS							
Special Education	General Fund	18	1,400,000				
					Insurance Loss	39	109135
SUBTOTAL			1,400,000				109,135
TOTAL TRANSFERS			1,509,135				1,509,135

Lyon County School District

LOBBYING EXPENSE ESTIMATE

Pursuant to NRS 354.600 (3), **each** (emphasis added) local government budget must obtain a separate statement of anticipated expenses relating to activities designed to influence the passage or defeat of legislation in an upcoming legislative session.

Nevada Legislature: 81th Session; February 8, 2021 to June 7, 2021

1. Activity:	No Lobbying Expense Planned	
2. Funding Source:	Not Applicable	
3. Transportation		$
4. Lodging and meals		$
5. Salaries and Wages		$
6. Compensation to lobbyists		$
7. Entertainment		$
8. Supplies, equipment & facilities; other personnel and services spent in Carson City		$
Total		$ -

Local Government: Lyon County School District
Contact: Spencer Winward
E-mail Address: swinward@lyoncsd.org
Daytime Telephone: (775) 463-6800 x10136

Total Number of Existing Contracts: 1

Line	Vendor	Effective Date of Contract	Termination Date of Contract	Proposed Expenditure FY 2020-21	Proposed Expenditure FY 2020-21	Reason or need for contract:
1	*Rife Silva & Co., LLC*	*2/28/2021*	*12/31/2021*	*$ 67,080*	*$ 69,750.00*	Annual Financial Audit (year-ending 06/30/2021)
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
	Total Proposed Expenditures			67,080	64,500	

Local Government: Lyon County School District
Contact: Spencer Winward
E-mail Address: swinward@lyoncsd.org
Daytime Telephone: (775) 463-6800 x10136

Total Number of Privatization Contracts: 0

Line	Vendor	Effective Date of Contract	Termination Date of Contract	Duration (Months/ Years)	Proposed Expenditure FY 2017-18	Proposed Expenditure FY 2018-19	Position Class or Grade	Number of FTEs employed by Position Class or Grade	Equivalent hourly wage of FTEs by Position Class or Grade	Reason or need for contract:
1	*None*									
2										
3										
4										
5										
6										
7										
8	Total									

Attach additional sheets if necessary.

Lyon County School District
Board Memo

Date: December 21, 2021

To: Board of Trustees

From: Wayne Workman, Superintendent

Re: Five Year Capital Improvement Plan (CIP)

Recommendation

That the Board of Trustees approves the Five-Year Capital Improvement Plan (CIP) as a result of the FY22 Budget.

Background Information

NRS 354.5945 requires each local government to annually prepare a capital improvement plan for the fiscal year ending June 30 of that year and the ensuing 5 fiscal years. In addition, the amount of expenditures contained in the plan for fiscal year 2022 must equal the total amount of expenditures for capital outlay in the District's final fiscal year 2022 budget. Furthermore, the plan needs to identify the proposed capital projects and the anticipated costs associated with each project.

The Five Year Capital Improvement Plan includes the following funds:

Building and Sites Fund (Fund 330) – is maintained as a contingency fund for emergency facility maintenance. Revenues for this fund are accumulated through district owned rental properties, investments, and general fund appropriations (when needed).

Government Services Tax Fund (Fund 340) – proceeds are used to various capital projects including, parking lot renovation and maintenance, roof replacement, athletic fields and tracks, etc. Revenues are received from the Motor Vehicle Privilege Tax associated with Lyon County residents' vehicles.

Residential Construction Fund (310) – is used for new construction and renovations. Revenues are received as a portion ($1,600.00) of building permits issued in Lyon County. The proceeds are specifically designated to be used in the area for which the permit is issued. For example, proceeds from Fernley permits must be used for Fernley area schools.

Bonds Projects Fund (360) – used for projects specified in bond resolutions. Proceeds are obtained through the District's issuance of general obligation bonds.

The District has made a number of changes to the FY22 CIP and is requesting approval for changes previously approved by the Board of Trustees per recommendation from the District Facilities Committee.

All changes made to the CIP are highlighted in Yellow.
All estimated figures are in Gray.

Changes to Fund 340 Governmental Services Tax:

As approved at the November 2021 Board Meeting, district wide doors and district wide restroom allocations are no longer a one-time Bond Funded projects but are now annual Government Services Tax Funded projects, recognizing the annual district wide need.

Changes to Fund 310 Residential Construction Tax:

As approved at the November 2021 Board Meeting, Yerington HS locker room project was removed from Residential Construction Tax Funds and reallocated into future Family Style Restrooms project. Smith Valley Gym project along with the Outdoor Stadium project electrical upgrades (new metal light poles and LED fixtures) moved into Residential Construction Tax Funds. Silver Springs Residential Tax funds to be allocated towards Silver Stage High School perimeter fencing.

Changes to Fund 360 Bond Projects Fund:

As approved at the November 2021 Board Meeting, a total of $25,000,000 in new bond funding for both the Fernley High School Gym/Kitchen/Commons project and the Outdoor Stadium project.

Projected Bonding Capacity			
FY	Bonds	PAYG	Total
2021	-	-	-
2022	20,025,000	4,114,633	24,139,633
2023	35,000,000	806,745	35,806,745
2024	-	604,593	604,593
2025	35,000,000	1,224,171	36,224,171
2026	25,000,000	-	25,000,000
2027	-	216,998	216,998
2028	-	-	-
Total	115,025,000	6,967,140	121,992,140

Budget Considerations

Adopted CIP must match adopted budgets for funds associated with the CIP.

Discussed at Prior Meetings

November 2021
March 2021

Attachment

5YR Capital Improvement Plan

Respectfully Submitted,
Wayne Workman, Superintendent

FIVE YEAR CAPITAL IMPROVEMENT PLAN

(Per NRS 354.5945)

Lyon County School District

December 15, 2021

Minimum level of expenditure for items classified as capital asset - $5,000

Minimum level of expenditure for items classified as capital projects - $15,000

		FY2019-2020	FY2020-2021	FY2021-2022	FY2022-2023	FY 2023-2024	FY 2024-2025	FY 2025-2026
Fund: 330	**Building & Sites Fund**							
	Beginning Balance	185,112	194,712	204,312	38,912	48,512	58,112	67,712
Capital Improvement:		-		(175,000)				
Funding Source:								
	Smith Valley Property Fees (estimated)	9,600	9,600	9,600	9,600	9,600	9,600	9,600
	Investments							
Ending Fund Total		**194,712**	**204,312**	**38,912**	**48,512**	**58,112**	**67,712**	**77,312**

		FY2019-2020	FY2020-2021	FY2021-2022	FY 2022-2023	FY 2023-2024	FY 2024-2025	FY 2025-2026
Fund: 340	**Governmental Services Tax Fund**							
	Beginning Balance	2,346,493	2,688,535	2,463,854	46,300	484,328	1,201,247	2,197,923
Capital Improvement:								
	District - Professional Services	-	(745)	(25,000)	(25,000)	(25,000)	(25,000)	(25,000)
	District Doors			(30,000)	(30,000)	(30,000)	(30,000)	(30,000)
	District Restrooms			(20,000)	(20,000)	(20,000)	(20,000)	(20,000)
	District Wide Roofs / HVAC / Boilers / Carpeting		(350,000)	(599,197)	(350,000)	(350,000)	(350,000)	(350,000)
	Parking Lot Reseal/Striping District Wide	(102,400)	-	(99,700)	(100,000)	(100,000)	(100,000)	(100,000)
	YES Kiss and Drop -- Design							
	FES Doors							
	FIS ADA Doors							
	District Office Site Update							
	DHS Courtyard	(88,102)						
	DES Sewer Project	(9,813)						
	FHS Roof							
	DHS Roof							
	FHS Courtyard	(38,765)						
	FES Parking Lots	(16,785)						
	District Fiber Hut Generator and Back Up							
	District Roofs	(2,073)						
	District HVAC/Boilers			(14,700)				
	District Carpeting							
	PLC Ramp	(34,299)						
	EVES/FHS Modular Buildings		(125,141)	(117,348)				
	Silver Springs Lync Modular	(190,660)		(449,725)				
	Silver Springs Lync Parking Paving							
	FHS Turf Field Replacement		(269,445)	(307,956)				
	DHS Turf Field Replacement		(113,943)	(307,956)				
	FHS Track Replacement			(239,017)				
	DHS Track Replacement			(218,349)				
	YHS Track Replacement		(216,319)	(54,284)				
	SSHS Track Replacement		(205,228)	(34,803)				
	FES Building Controls/Heat Exchanger		(75,818)	(92,170)				
	FIS Building Controls		(24,985)	(21,925)				
	Cottonwood Boiler			(24,250)				
	Cottonwood Building Controls			(99,890)				
	FHS Building Controls			(175,000)				
	DHS Building Controls			(155,000)				
	ERATE Expenditures -- IT Infrastructure							
Reserved/Carry Over	District Wide Roofs / HVAC / Boilers / Carpeting		249,197	(16,262)				
Future Planning:	Athletic Fields / Tracks			(250,000)	(250,000)	(250,000)	(250,000)	(250,000)
Reserved:	Athletic Fields / Tracks				250,000	500,000	750,000	1,000,000
Funding Source:		**Estimated Revenue Amount**						
	Motor Vehicle Tax	824,939	907,746	934,978	963,028	991,919	1,021,676	1,052,326
Ending Fund Total		**2,688,535**	**2,463,854**	**46,300**	**484,328**	**1,201,247**	**2,197,923**	**3,450,249**

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		FY2019-2020	FY2020-2021	FY2021-2022	FY2022-2023	FY 2023-2024	FY 2024-2025	FY 2025-2026
Fund: 310	**Residential Construction Fund**							
	Beginning Balance	1,207,826	1,734,427	2,194,348	166,888	166,888	166,888	166,888
Capital Improvement:								
	Dayton							
	DHS Stadium Bleachers		(61,843)	(10,137)				
	DHS Stadium Lighting			(1,055,931)				
	DIS Indoor Bleachers		(70,134)	(66,794)				
	Dayton Family Style Restrooms							
	Fernley							
	FHS Stadium Bleachers		(91,518)	(15,206)				
	FHS Stadium Lighting			(972,950)				
	Fernley Family Style Restrooms							
	Smith Valley							
	Smith Rubber Aux Gym Floor			(150,000)				
	Smith Valley Family Style Restrooms							
	Silver Springs	(77,085)						
	SSHS Perimeter Fencing			(172,370)				
	Silver Springs Family Style Restrooms							
	Yerington Area							
	YHS Stadium Bleachers							
	YHS Stadium Lighting			(200,000)				
	YHS Locker Room							
	Yerrington Family Style Restrooms							
Funding Source:	***Tax on residential construction***	**Actual FY 2020 Revenue**	**Actual FY 2021 Revenue**	**FY 2022 Revenue to date**				**Current Balance**
	Dayton Area	216,998	342,480	184,464				1,156,358
	Fernley Area	256,608	196,416	337,392				1,162,779
	Silver Springs Area	53,840	84,016	27,743				165,604
	Smith Valley Area	25,312	30,096	15,856				140,040
	Yerington Area	50,928	25,408	50,472				179,144
	Budgeted Total (above amount received)							
	Investments		5,000					
Ending Fund Total		**1,734,427**	**2,194,348**	**166,888**	**166,888**	**166,888**	**166,888**	**166,888**

Fund: 360		FY2019-2020	FY2020-2021	FY2021-2022	FY2022-2023	FY 2023-2024	FY 2024-2025	FY 2025-2026
		Bonds Projects Fund						
	Beginning Balance	1,041,604	13,484,299	6,682,032	26,082,426	444,573	444,573	444,573
	Professional Services (Bond Fee)	(144,968)	(71,994)	(1,250)				
	Student Transportation (Buses and Yukons)							
	YIS Boiler	(223,368)						
	YES Boiler	(222,384)						
	FES Boilers			(448,636)				
	FIS Parking Lot		(47,271)	(335,139)				
	EVES Expansion	(676,562)	(5,842,457)	(806,498)				
	DES Septic							
	DHS/SSMS Construction Services	(5,000)						
	DHS Indoor Bleachers	(72,385)	(72,385)					
	SSMS Indoor Bleachers	(38,593)	(38,593)					
	SSMS Roof			(253,150)				
	FES Roof	(523,309)	(28,462)					
	YES Roof	(272,030)	(41,054)					
	YHS Roof	(397,954)	(205,110)					
	DIS Roof	(77,380)	(352,120)					
	Slver Springs Transportation Bus Yard				(1,307,155)			
	FHS Master Plan		(102,821)					
	FHS Gym Professional Services			(925,025)	(925,025)			
	FHS Gym CORE Pre-Construction Services				(47,000)			
	FHS Gym Construction Costs				(19,500,000)			
	District Office Renovation				(100,000)			
	Other Bond Projects TBD							
	Family Style Restrooms Professional Services			(11,300)	(388,700)			
	Family Style Restrooms Construction Cost			(300,000)	(300,000)			
	District Wide Roofs							
	District Wide Doors							
	District Wide Flooring							
	District Wide Boilers/HVAC				(551,364)			
	District Wide Restrooms							
	District Wide Stadium Renovations			(2,518,609)	(2,518,608)			
	District Wide Permits and Fees							
	District Adjustment Pending Audit							
	District Wide SAFE Safety and Security Upgrades							
Funding Source:		Estimated Available Bond Funding						
	Bond Proceeds (Student Transportation)							
	Series 2016 (360.029)							
	Series 2021 (360.021)	15,013,000						
	Series 2022			25,000,000				
	Investments	83,628						
Ending Fund Total		13,484,299	6,682,032	26,082,426	444,573	444,573	444,573	444,573

Estimated Figure
New Update to CIP
To Be Determined

392

Lyon County School District
Board Memo

Date: December 21, 2021

To: Board of Trustees

From: Wayne Workman, Superintendent

Re: FHS Gym/Commons/Kitchen Cost Estimate

Recommendation

That the Board of Trustees approve an update on the FHS Gymnasium project and schematic design option #3.

Background Information

On February 2021, the Board of Trustees approved the district wide project recommendations made by the district facilities committee. One of the projects approved was a new Fernley High School Gymnasium. The project was approved to be a gymnasium only at approximately 27,230 sqft, with a construction budget of $15 million.

On March 2021, the Board of Trustees recognized the opportunity to utilize the district Food Services fund (approximately $1 million) to expand the project and build a kitchen and commons alongside the gym. This addition to the project resulted in a new construction budget just shy of $19.5 million and new gross square footage of 40,400 sqft.

Since March 2021, District and FHS leadership, Paul Cavin Design and CORE Construction have been working closely together in developing a schematic design and cost estimate. During this time the project grew from 40,400 sqft to 48,500 sqft. The biggest changes being the addition of a new fitness room, boys' and girls' PE locker rooms, coach's offices, loaner rooms, and a dividing operable wall. These changes were accepted during the planning phase, with the understanding that they might have to be removed depending on budget constraints. Unfortunately, over the past year construction costs have increased significantly and when combined with the wanted additions to the project during the design phase, the result is a projected cost estimate of $27.5 million. The estimate being $8 million or 41% above the Board approved project construction budget.

This cost estimate has resulted in a dramatic value engineering effort by all parties. Three potential options (via attachment) have been provided for Board review and approval.

The district's recommendation to the Board is Option #3.

Option #3 removes the fitness room, boys' and girls' PE locker rooms, coach's offices, loaner rooms, dividing operable wall, excess parking lot, excess concrete/curb work, excess exterior metal paneling, and bus route paving. Ultimately, the district is recommending this project be brought back to what was initially approved by the Board of Trustees in March 2021, which was a gym, kitchen, and commons. Unfortunately, even after such a significant value engineering effort the increase in construction costs cannot be overcome. Option #3 has a cost estimate of $22.5million which is $3 million over the current Board approved budget. While this option removes all "PE" aspects from the project, it still maintains the ability for tournament play, seating capacity for nearly 1,700, kitchen (equipment and install paid for by the Food Service fund) and commons area.

The district also wants to update the Board on a couple of significant scheduling items. Currently, the project is planned to break ground July 2022 with projected completion Fall 2023. The project steel package, as of early

December 2021, has a lead time of 12 months with an upward trajectory. It's believed that if the steel package isn't ordered by early January 2021 this project will be pushed back exponentially. Attempting to avoid this delay, all parties have worked diligently to provide the board with three possible options which avoid redesign. Other significant changes could result in redesign time resulting in project delays.

Budget Considerations

The district's recommendation to the Board is Option #3. Option #3 has a cost estimate of $22.5 million and is $3 million over the Board approved budget. The district is confident that current unspent bond funding ($500k-1 million), future bond sale premium ($2-2.5million) and project contingencies ($2 million) will be sufficient to manage the $3 million construction budget increase.

Option #1 and Option #2 would only be financially feasible with additional bond funding.

Discussed at Prior Meetings
September 2021
April 2021
March 2021
February 2021

Attachment
Schematic Design Estimate
Building Program Sample Options
Original Floor Plan
Revised Floor Plan (Option #3)

Respectfully Submitted,
Wayne Workman, Superintendent

LYON COUNTY SCHOOL DISTRICT FERNLEY HIGH SCHOOL
GYMNASIUM, DINING COMMONS, AND KITCHEN

SCHEMATIC DESIGN ESTIMATE

December 1, 2021

TABLE OF CONTENTS:

1. Schematic Design Estimate
2. Basis of Estimate
3. Preliminary Logistics Plan
4. Preliminary Construction Schedule

LYON COUNTY SCHOOL DISTRICT

CORE

1 SCHEMATIC DESIGN ESTIMATE

CORE CONSTRUCTION

Lyon CSD FHS Gymnasium, Dining Commons, and Kitchen

Schematic Design (SD) Estimate Dec-21

LOCATION: Fernley, NV
ARCHITECT: Paul Cavin Architect
SQUARE FOOTAGE: 48,550 SF

#	Description		Base Price	BREAKOUTS	
				Sitework	Building Addition
	DEMOLITION/ OFF-SITE INFRASTRUCTURE		**$145,308**	**$145,308**	**$0**
3	Selective Demolition		**$145,308**	$145,308	$0
	SITE WORK (ROUGH)		**$2,149,555**	**$2,149,555**	**$0**
6	Temporary Site Construction Requirements		**$120,652**	$120,652	$0
7	Survey, Layout and Staking		**$49,384**	$49,384	$0
8	Site Clearing, Earthwork and Asphalt Pavement		**$1,489,332**	$1,489,332	$0
9	Utilities		**$376,690**	$376,690	$0
11	Dust Control		**$77,162**	$77,162	$0
12	SWPPP / Erosion Control		**$36,335**	$36,335	$0
	SITE WORK (FINISH)		**$716,288**	**$716,288**	**$0**
14	Site Signage, Striping and Parking Accessories		**$28,305**	$28,305	$0
15	Landscaping & Irrigation		**$173,204**	$173,204	$0
16	Fencing and Gates		**$16,272**	$16,272	$0
23	Site Concrete		**$483,506**	$483,506	$0
24	Site Masonry		**$15,000**	$15,000	$0
	STRUCTURE		**$5,557,400**	**$0**	**$5,557,400**
29	Building Concrete		**$890,907**	$0	$890,907
30	Structural Masonry		**$2,073,604**	$0	$2,073,604
32	Structural Metals		**$2,293,551**	$0	$2,293,551
33	Ornamental Metals		**$214,375**	$0	$214,375
35	Rough Carpentry		**$84,963**	$0	$84,963
	ENCLOSURE		**$2,395,461**	**$0**	**$2,395,461**
37	Moisture Protection		**$53,405**	$0	$53,405
38	Caulking and Sealants		**$46,123**	$0	$46,123
42	Thermal and Sound Insulation		**$469,483**	$0	$469,483
43	Membrane Roofing		**$810,785**	$0	$810,785
45	Metal Panels		**$613,330**	$0	$613,330
48	Overhead Coiling Doors		**$145,000**	$0	$145,000
49	Exterior Aluminum, Glass and Glazing		**$257,335**	$0	$257,335
	INTERIOR FINISHES		**$3,021,877**	**$0**	**$3,021,877**
55	Temporary Building Construction Requirements		**$282,019**	$0	$282,019
56	Doors, Frames and Hardware		**$207,385**	$0	$207,385
58	Interior Aluminum, Glass and Glazing		**$30,380**	$0	$30,380
59	Finish Carpentry / Millwork		**$120,580**	$0	$120,580
61	Metal Studs, Drywall, and Paint		**$1,122,653**	$0	$1,122,653
62	Acoustical Ceiling Treatment		**$88,364**	$0	$88,364
63	Acoustical Wall Treatment		**$182,420**	$0	$182,420
64	Tile (Floor & Walls)		**$97,292**	$0	$97,292
65	Carpet and Resilient Flooring		**$121,565**	$0	$121,565
66	Wood Flooring		**$405,688**	$0	$405,688
67	Epoxy Floor and Wall Finish		**$247,151**	$0	$247,151
68	Concrete Finishing		**$77,540**	$0	$77,540
70	Final Clean		**$38,840**	$0	$38,840
	SPECIALTIES		**$465,510**	**$0**	**$465,510**
72	Building Signage		**$30,185**	$0	$30,185
73	Wall and Door Protection		**$10,000**	$0	$10,000
74	Toilet, Bath and Laundry Accessories		**$85,930**	$0	$85,930
75	Fire Protection Specialties		**$5,495**	$0	$5,495
76	Lockers		**$84,420**	$0	$84,420
80	Operable Wall		**$249,480**	$0	$249,480
	EQUIPMENT		**$868,410**	**$0**	**$868,410**
84	Kitchen Equipment (OFCI)		**$254,760**	$0	$254,760
87	Athletic Equipment		**$193,550**	$0	$193,550
89	Window Blinds and Shades		**$30,100**	$0	$30,100
90	Fixed Seating		**$390,000**	$0	$390,000
	MP&E SYSTEMS		**$5,290,979**	**$0**	**$5,290,979**
97	Fire Sprinkler Systems		**$201,483**	$0	$201,483
98	Plumbing Systems		**$1,035,572**	$0	$1,035,572
99	HVAC Systems		**$1,796,350**	$0	$1,796,350
100	BCS, Building Controls		**$351,988**	$0	$351,988
101	Test & Balance		**$36,413**	$0	$36,413
103	Electrical, LV, & Fire Alarm Systems		**$1,650,700**	$0	$1,650,700
106	Audio Enhancement, Low Voltage Systems		**$218,475**	$0	$218,475
	SPECIAL SYSTEMS		**$0**	**$0**	**$0**
	Subtotal (with Direct Costs)		**$20,610,786**	**$3,011,151**	**$17,599,636**
	CONTINGENCIES & ALLOWANCES		**$3,347,107**	**$488,999**	**$2,858,109**
8.0%	Design & Estimating Contingency		**$1,648,863**	$240,892	$1,407,971
5.3%	Market & Escalation Contingency		**$1,099,297**	$160,603	$938,694
2.5%	Construction Contingency		**$598,947**	$87,504	$511,444
	Subtotal (with Contingencies & Allowances)		**$23,957,893**	**$3,500,149**	**$20,457,744**
	GENERAL REQUIREMENTS		**SUB TOTAL**		
REQUIRED	General Conditions		**$1,383,315**		
REQUIRED	Warranty Service		**$104,456**		
	Subtotal (with General Requirements)		**$25,445,664**		
	INSURANCE, BONDS, AND BUILDERS RISK		**SUB TOTAL**		
REQUIRED	General Liability		**$274,884**		
REQUIRED	Subcontractor Default Insurance		**$248,683**		
REQUIRED	Payment and Performance Bond		**$184,172**		
REQUIRED	Builders Risk Insurance		**$87,707**		
	Subtotal (with GR's, Prof. Services, & Insurance)		**$26,241,110**		
RATE	**CONTRACTOR'S FEE**		**SUB TOTAL**		
4.50%	Construction Manager At Risk Fee		**$1,236,978**		
RATE	**STATE COMMERCE TAX**		**SUB TOTAL**		
0.15%	State Commerce Tax		**$10,316**		
	Subtotal (GR's, Prof Services, Insurance, Tax, & Fee)		**$27,488,405**	**$4,015,942**	**$23,472,463**

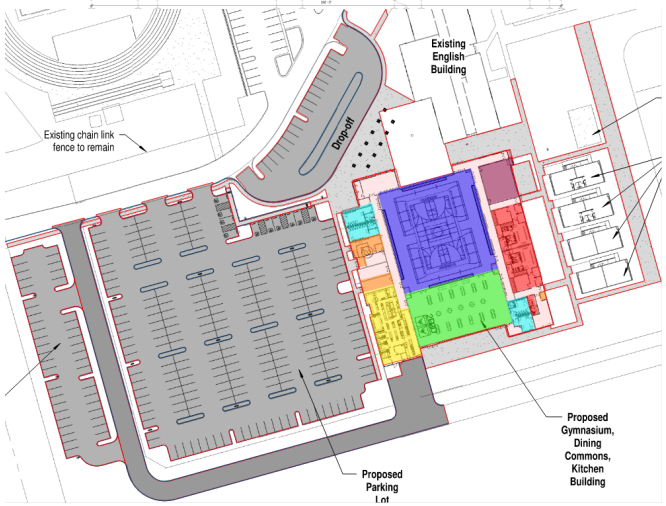
	Estimate Amount	Sitework	Building Addition
Estimate Total	**$27,488,405**	**$4,015,942**	**$23,472,463**

Building Program Options

The following building options for the Fernley High School Gymnasium, Dining Commons and Kitchen Project each represent a different level of Schematic Design. Each building layout is accompanied by a brief description of program spaces, total area of the building Gross Square Foot ("GSF") and provides the team with an estimated project cost.

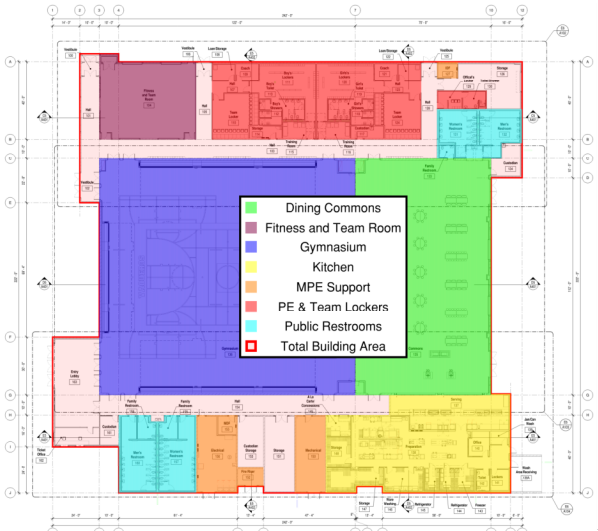
Option #1: 48,550 GSF

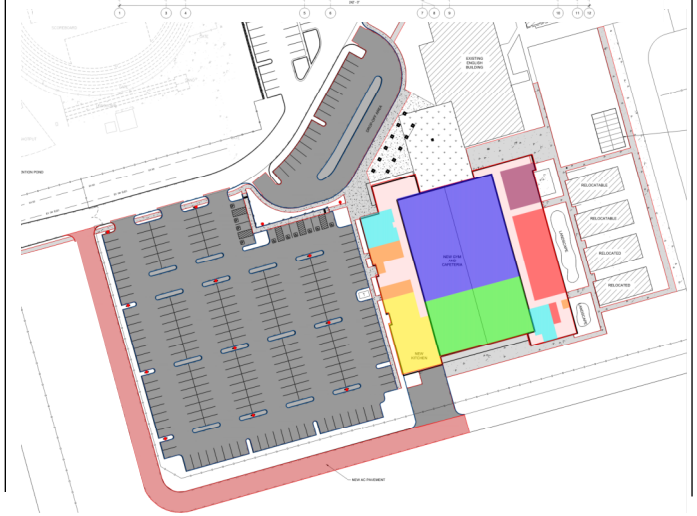
- **Building Cost = $23.2m**
- **Sitework Cost = $4.0m**
- **Total Construction Cost = $27.2m**



Option #2: 48,550 GSF with VE

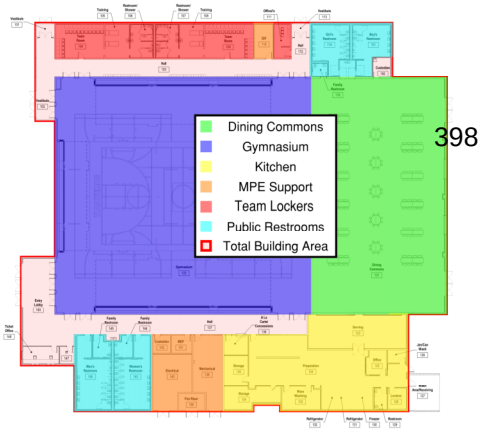
- **Building Cost = $21.7m**
- **Sitework Cost = $3.6m**
- **Total Construction Cost = $25.3m**

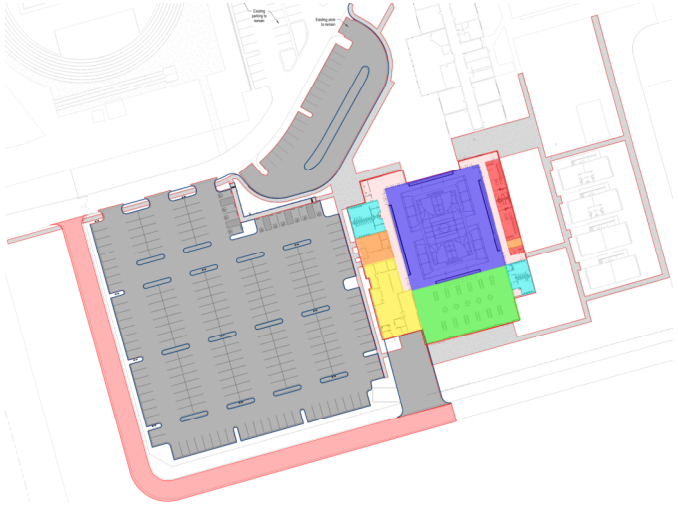


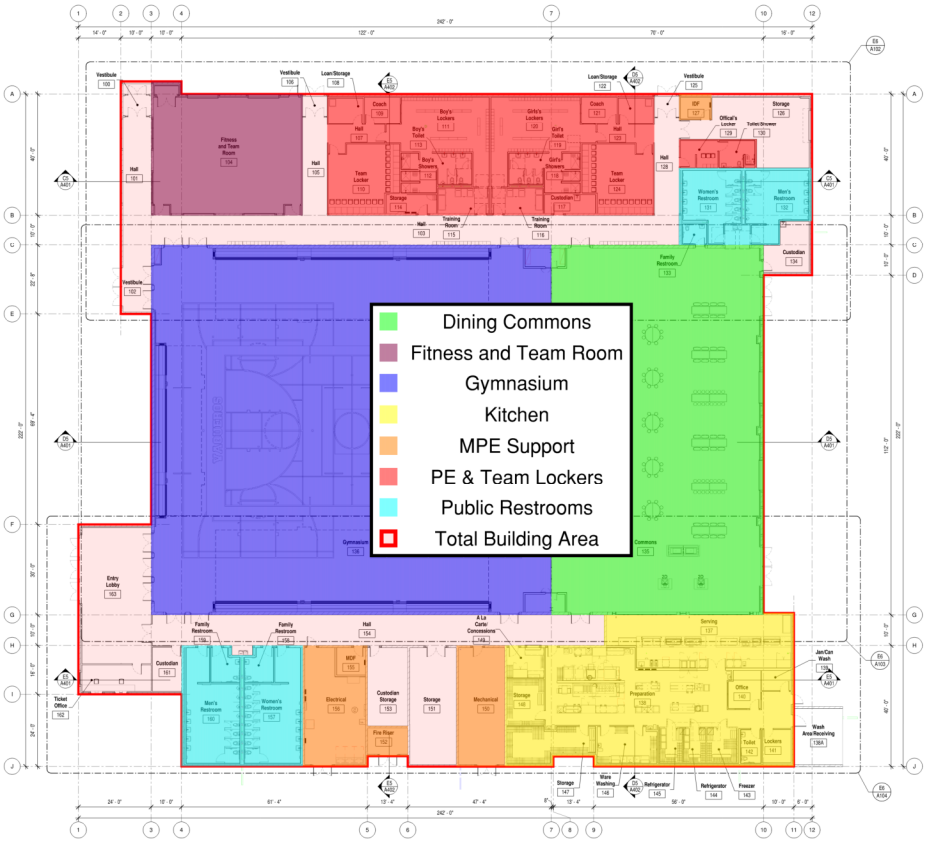


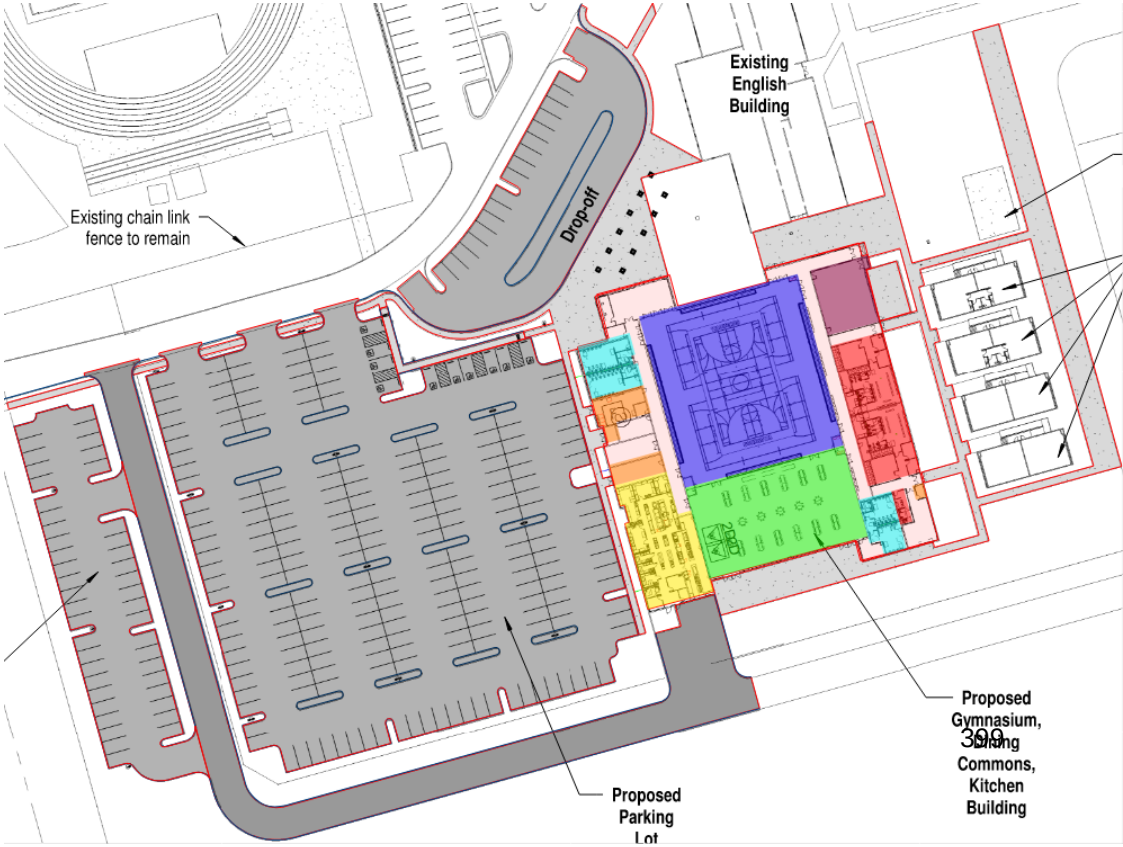
Option #3: 40,190 GSF

- **Building Cost = $18.9m**
- **Sitework Cost =$3.6m**
- **Total Construction Cost = $22.5m**







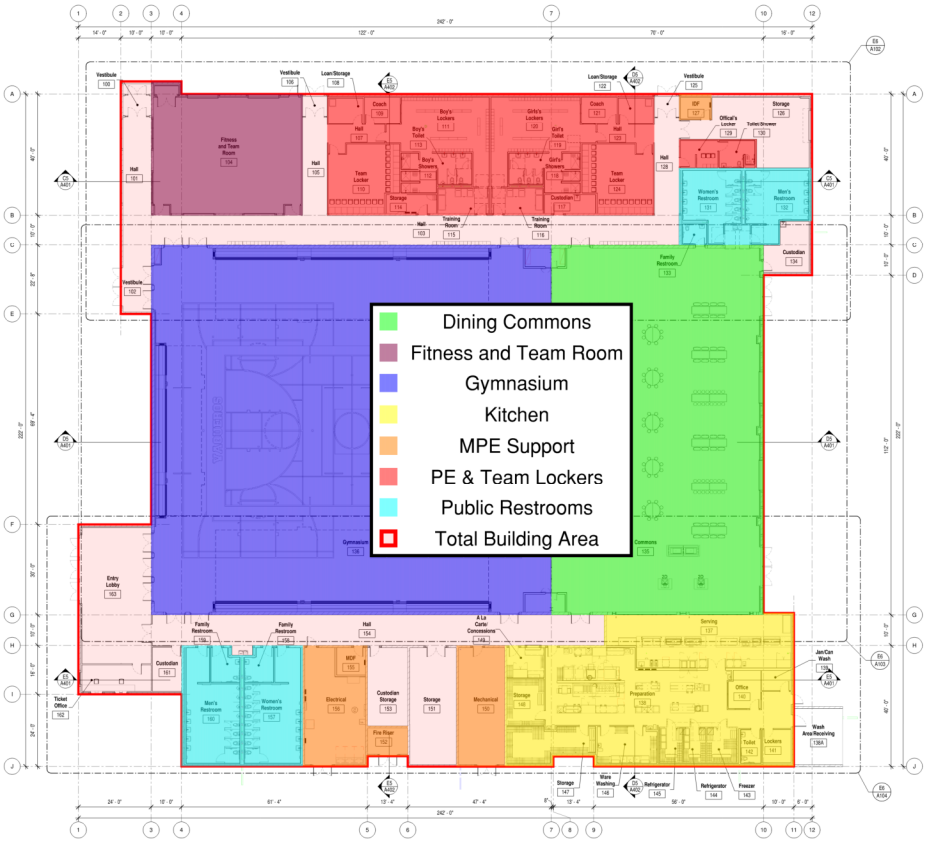


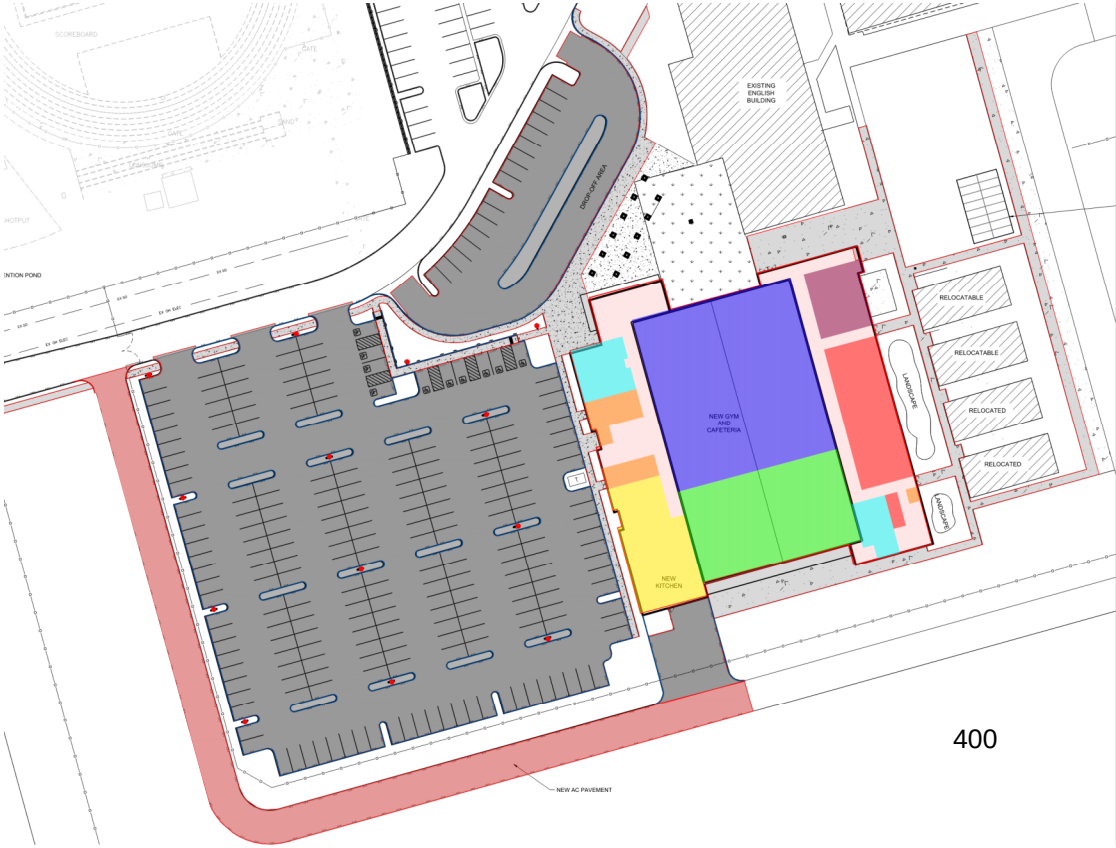
Option #1 Building: 48,550 GSF

The first option is the baseline for comparison. The Schematic Design documents dated 11/5/2021, contain the most complete design information to date, however this is not a complete, biddable set of Construction Documents at this time. CORE Construction has solicited assistance from the Subcontractor Market for current pricing, and we have escalated that price to about when the project bids are due for Construction.

Option #1 Site: 7.65 ACRE

As with the building, this first option is the baseline for comparison. The sitework portion includes Concrete Sidewalks and Plaza space at the Front entrance to the New Gymnasium Building. There are three (3) parking lot areas, the two main at the north with a drop-off in front of the Gym, and overflow parking lot to the south-west



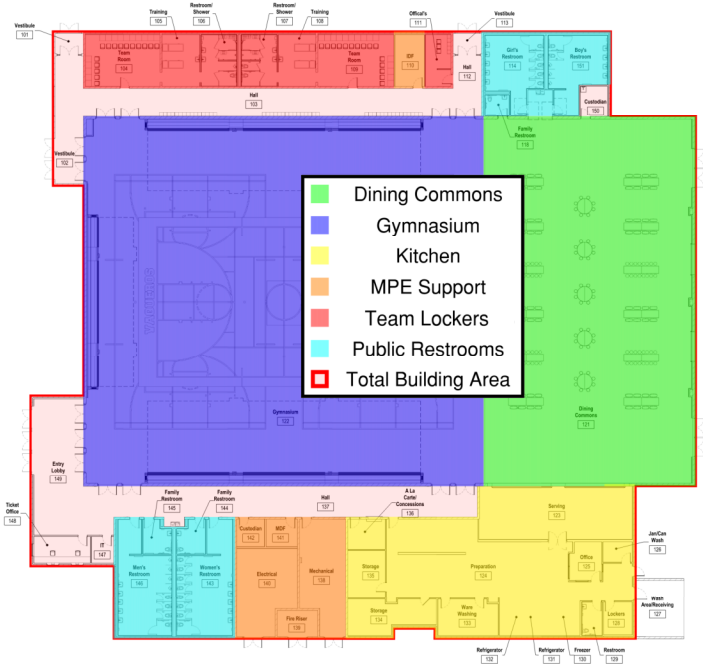


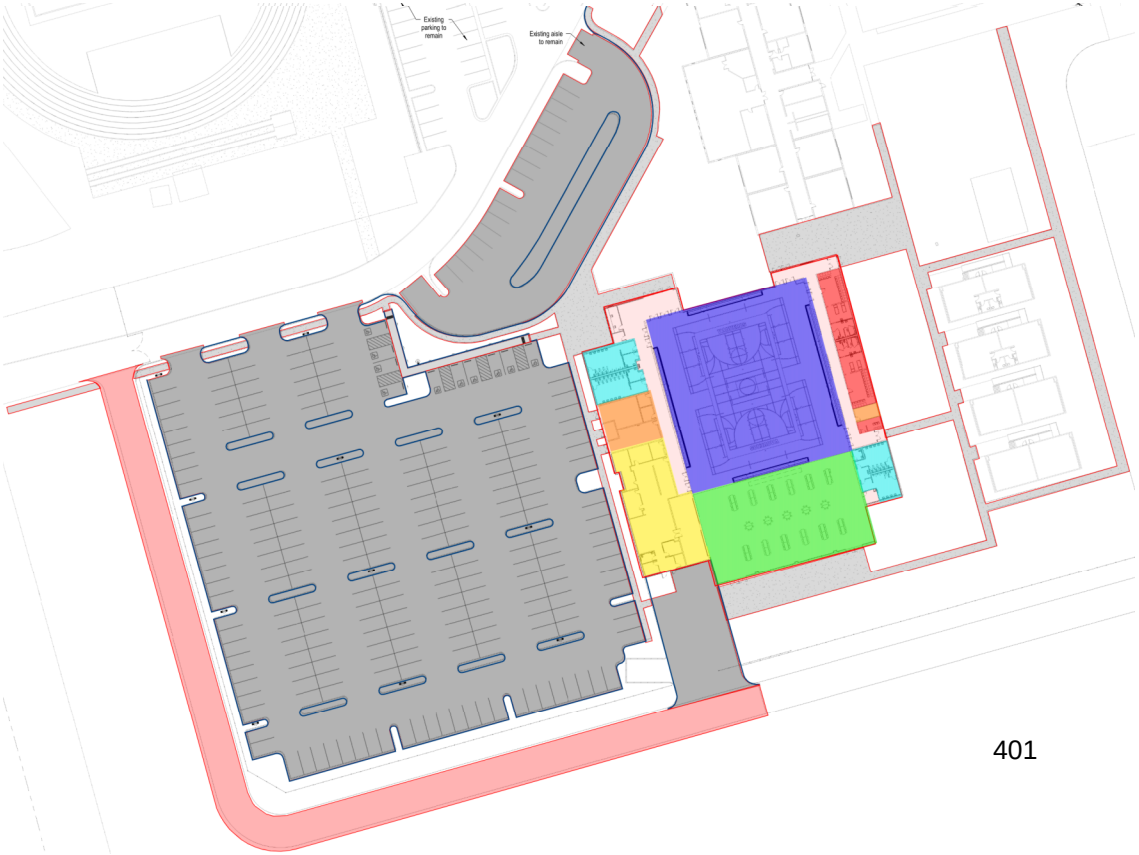
Option #2 Building: 48,550 GSF

The second option is a direct use of the Option #1 baseline GSF but includes VE/Cost Reduction Options. VE Options included are removal of the Operable Partition Wall, Reduction in Exterior Metal Panels, Including all Kitchen Finishes and amenities by others, and replacing the current structure with alternative design options.

Option #2 Site: 7.15 ACRE

As with the building, this second option provides some preliminary VE/Cost Reduction options to the original Schematic Design. The sitework portion includes Concrete Sidewalks and Plaza space at the Front entrance to the New Gymnasium Building, but there are only two (2) parking lot areas; the overflow parking lot is excluded, and the Bus Route is not paved, but Gravel/DG finished.



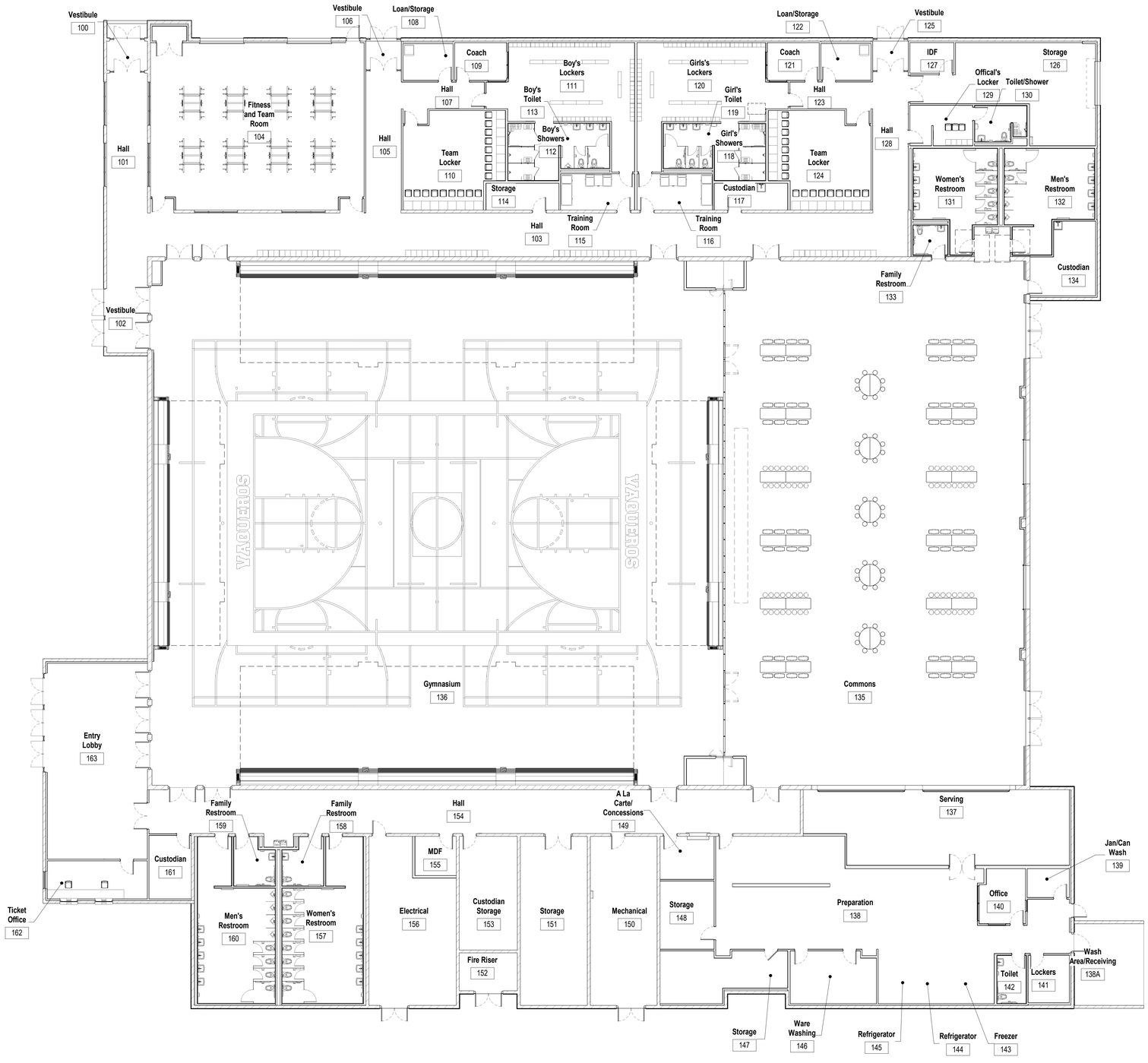


Option #3 Building: 40,190 GSF

The third option is conceptually different from the Schematic Design Documents by altering the program spaces to better fit within the School District's given budget. This option is less desired compared with Option #1, because it contains fewer program features within the project. The PE Locker Rooms and Lockers have been removed, and without the PE Program spaces the Fitness and Team room has also been removed. Storage and custodian rooms have been eliminated with this option, but this is a much more efficient use of space.

Option #3 Site: 7.15 ACRE

The third option is conceptually different from the Schematic Design Documents by reducing some of the site concrete and sidewalks. Where sidewalk and concrete paving were eliminated at the east side and adjacent to the new building, landscaping will take up the open areas. As with Option #2, there are only two (2) parking lot areas; the overflow parking lot is excluded, and the Bus Route is not paved, but Gravel/DG finished.



E6 Overall Alteration Floor Plan
3/32" = 1'-0"

North

Project Floor Plan Notes

1. Coordinate construction operations, schedule and sequencing with LCSD Project Manager and Fernley High School staff.
2. The Overall Floor Plan is for reference only. Refer to partial segment plans and detail drawings for additional information. Report and discrepancies found between the drawings and field conditions to the Architect prior to execution of the work.
3. The Contractor shall be responsible for setting the exact limits of demolition required in order to perform the work.
4. The Contractor shall maintain a clean environment during all construction operations and shall conduct a final cleaning of entire area of work at the conclusion of the project.
5. The Contractor shall protect surrounding existing areas from construction traffic, cutting and all construction activities.
6. The Contractor will be responsible for repairing any damage to the surrounding existing areas due to construction activities related to the project.
7. See Project Manual for additional information and requirements.
8. See Civil drawings and Specifications for any additional information and requirements.
9. See Structural drawings and Specifications for any additional information and requirements.
10. See Mechanical drawings and Specifications for any additional information and requirements.
11. See Plumbing drawings and Specifications for any additional information and requirements.
12. See Electrical drawings and Specifications for any additional information and requirements.

Paul Cavin Architect LLC

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paul@paulcavindesign.com

professional seal 402

PRELIMINARY
NOT FOR CONSTRUCTION

consultant

project

Lyon County School District
FHS Gymnasium, Dining Commons, and Kitchen (PWP-LY-2021-338)

Lyon County School District
25 East Goldfield Avenue
Yerington, Nevada 89447

revisions

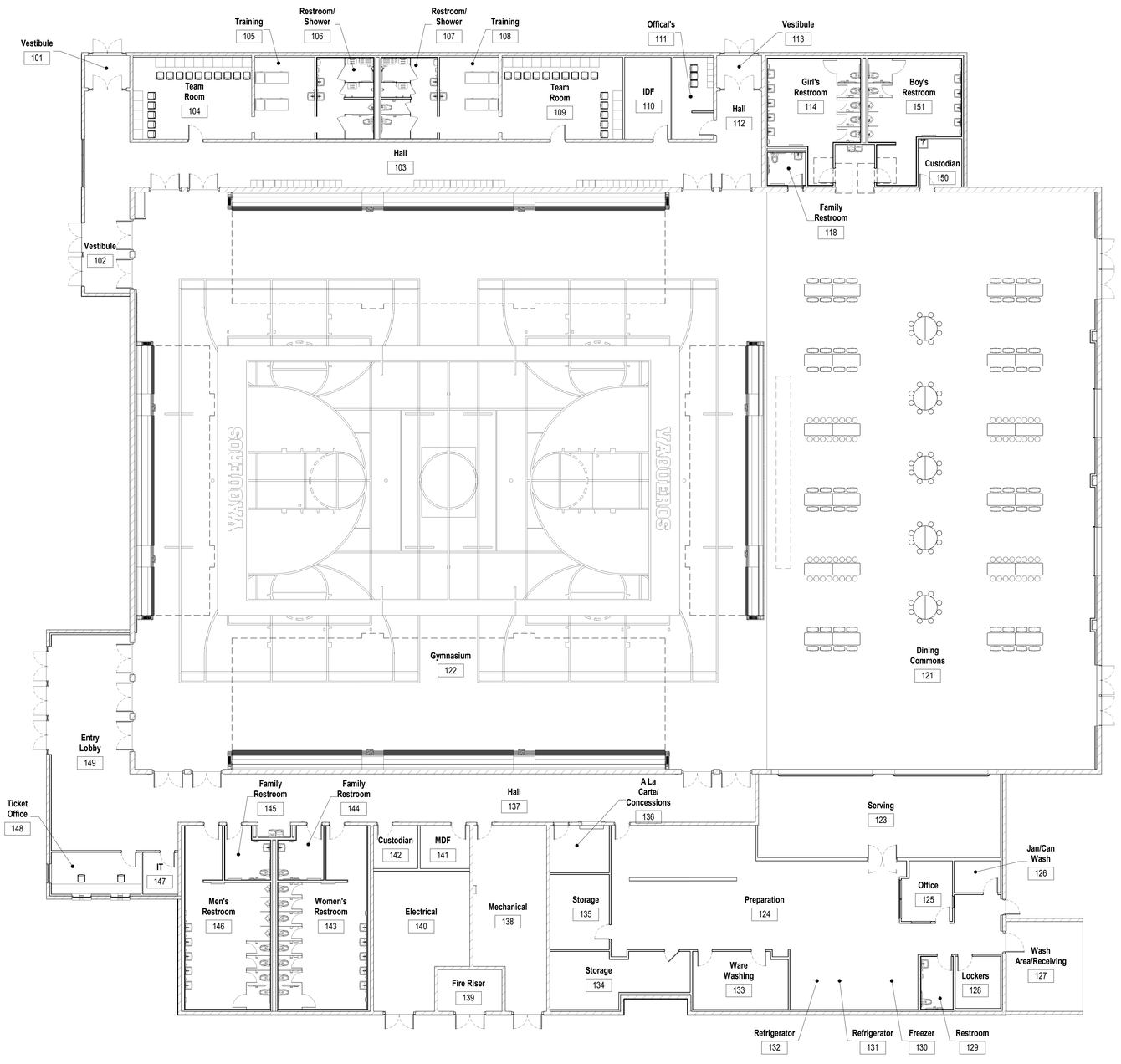
No.	Description	Date

drawn by	JAP/RBR
reviewed by	PAC
date	11/05/2021
project number	21017
drawing name	

Overall Floor Plan

sheet number

A101



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professional seal 403

PRELIMINARY
NOT FOR CONSTRUCTION

consultant

project

Lyon County School District
FHS Gymnasium, Dining Commons, and Kitchen (PWP-LY-2021-338)

Lyon County School District
25 East Goldfield Avenue
Yerington, Nevada 89447

revisions

No.	Description	Date

drawn by	JAP/RBR
reviewed by	PAC
date	11/05/2021
project number	21017
drawing name	

Overall Floor Plan

sheet number

A101

Lyon County School District
Board Memo

Date: December 21, 2021

To: Board of School Trustees

From: Wayne Workman, Superintendent

Re: Annual Self Evaluation of the Board of Trustees

Requested by:
President Holly Villines

Recommendation
At the discretion of the Board of Trustees.

Background Information
The Board of Trustees has decided to do a self-evaluation in order to ensure they are meeting the needs of those who elected them to their position and the public in general. Each Trustee will provide input on the evaluation before the meeting and during the meeting.

Budget Considerations
N/A

Attachments:
Board Self-Evaluation and summary

Respectfully Submitted,
Wayne Workman, Superintendent

PART III
SCHOOL BOARD EVALUATION
FINAL PERFORMANCE SUMMARY SHEET

Board President's Name: Holly Villines Date: 12/21/21

Evaluators (list all board members):

Holly Villines, President
Phil Cowee Clerk
Neal McIntyre Trustee
Barbara Jones, Trustee
Bridget Peterson, Trustee
Sherry Parsons, Trustee

This summary sheet can be used to indicate the collective rating of the school board's performance using the HEDI scale.

Summary Rating Instructions:

The board president or designee will tally each board member's ratings for the five standards and goals and record the totals in the corresponding boxes.

PART I - Standards:	HE	E	D	I
1. Vision, Leadership & Accountability	X 4	1	1	
2. Board Governance & Policy	2	X 4		
3. Communication & Community Relations	1	X 5		
4. Fiscal Resources, Staff Recruitment & Environment	X 4	2		
5. Ethical Leadership TIE	X 3	X 3		

PART II - Goals:	HE	E	D	I
Short Term Goal # 1 Trustees will seek to improve communication during board reports.	1	X 5		
Short Term Goal # 2 Development of a board mentoring program. TIE		X 3	X 3	
Long Term Goal # 1 Fulfill mandated training requirements per NRS. TIE	X 3	X 3		
Long Term Goal # 2 Analyze and address overcrowding in our schools.	2	X 3	1	
Long Term Goal # 3 Graduate all LCSD students to be college, career and life successful.	1	X 3	2	
Long Term Goal # 4 Provide all LCSD students a positive learning experience, meeting the Student Bill of Rights and highest factors influencing student achievement.	1	X 4	1	

PERFORMANCE STANDARDS AND RATING SCALES

The five (5) standards of the board of education:

1. **Vision, Leadership & Accountability** – The board of education commits to a vision of high student achievement and effective instruction, specifies clear goals to realize that vision, demands accountability for results, and supports continuous improvement of the district.
2. **Board Governance & Policy** – The board of education works effectively as a team and collaborates with the superintendent, exhibits a shared understanding of board and superintendent roles, maintains a set of board operating procedures, and leads/governs the district through policy.
3. **Communication & Community Relations** – The board of education effectively communicates with the superintendent and the local community, represents community interests and values, and ensures district information and decisions are communicated to the community.
4. **Fiscal Resources, Staff Recruitment & Environment** – The board of education oversees the fiscal conditions of the district, aligns resources to meet district goals, ensures appropriate policies for staff recruitment and retention, supports districtwide learning and promotes conditions for health and safety.
5. **Ethical Leadership** – The board of education promotes the success of ALL students and staff, and conducts district business in a fair, respectful and responsible manner.

Performance ratings will use the HEDI scale.

Rating Scale – Highly Effective, Effective, Developing, Ineffective (HEDI)			
Highly Effective	**Effective**	**Developing**	**Ineffective**
Performance exceeds the criteria	**Performance meets the criteria**	**Performance is inconsistent and partially meets the criteria**	**Performance does not meet the criteria and requires significant improvement**
Noteworthy evidence and observation demonstrates the board's exemplary performance. The board has exceeded the criteria and has consistently had a positive impact on board operations and relations with the superintendent, staff and community. The board should cite specific data or evidence that supports this rating.	Noteworthy evidence and observation demonstrates the board's effective performance. The board has satisfactorily met the criteria and has shown an improvement in board operations and relations with the superintendent, staff and community. The board should cite specific data or evidence that supports this rating.	Noteworthy evidence and observation demonstrates that the board's performance has made moderate gains – or maintained the status quo – in board operations and relations with the superintendent, staff and community. The board should cite specific data or evidence that supports this rating.	Noteworthy evidence and observation demonstrates the board has not met the performance criteria and has had a negative impact on board operations and/or relations with the superintendent, staff and community. The board should cite specific data or evidence that supports this rating.

STANDARD 1: VISION, LEADERSHIP & ACCOUNTABILITY

The board of education commits to a vision of high student achievement and effective instruction, specifies clear goals to realize that vision, demands accountability for results, and supports continuous improvement of the district.

Professional Practice	Highly Effective	Effective	Developing	Ineffective
	Continually exceeds the criteria	Consistently meets the criteria	Partially meets the criteria	Does not meet the criteria
A. The board develops a shared vision and mission that reflects student achievement and community priorities, and communicates it to the community.	✔			
B. The board develops annual district goals in alignment with the district vision and mission and adopts an action plan developed by the superintendent to meet the annual goals. Goals are communicated to the community.	✔			
C. The board regularly monitors progress on district goals, effective instruction and student achievement with data-based information.	✔			
D. The board annually evaluates the job performance of the superintendent and monitors the progress made on annual superintendent objectives.	✔			
E. The board conducts a self-evaluation to monitor its own performance and participates in professional development, including state mandated training in the first and third years of term per NRS386.	✔			
Rating				

Possible Data Sources:

- ☐ Written and visible vision statement
- ☐ Established district goals
- ☐ Board agendas
- ☐ Board presentations
- ☐ Board retreats
- ☐ Communication materials, website, newsletters
- ☐ Annual evaluation of the superintendent report
- ☐ Board self-evaluation report
- ☐ Attendance records at state-mandated training

Additional Sources:

☐ _____
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Rating for this standard

HE	E	D	I
✔			

Comments: (Identify strengths or recommendations for improvement)

Other than the attempt to give the students a voice in Covid testing, I believe we have done well as a board. And even that was done with the best of intentions and though we recinded the change, it still was a good decision regardless of WCSD's issues.

STANDARD 2: BOARD GOVERNANCE & POLICY

The board of education works effectively as a team and collaborates with the superintendent, exhibits a shared understanding of board and superintendent roles, maintains a set of board operating procedures, and leads/governs the district through policy.

Professional Practice	Highly Effective	Effective	Developing	Ineffective
	Continually exceeds the criteria	Consistently meets the criteria	Partially meets the criteria	Does not meet the criteria
A. The board and superintendent participate in workshops/trainings to build team relationships, review roles, responsibilities, and board operations and orient new board members.		✔		
B. The board has a procedure in place for reviewing established policies on a regular basis and developing new ones.	✔			
C. The board closely adheres to its own procedures, protocols and policies for effective board operations.	✔			
D. The board clearly understands its governance role and responsibilities, adheres to open meetings laws, and delegates district operation responsibilities to the superintendent.	✔			
E. Board members publically support the decision of the majority and speak with a unified voice.		✔		
Rating				

Possible Data Sources:

- ☐ Date and agenda of workshops/trainings
- ☐ Policy review and updates
- ☐ Board policies
- ☐ Board member handbook and/or new board orientation materials
- ☐ Attendance records at state-mandated training

Additional Sources:

☐ _____
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☐ _____

Rating for this standard

HE	E	D	I
✔			

Comments: (Identify strengths or recommendations for improvement)

I feel that for the most part, this board exceeds all of the above. On rare occasion there is a little discontent among the board, but once things are more clearly presented, we are always able to resolve any issues.

Also on occasion not all the board members fully participate in the workshop/trainings, I feel there is vital information that is sometimes missed (due to lack of fully attending that would be very beneficial to each trustee.

STANDARD 3: COMMUNICATION & COMMUNITY RELATIONS

The board of education effectively communicates with the superintendent and the local community, represents community interests and values, and ensures district information and decisions are communicated to the community.

Professional Practice	Highly Effective	Effective	Developing	Ineffective
	Continually exceeds the criteria	Consistently meets the criteria	Partially meets the criteria	Does not meet the criteria
A. The board develops a collaborative relationship with the superintendent, keeping cooperation and respectful discussions at the core of its deliberation.	✔			
B. The board establishes effective communication with parents, students, staff and community members while respecting the chain of command and lines of responsibility.	✔			
C. The board works with the superintendent to gain input from the community using forums, survey instruments and other vehicles following agreed-upon procedures.	✔			
D. The board actively generates support for the district through its vision and promoting educational opportunities for all students.	✔			
E. The board is an advocate for the district's interests with legislators and other elected public officials.	✔			
Rating				

Possible Data Sources:

- ☐ Communication policies or procedures
- ☐ Schedules of or invitations to community forums
- ☐ Reports or presentations on programs that demonstrate community partnerships
- ☐ Legislative meetings, letters, or advocacy efforts
- ☐ Newsletters and website
- ☐ Survey results

Additional Sources:

☐ _____
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☐ _____

Rating for this standard

HE	E	D	I
✔			

Comments: (Identify strengths or recommendations for improvement)

409

STANDARD 4: FISCAL RESOURCES, STAFF RECRUITMENT & ENVIRONMENT

The board of education oversees the fiscal conditions of the district, aligns resources to meet district goals, ensures appropriate policies for staff recruitment and retention, supports districtwide learning and promotes conditions for health and safety.

Professional Practice	Highly Effective	Effective	Developing	Ineffective
	Continually exceeds the criteria	**Consistently meets the criteria**	**Partially meets the criteria**	**Does not meet the criteria**
A. The board adopts an annual budget that adheres to the provisions of the law and allocates resources based on the district's vision, goals, and priorities for student learning.	✔			
B. The board keeps the community informed about the financial needs of the district, seeks cost savings and operational efficiencies and invites community input.	✔			
C. The board monitors a facilities plan that meets district student and staff health and safety regulations and guidelines.	✔			
D. The board ensures that the audit committee functions in accordance with State regulatory requirements, reviews internal and external audit findings and responds accordingly.	✔			
E. The board supports the recruitment of highly effective teachers, administrators and staff and provides professional development and support to meet requirements.	✔			
Rating				

Possible Data Sources:

- ☐ Policy on budget adoption
- ☐ Communication materials, website, newsletters
- ☐ Facilities plan and schedule for updates
- ☐ Internal audit report
- ☐ External audit report
- ☐ Risk assessment report
- ☐ Policy on recruitment and hiring criteria
- ☐ Professional development plans

Additional Sources:

☐ _____
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Rating for this standard

HE	E	D	I
✔			

Comments: (Identify strengths or recommendations for improvement)

STANDARD 5: ETHICAL LEADERSHIP

The board of education promotes the success of ALL students and staff, and conducts district business in a fair, respectful and responsible manner.

Professional Practice	Highly Effective	Effective	Developing	Ineffective
	Continually exceeds the criteria	Consistently meets the criteria	Partially meets the criteria	Does not meet the criteria
A. Board members actively promote the belief in the success of all students in the district.	✔			
B. Board members act as conscientious role models, and exhibit professionalism.		✔		
C. Board members exercise their authority only as a board of the whole and recognize that no individual board member has authority to take individual action on behalf of the board.	✔			
D. Board members avoid conflicts of interest and appropriately disclose if one arises.	✔			
E. The board has adopted and annually reaffirms its code of conduct.	✔			
Rating				

Possible Data Sources:

☐ Articulation or publication of plans and programs for students' success

☐ Board members' code of conduct

Additional Sources:

☐ _____

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Rating for this standard

HE	E	D	I
✔			

Comments: (Identify strengths or recommendations for improvement)

Generally speaking the board does a great job of being professional, on occasion I feel that there are things said that do not represent professionalism. Generally this happens when someone is not entirely understanding of the topic or reason why things are done in a specific manner.

ANNUAL SCHOOL BOARD GOALS

Annual goals and evidence of progress need to be identified before completing this sheet.

ANNUAL SCHOOL BOARD GOALS	EVIDENCE OF PROGRESS OR COMPLETION (Evidence/Data Sources)	Highly Effective	Effective	Developing	Ineffective
		Exceeded GOALS	Met GOALS	Partially Met GOALS	Did Not Meet GOALS
Short Term #1. Each board member will seek to improve communication during board member reports. This could include reporting back about committee assignments, training opportunities, or important information related to the work of a school board trustee.			✔		
Short Term #2. Development of a board mentoring program.			✔		
Long Term #1. Fulfill mandated training requirements per NRS.			✔		

ANNUAL SCHOOL BOARD GOALS

Annual goals and evidence of progress need to be identified before completing this sheet.

ANNUAL SCHOOL BOARD GOALS	EVIDENCE OF PROGRESS OR COMPLETION (Evidence/Data Sources)	Highly Effective	Effective	Developing	Ineffective
		Exceeded GOAL	Met GOAL	Partially Met GOAL	Didn't Meet GOAL
Long Term #2. Analyze and address crowding in our schools.			✔		
Long Term #3. Graduate all LCSD students to be college, career and life successful.				✔	
Long Term #4. Provide all LCSD students a positive learning experience that meets the Student Bill of Rights and highest factors influencing student achievement.			✔		

PERFORMANCE STANDARDS AND RATING SCALES

The five (5) standards of the board of education:

1. **Vision, Leadership & Accountability** – The board of education commits to a vision of high student achievement and effective instruction, specifies clear goals to realize that vision, demands accountability for results, and supports continuous improvement of the district.
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3. **Communication & Community Relations** – The board of education effectively communicates with the superintendent and the local community, represents community interests and values, and ensures district information and decisions are communicated to the community.
4. **Fiscal Resources, Staff Recruitment & Environment** – The board of education oversees the fiscal conditions of the district, aligns resources to meet district goals, ensures appropriate policies for staff recruitment and retention, supports districtwide learning and promotes conditions for health and safety.
5. **Ethical Leadership** – The board of education promotes the success of ALL students and staff, and conducts district business in a fair, respectful and responsible manner.

Performance ratings will use the HEDI scale.

Rating Scale – Highly Effective, Effective, Developing, Ineffective (HEDI)			
Highly Effective	**Effective**	**Developing**	**Ineffective**
Performance exceeds the criteria	**Performance meets the criteria**	**Performance is inconsistent and partially meets the criteria**	**Performance does not meet the criteria and requires significant improvement**
Noteworthy evidence and observation demonstrates the board's exemplary performance. The board has exceeded the criteria and has consistently had a positive impact on board operations and relations with the superintendent, staff and community. The board should cite specific data or evidence that supports this rating.	Noteworthy evidence and observation demonstrates the board's effective performance. The board has satisfactorily met the criteria and has shown an improvement in board operations and relations with the superintendent, staff and community. The board should cite specific data or evidence that supports this rating.	Noteworthy evidence and observation demonstrates that the board's performance has made moderate gains – or maintained the status quo – in board operations and relations with the superintendent, staff and community. The board should cite specific data or evidence that supports this rating.	Noteworthy evidence and observation demonstrates the board has not met the performance criteria and has had a negative impact on board operations and/or relations with the superintendent, staff and community. The board should cite specific data or evidence that supports this rating.

STANDARD 1: VISION, LEADERSHIP & ACCOUNTABILITY

The board of education commits to a vision of high student achievement and effective instruction, specifies clear goals to realize that vision, demands accountability for results, and supports continuous improvement of the district.

Professional Practice	Highly Effective	Effective	Developing	Ineffective
	Continually exceeds the criteria	Consistently meets the criteria	Partially meets the criteria	Does not meet the criteria
A. The board develops a shared vision and mission that reflects student achievement and community priorities, and communicates it to the community.	✓			
B. The board develops annual district goals in alignment with the district vision and mission and adopts an action plan developed by the superintendent to meet the annual goals. Goals are communicated to the community.	✓			
C. The board regularly monitors progress on district goals, effective instruction and student achievement with data-based information.	✓			
D. The board annually evaluates the job performance of the superintendent and monitors the progress made on annual superintendent objectives.	✓			
E. The board conducts a self-evaluation to monitor its own performance and participates in professional development, including state mandated training in the first and third years of term per NRS386.	✓			
Rating				

Possible Data Sources:

- ☐ Written and visible vision statement
- ☐ Established district goals
- ☐ Board agendas
- ☐ Board presentations
- ☐ Board retreats
- ☐ Communication materials, website, newsletters
- ☐ Annual evaluation of the superintendent report
- ☐ Board self-evaluation report
- ☐ Attendance records at state-mandated training

Additional Sources:

☐ _____
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☐ _____

Rating for this standard

HE ☐ E ☐ D ☐ I ☐

Comments: (Identify strengths or recommendations for improvement)

STANDARD 2: BOARD GOVERNANCE & POLICY

The board of education works effectively as a team and collaborates with the superintendent, exhibits a shared understanding of board and superintendent roles, maintains a set of board operating procedures, and leads/governs the district through policy.

Professional Practice	Highly Effective	Effective	Developing	Ineffective
	Continually exceeds the criteria	Consistently meets the criteria	Partially meets the criteria	Does not meet the criteria
A. The board and superintendent participate in workshops/trainings to build team relationships, review roles, responsibilities, and board operations and orient new board members.	✓			
B. The board has a procedure in place for reviewing established policies on a regular basis and developing new ones.		✓		
C. The board closely adheres to its own procedures, protocols and policies for effective board operations.	✓			
D. The board clearly understands its governance role and responsibilities, adheres to open meetings laws, and delegates district operation responsibilities to the superintendent.	✓			
E. Board members publically support the decision of the majority and speak with a unified voice.		✓		
Rating				

Possible Data Sources:

- ☐ Date and agenda of workshops/trainings
- ☐ Policy review and updates
- ☐ Board policies
- ☐ Board member handbook and/or new board orientation materials
- ☐ Attendance records at state-mandated training

Additional Sources:

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☐ _____
☐ _____
☐ _____

Rating for this standard

HE	E	D	I
☐	☐	☐	☐

Comments: (Identify strengths or recommendations for improvement)

STANDARD 3: COMMUNICATION & COMMUNITY RELATIONS

The board of education effectively communicates with the superintendent and the local community, represents community interests and values, and ensures district information and decisions are communicated to the community.

Professional Practice	Highly Effective	Effective	Developing	Ineffective
	Continually exceeds the criteria	Consistently meets the criteria	Partially meets the criteria	Does not meet the criteria
A. The board develops a collaborative relationship with the superintendent, keeping cooperation and respectful discussions at the core of its deliberation.	✔			
B. The board establishes effective communication with parents, students, staff and community members while respecting the chain of command and lines of responsibility.		✔		
C. The board works with the superintendent to gain input from the community using forums, survey instruments and other vehicles following agreed-upon procedures.		✔		
D. The board actively generates support for the district through its vision and promoting educational opportunities for all students.	✔			
E. The board is an advocate for the district's interests with legislators and other elected public officials.			✔	
Rating				

Possible Data Sources:

- ☐ Communication policies or procedures
- ☐ Schedules of or invitations to community forums
- ☐ Reports or presentations on programs that demonstrate community partnerships
- ☐ Legislative meetings, letters, or advocacy efforts
- ☐ Newsletters and website
- ☐ Survey results

Additional Sources:

☐ _____
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☐ _____
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☐ _____

Rating for this standard

HE	E	D	I
☐	☐	☐	☐

Comments: (Identify strengths or recommendations for improvement)

STANDARD 4: FISCAL RESOURCES, STAFF RECRUITMENT & ENVIRONMENT

The board of education oversees the fiscal conditions of the district, aligns resources to meet district goals, ensures appropriate policies for staff recruitment and retention, supports districtwide learning and promotes conditions for health and safety.

Professional Practice	Highly Effective	Effective	Developing	Ineffective
	Continually exceeds the criteria	Consistently meets the criteria	Partially meets the criteria	Does not meet the criteria
A. The board adopts an annual budget that adheres to the provisions of the law and allocates resources based on the district's vision, goals, and priorities for student learning.	✔			
B. The board keeps the community informed about the financial needs of the district, seeks cost savings and operational efficiencies and invites community input.		✔		
C. The board monitors a facilities plan that meets district student and staff health and safety regulations and guidelines.	✔			
D. The board ensures that the audit committee functions in accordance with State regulatory requirements, reviews internal and external audit findings and responds accordingly.		✔		
E. The board supports the recruitment of highly effective teachers, administrators and staff and provides professional development and support to meet requirements.	✔			
Rating				

Possible Data Sources:

- ☐ Policy on budget adoption
- ☐ Communication materials, website, newsletters
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- ☐ Risk assessment report
- ☐ Policy on recruitment and hiring criteria
- ☐ Professional development plans

Additional Sources:

☐ _____
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☐ _____
☐ _____
☐ _____
☐ _____

Rating for this standard

HE	E	D	I
☐	☐	☐	☐

Comments: (Identify strengths or recommendations for improvement)

STANDARD 5: ETHICAL LEADERSHIP

The board of education promotes the success of ALL students and staff, and conducts district business in a fair, respectful and responsible manner.

Professional Practice	Highly Effective	Effective	Developing	Ineffective
	Continually exceeds the criteria	Consistently meets the criteria	Partially meets the criteria	Does not meet the criteria
A. Board members actively promote the belief in the success of all students in the district.	✔			
B. Board members act as conscientious role models, and exhibit professionalism.		✔		
C. Board members exercise their authority only as a board of the whole and recognize that no individual board member has authority to take individual action on behalf of the board.	✔			
D. Board members avoid conflicts of interest and appropriately disclose if one arises.	✔			
E. The board has adopted and annually reaffirms its code of conduct.	✔			
Rating				

Possible Data Sources:

☐ Articulation or publication of plans and programs for students' success

☐ Board members' code of conduct

Additional Sources:

☐ _____

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☐ _____

Rating for this standard

HE ☐ E ☐ D ☐ I ☐

Comments: (Identify strengths or recommendations for improvement)

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ANNUAL SCHOOL BOARD GOALS	EVIDENCE OF PROGRESS OR COMPLETION (Evidence/Data Sources)	Highly Effective	Effective	Developing	Ineffective
		Exceeded GOALS	Met GOALS	Partially Met GOALS	Did Not Meet GOALS
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Short Term #2. Development of a board mentoring program.				✔	
Long Term #1. Fulfill mandated training requirements per NRS.			✔		

ANNUAL SCHOOL BOARD GOALS

Annual goals and evidence of progress need to be identified before completing this sheet.

ANNUAL SCHOOL BOARD GOALS	EVIDENCE OF PROGRESS OR COMPLETION (Evidence/Data Sources)	Highly Effective	Effective	Developing	Ineffective
		Exceeded GOAL	Met GOAL	Partially Met GOAL	Didn't Meet GOAL
Long Term #2. Analyze and address crowding in our schools.		✔			
Long Term #3. Graduate all LCSD students to be college, career and life successful.			✔		
Long Term #4. Provide all LCSD students a positive learning experience that meets the Student Bill of Rights and highest factors influencing student achievement.			✔		

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STANDARD 1: VISION, LEADERSHIP & ACCOUNTABILITY

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Professional Practice	Highly Effective	Effective	Developing	Ineffective
	Continually exceeds the criteria	Consistently meets the criteria	Partially meets the criteria	Does not meet the criteria
A. The board develops a shared vision and mission that reflects student achievement and community priorities, and communicates it to the community.	X			
B. The board develops annual district goals in alignment with the district vision and mission and adopts an action plan developed by the superintendent to meet the annual goals. Goals are communicated to the community.	X			
C. The board regularly monitors progress on district goals, effective instruction and student achievement with data-based information.	X			
D. The board annually evaluates the job performance of the superintendent and monitors the progress made on annual superintendent objectives.	X			
E. The board conducts a self-evaluation to monitor its own performance and participates in professional development, including state mandated training in the first and third years of term per NRS386.	X			

Possible Data Sources:

- ☐ Written and visible vision statement
- ☐ Established district goals
- ☐ Board agendas
- ☐ Board presentations
- ☐ Board retreats
- ☐ Communication materials, website, newsletters
- ☐ Annual evaluation of the superintendent report
- ☐ Board self-evaluation report
- ☐ Attendance records at state-mandated training

Additional Sources:

☐ 423

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☐ _____

Rating for this standard

HE ☐ E ☐ D ☐ I ☐

Rating

Comments: (Identify strengths or recommendations for improvement)

OUR BOARD IS STUDENT-FOCUSED AND CONTINUALLY MONITORS PROGRESS.

STANDARD 2: BOARD GOVERNANCE & POLICY

The board of education works effectively as a team and collaborates with the superintendent, exhibits a shared understanding of board and superintendent roles, maintains a set of board operating procedures, and leads/governs the district through policy.

Professional Practice	Highly Effective	Effective	Developing	Ineffective
	Continually exceeds the criteria	Consistently meets the criteria	Partially meets the criteria	Does not meet the criteria
A. The board and superintendent participate in workshops/trainings to build team relationships, review roles, responsibilities, and board operations and orient new board members.		X		
B. The board has a procedure in place for reviewing established policies on a regular basis and developing new ones.	X			
C. The board closely adheres to its own procedures, protocols and policies for effective board operations.		X		
D. The board clearly understands its governance role and responsibilities, adheres to open meetings laws, and delegates district operation responsibilities to the superintendent.		X		
E. Board members publically support the decision of the majority and speak with a unified voice.		X		

Possible Data Sources:

- ☐ Date and agenda of workshops/trainings
- ☐ Policy review and updates
- ☐ Board policies
- ☐ Board member handbook and/or new board orientation materials
- ☐ Attendance records at state-mandated training

Additional Sources:

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Rating for this standard

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Rating

Comments: (Identify strengths or recommendations for improvement)

MOST OF OUR MEMBERS ARE COMMITTED TO COMPLETING TRAININGS & UNDERSTANDING OUR GOVERNANCE ROLE.

STANDARD 3: COMMUNICATION & COMMUNITY RELATIONS

The board of education effectively communicates with the superintendent and the local community, represents community interests and values, and ensures district information and decisions are communicated to the community.

Professional Practice	Highly Effective	Effective	Developing	Ineffective
	Continually exceeds the criteria	Consistently meets the criteria	Partially meets the criteria	Does not meet the criteria
A. The board develops a collaborative relationship with the superintendent, keeping cooperation and respectful discussions at the core of its deliberation.		X		
B. The board estoblishes effective communication with parents, students, staff and community members while respecting the chain of command and lines of responsibility.		X		
C. The board works with the superintendent to gain input from the community using forums, survey instruments and other vehicles following agreed-upon procedures.		X		
D. The board actively generates support for the district through its vision and promoting educational opportunities for all students.		X		
E. The board is an advocate for the district's interests with legislators and other elected public officials.	X			

Possible Data Sources:

- ☐ Communication policies or procedures
- ☐ Schedules of or invitations to community forums
- ☐ Reports or presentations on programs that demonstrate community partnerships
- ☐ Legislative meetings, letters, or advocacy efforts
- ☐ Newsletters and website
- ☐ Survey results

Additional Sources:

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Rating for this standard

HE ☐ E ☐ D ☐ I ☐

Rating

Comments: (Identify strengths or recommendations for improvement)

OUR NASB COMMITTEE MEMBERS DO A WONDERFUL JOB ADVOCATING WITH LEGISLATORS & OTHER ELECTED PUBLIC OFFICIALS. MOST BOARD MEMBERS PURSUE A COLLABORATIVE RELATIONSHIP WITH THE SUPERINTENDENT.

STANDARD 4: FISCAL RESOURCES, STAFF RECRUITMENT & ENVIRONMENT

The board of education oversees the fiscal conditions of the district, aligns resources to meet district goals, ensures appropriate policies for staff recruitment and retention, supports districtwide learning and promotes conditions for health and safety.

Professional Practice	Highly Effective	Effective	Developing	Ineffective
	Continually exceeds the criteria	Consistently meets the criteria	Partially meets the criteria	Does not meet the criteria
A. The board adopts an annual budget that adheres to the provisions of the law and allocates resources based on the district's vision, goals, and priorities for student learning.	X			
B. The board keeps the community informed about the financial needs of the district, seeks cost savings and operational efficiencies and invites community input.		X		
C. The board monitors a facilities plan that meets district student and staff health and safety regulations and guidelines.	X			
D. The board ensures that the audit committee functions in accordance with State regulatory requirements, reviews internal and external audit findings and responds accordingly.	X			
E. The board supports the recruitment of highly effective teachers, administrators and staff and provides professional development and support to meet requirements.	X			

Possible Data Sources:

- ☐ Policy on budget adoption
- ☐ Communication materials, website, newsletters
- ☐ Facilities plan and schedule for updates
- ☐ Internal audit report
- ☐ External audit report
- ☐ Risk assessment report
- ☐ Policy on recruitment and hiring criteria
- ☐ Professional development plans

Additional Sources:

426

Rating for this standard

HE ☐ E ☐ D ☐ I ☐

Rating

Comments: (Identify strengths or recommendations for improvement)

OUR BOARD SUPPORTS RECRUITMENT. OUR FINANCIAL STAFF DO A WONDERFUL JOB.
AS A WHOLE, I THINK WE CAN ALWAYS DO A BETTER JOB OF COMMUNICATING WITH COMMUNITY.

STANDARD 5: ETHICAL LEADERSHIP

The board of education promotes the success of ALL students and staff, and conducts district business in a fair, respectful and responsible manner.

Professional Practice	Highly Effective Continually exceeds the criteria	Effective Consistently meets the criteria	Developing Partially meets the criteria	Ineffective Does not meet the criteria
A. Board members actively promote the belief in the success of all students in the district.	X			
B. Board members act as conscientious role models, and exhibit professionalism.		X		
C. Board members exercise their authority only as a board of the whole and recognize that no individual board member has authority to take individual action on behalf of the board.		X		
D. Board members avoid conflicts of interest and appropriately disclose if one arises.		X		
E. The board has adopted and annually reaffirms its code of conduct.	X			

Possible Data Sources:

- ☐ Articulation or publication of plans and programs for students' success
- ☐ Board members' code of conduct

Additional Sources:

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427

Rating for this standard

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Rating

Comments: (Identify strengths or recommendations for improvement)

OUR BOARD BELIEVES IN THE SUCCESS OF ALL STUDENTS. MOST MEMBERS EXHIBIT PROFESSIONALISM AT ALL TIMES.

ANNUAL SCHOOL BOARD GOALS

Annual goals and evidence of progress need to be identified before completing this sheet.

ANNUAL SCHOOL BOARD GOALS	EVIDENCE OF PROGRESS OR COMPLETION (Evidence/Data Sources)	Highly Effective	Effective	Developing	Ineffective
		Exceeded GOALS	Met GOALS	Partially Met GOALS	Did Not Meet GOALS
Short Term #1. Each board member will seek to improve communication during board member reports. This could include reporting back about committee assignments, training opportunities, or important information related to the work of a school board trustee.	OUR MEMBERS ARE INVOLVED AND DO WELL SHARING.		X		
Short Term #2. Development of a board mentoring program.	THIS IS A GOAL WE ARE WORKING ON. WITH OUR NEXT NEW MEMBER WE WILL HAVE THE OPPORTUNITY TO ASSIGN A MENTOR AND WALK SOME OF THIS OUT.			X	
Long Term #1. Fulfill mandated training requirements per NRS.	OUR MEMBERS HAVE MET REQUIREMENTS.		X		

ANNUAL SCHOOL BOARD GOALS

Annual goals and evidence of progress need to be identified before completing this sheet.

ANNUAL SCHOOL BOARD GOALS	EVIDENCE OF PROGRESS OR COMPLETION (Evidence/Data Sources)	Highly Effective	Effective	Developing	Ineffective
		Exceeded GOAL	Met GOAL	Partially Met GOAL	Didn't Meet GOAL
Long Term #2. Analyze and address crowding in our schools.	PROGRESS IS BEING MADE WITH OUR FACILITIES (IN REGARDS TO OVERCROWDING) IN FERNLEY. IT IS A PRIORITY TO US.			X	
Long Term #3. Graduate all LCSD students to be college, career and life successful.	COVID HAS BEEN VERY CHALLENGING, BUT IT GAVE THE OPPORTUNITY TO SEE SOME CHOICES MADE EARLIER (INVESTMENT IN ONLINE LEARNING TOOLS) PAID OFF LATER (BETTER ABLE TO TRANSITION DURING COVID). WE WILL CONTINUE TO WORK TO IMPROVE ON THIS GOAL.			X	
Long Term #4. Provide all LCSD students a positive learning experience that meets the Student Bill of Rights and highest factors influencing student achievement.	AS A BOARD, WE FULLY SUPPORT THE STUDENT BILL OF RIGHTS. WE CONTINUE TO LOOK FOR OPPORTUNITIES FOR STUDENT FEEDBACK.			X	

PERFORMANCE STANDARDS AND RATING SCALES

The five (5) standards of the board of education:

1. **Vision, Leadership & Accountability** – The board of education commits to a vision of high student achievement and effective instruction, specifies clear goals to realize that vision, demands accountability for results, and supports continuous improvement of the district.
2. **Board Governance & Policy** – The board of education works effectively as a team and collaborates with the superintendent, exhibits a shared understanding of board and superintendent roles, maintains a set of board operating procedures, and leads/governs the district through policy.
3. **Communication & Community Relations** – The board of education effectively communicates with the superintendent and the local community, represents community interests and values, and ensures district information and decisions are communicated to the community.
4. **Fiscal Resources, Staff Recruitment & Environment** – The board of education oversees the fiscal conditions of the district, aligns resources to meet district goals, ensures appropriate policies for staff recruitment and retention, supports districtwide learning and promotes conditions for health and safety.
5. **Ethical Leadership** – The board of education promotes the success of ALL students and staff, and conducts district business in a fair, respectful and responsible manner.

Performance ratings will use the HEDI scale.

Rating Scale – Highly Effective, Effective, Developing, Ineffective (HEDI)			
Highly Effective	**Effective**	**Developing**	**Ineffective**
Performance exceeds the criteria	**Performance meets the criteria**	**Performance is inconsistent and partially meets the criteria**	**Performance does not meet the criteria and requires significant improvement**
Noteworthy evidence and observation demonstrates the board's exemplary performance. The board has exceeded the criteria and has consistently had a positive impact on board operations and relations with the superintendent, staff and community. The board should cite specific data or evidence that supports this rating.	Noteworthy evidence and observation demonstrates the board's effective performance. The board has satisfactorily met the criteria and has shown an improvement in board operations and relations with the superintendent, staff and community. The board should cite specific data or evidence that supports this rating.	Noteworthy evidence and observation demonstrates that the board's performance has made moderate gains – or maintained the status quo – in board operations and relations with the superintendent, staff and community. The board should cite specific data or evidence that supports this rating.	Noteworthy evidence and observation demonstrates the board has not met the performance criteria and has had a negative impact on board operations and/or relations with the superintendent, staff and community. The board should cite specific data or evidence that supports this rating.

STANDARD 1: VISION, LEADERSHIP & ACCOUNTABILITY

The board of education commits to a vision of high student achievement and effective instruction, specifies clear goals to realize that vision, demands accountability for results, and supports continuous improvement of the district.

Professional Practice	Highly Effective	Effective	Developing	Ineffective
	Continually exceeds the criteria	Consistently meets the criteria	Partially meets the criteria	Does not meet the criteria
A. The board develops a shared vision and mission that reflects student achievement and community priorities, and communicates it to the community.	✔			
B. The board develops annual district goals in alignment with the district vision and mission and adopts an action plan developed by the superintendent to meet the annual goals. Goals are communicated to the community.		✔		
C. The board regularly monitors progress on district goals, effective instruction and student achievement with data-based information.		✔		
D. The board annually evaluates the job performance of the superintendent and monitors the progress made on annual superintendent objectives.	✔			
E. The board conducts a self-evaluation to monitor its own performance and participates in professional development, including state mandated training in the first and third years of term per NRS386.	✔			
Rating				

Possible Data Sources:

- ☐ Written and visible vision statement
- ☐ Established district goals
- ☐ Board agendas
- ☐ Board presentations
- ☐ Board retreats
- ☐ Communication materials, website, newsletters
- ☐ Annual evaluation of the superintendent report
- ☐ Board self-evaluation report
- ☐ Attendance records at state-mandated training

Additional Sources:

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Rating for this standard

HE	E	D	I
✔			

Comments: (Identify strengths or recommendations for improvement)

STANDARD 2: BOARD GOVERNANCE & POLICY

The board of education works effectively as a team and collaborates with the superintendent, exhibits a shared understanding of board and superintendent roles, maintains a set of board operating procedures, and leads/governs the district through policy.

Professional Practice	Highly Effective	Effective	Developing	Ineffective
	Continually exceeds the criteria	Consistently meets the criteria	Partially meets the criteria	Does not meet the criteria
A. The board and superintendent participate in workshops/trainings to build team relationships, review roles, responsibilities, and board operations and orient new board members.	✔			
B. The board has a procedure in place for reviewing established policies on a regular basis and developing new ones.	✔			
C. The board closely adheres to its own procedures, protocols and policies for effective board operations.			✔	
D. The board clearly understands its governance role and responsibilities, adheres to open meetings laws, and delegates district operation responsibilities to the superintendent.		✔		
E. Board members publically support the decision of the majority and speak with a unified voice.		✔		
Rating				

Possible Data Sources:

- ☐ Date and agenda of workshops/trainings
- ☐ Policy review and updates
- ☐ Board policies
- ☐ Board member handbook and/or new board orientation materials
- ☐ Attendance records at state-mandated training

Additional Sources:

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Rating for this standard

HE	E	D	I
☐	✔	☐	☐

Comments: (Identify strengths or recommendations for improvement)

STANDARD 3: COMMUNICATION & COMMUNITY RELATIONS

The board of education effectively communicates with the superintendent and the local community, represents community interests and values, and ensures district information and decisions are communicated to the community.

Professional Practice	Highly Effective	Effective	Developing	Ineffective
	Continually exceeds the criteria	Consistently meets the criteria	Partially meets the criteria	Does not meet the criteria
A. The board develops a collaborative relationship with the superintendent, keeping cooperation and respectful discussions at the core of its deliberation.	☐	✔	☐	☐
B. The board establishes effective communication with parents, students, staff and community members while respecting the chain of command and lines of responsibility.	☐	✔	☐	☐
C. The board works with the superintendent to gain input from the community using forums, survey instruments and other vehicles following agreed-upon procedures.	☐	✔	☐	☐
D. The board actively generates support for the district through its vision and promoting educational opportunities for all students.	✔	☐	☐	☐
E. The board is an advocate for the district's interests with legislators and other elected public officials.	✔	☐	☐	☐
Rating				

Possible Data Sources:

- ☐ Communication policies or procedures
- ☐ Schedules of or invitations to community forums
- ☐ Reports or presentations on programs that demonstrate community partnerships
- ☐ Legislative meetings, letters, or advocacy efforts
- ☐ Newsletters and website
- ☐ Survey results

Additional Sources:

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Rating for this standard

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☐	✔	☐	☐

Comments: (Identify strengths or recommendations for improvement)

STANDARD 4: FISCAL RESOURCES, STAFF RECRUITMENT & ENVIRONMENT

The board of education oversees the fiscal conditions of the district, aligns resources to meet district goals, ensures appropriate policies for staff recruitment and retention, supports districtwide learning and promotes conditions for health and safety.

Professional Practice	Highly Effective	Effective	Developing	Ineffective
	Continually exceeds the criteria	**Consistently meets the criteria**	**Partially meets the criteria**	**Does not meet the criteria**
A. The board adopts an annual budget that adheres to the provisions of the law and allocates resources based on the district's vision, goals, and priorities for student learning.	✔			
B. The board keeps the community informed about the financial needs of the district, seeks cost savings and operational efficiencies and invites community input.		✔		
C. The board monitors a facilities plan that meets district student and staff health and safety regulations and guidelines.	✔			
D. The board ensures that the audit committee functions in accordance with State regulatory requirements, reviews internal and external audit findings and responds accordingly.	✔			
E. The board supports the recruitment of highly effective teachers, administrators and staff and provides professional development and support to meet requirements.	✔			
Rating				

Possible Data Sources:

- ☐ Policy on budget adoption
- ☐ Communication materials, website, newsletters
- ☐ Facilities plan and schedule for updates
- ☐ Internal audit report
- ☐ External audit report
- ☐ Risk assessment report
- ☐ Policy on recruitment and hiring criteria
- ☐ Professional development plans

Additional Sources:

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Rating for this standard

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Comments: (Identify strengths or recommendations for improvement)

STANDARD 5: ETHICAL LEADERSHIP

The board of education promotes the success of ALL students and staff, and conducts district business in a fair, respectful and responsible manner.

Professional Practice	Highly Effective	Effective	Developing	Ineffective
	Continually exceeds the criteria	Consistently meets the criteria	Partially meets the criteria	Does not meet the criteria
A. Board members actively promote the belief in the success of all students in the district.	✔			
B. Board members act as conscientious role models, and exhibit professionalism.		✔		
C. Board members exercise their authority only as a board of the whole and recognize that no individual board member has authority to take individual action on behalf of the board.		✔		
D. Board members avoid conflicts of interest and appropriately disclose if one arises.		✔		
E. The board has adopted and annually reaffirms its code of conduct.		✔		
Rating				

Possible Data Sources:

☐ Articulation or publication of plans and programs for students' success

☐ Board members' code of conduct

Additional Sources:

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Rating for this standard

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Comments: (Identify strengths or recommendations for improvement)

ANNUAL SCHOOL BOARD GOALS

Annual goals and evidence of progress need to be identified before completing this sheet.

ANNUAL SCHOOL BOARD GOALS	EVIDENCE OF PROGRESS OR COMPLETION (Evidence/Data Sources)	Highly Effective	Effective	Developing	Ineffective
		Exceeded GOALS	Met GOALS	Partially Met GOALS	Did Not Meet GOALS
Short Term #1. Each board member will seek to improve communication during board member reports. This could include reporting back about committee assignments, training opportunities, or important information related to the work of a school board trustee.		✔			
Short Term #2. Development of a board mentoring program.			✔		
Long Term #1. Fulfill mandated training requirements per NRS.		✔			

ANNUAL SCHOOL BOARD GOALS

Annual goals and evidence of progress need to be identified before completing this sheet.

ANNUAL SCHOOL BOARD GOALS	EVIDENCE OF PROGRESS OR COMPLETION (Evidence/Data Sources)	Highly Effective	Effective	Developing	Ineffective
		Exceeded GOAL	Met GOAL	Partially Met GOAL	Didn't Meet GOAL
Long Term #2. Analyze and address crowding in our schools.		✔			
Long Term #3. Graduate all LCSD students to be college, career and life successful.		✔			
Long Term #4. Provide all LCSD students a positive learning experience that meets the Student Bill of Rights and highest factors influencing student achievement.		✔			

PERFORMANCE STANDARDS AND RATING SCALES

The five (5) standards of the board of education:

1. **Vision, Leadership & Accountability** – The board of education commits to a vision of high student achievement and effective instruction, specifies clear goals to realize that vision, demands accountability for results, and supports continuous improvement of the district.
2. **Board Governance & Policy** – The board of education works effectively as a team and collaborates with the superintendent, exhibits a shared understanding of board and superintendent roles, maintains a set of board operating procedures, and leads/governs the district through policy.
3. **Communication & Community Relations** – The board of education effectively communicates with the superintendent and the local community, represents community interests and values, and ensures district information and decisions are communicated to the community.
4. **Fiscal Resources, Staff Recruitment & Environment** – The board of education oversees the fiscal conditions of the district, aligns resources to meet district goals, ensures appropriate policies for staff recruitment and retention, supports districtwide learning and promotes conditions for health and safety.
5. **Ethical Leadership** – The board of education promotes the success of ALL students and staff, and conducts district business in a fair, respectful and responsible manner.

Performance ratings will use the HEDI scale.

Rating Scale – Highly Effective, Effective, Developing, Ineffective (HEDI)			
Highly Effective	**Effective**	**Developing**	**Ineffective**
Performance exceeds the criteria	**Performance meets the criteria**	**Performance is inconsistent and partially meets the criteria**	**Performance does not meet the criteria and requires significant improvement**
Noteworthy evidence and observation demonstrates the board's exemplary performance. The board has exceeded the criteria and has consistently had a positive impact on board operations and relations with the superintendent, staff and community. The board should cite specific data or evidence that supports this rating.	Noteworthy evidence and observation demonstrates the board's effective performance. The board has satisfactorily met the criteria and has shown an improvement in board operations and relations with the superintendent, staff and community. The board should cite specific data or evidence that supports this rating.	Noteworthy evidence and observation demonstrates that the board's performance has made moderate gains – or maintained the status quo – in board operations and relations with the superintendent, staff and community. The board should cite specific data or evidence that supports this rating.	Noteworthy evidence and observation demonstrates the board has not met the performance criteria and has had a negative impact on board operations and/or relations with the superintendent, staff and community. The board should cite specific data or evidence that supports this rating.

STANDARD 1: VISION, LEADERSHIP & ACCOUNTABILITY

The board of education commits to a vision of high student achievement and effective instruction, specifies clear goals to realize that vision, demands accountability for results, and supports continuous improvement of the district.

Professional Practice	Highly Effective	Effective	Developing	Ineffective
	Continually exceeds the criteria	Consistently meets the criteria	Partially meets the criteria	Does not meet the criteria
A. The board develops a shared vision and mission that reflects student achievement and community priorities, and communicates it to the community.		✓		
B. The board develops annual district goals in alignment with the district vision and mission and adopts an action plan developed by the superintendent to meet the annual goals. Goals are communicated to the community.		✓		
C. The board regularly monitors progress on district goals, effective instruction and student achievement with data-based information.		✓		
D. The board annually evaluates the job performance of the superintendent and monitors the progress made on annual superintendent objectives.		✓		
E. The board conducts a self-evaluation to monitor its own performance and participates in professional development, including state mandated training in the first and third years of term per NRS386.		✓		
Rating				

Possible Data Sources:

- ☐ Written and visible vision statement
- ☐ Established district goals
- ☐ Board agendas
- ☐ Board presentations
- ☐ Board retreats
- ☐ Communication materials, website, newsletters
- ☐ Annual evaluation of the superintendent report
- ☐ Board self-evaluation report
- ☐ Attendance records at state-mandated training

Additional Sources:

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Rating for this standard

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Comments: (Identify strengths or recommendations for improvement)

439

STANDARD 2: BOARD GOVERNANCE & POLICY

The board of education works effectively as a team and collaborates with the superintendent, exhibits a shared understanding of board and superintendent roles, maintains a set of board operating procedures, and leads/governs the district through policy.

Professional Practice	Highly Effective	Effective	Developing	Ineffective
	Continually exceeds the criteria	Consistently meets the criteria	Partially meets the criteria	Does not meet the criteria
A. The board and superintendent participate in workshops/trainings to build team relationships, review roles, responsibilities, and board operations and orient new board members.	✓			
B. The board has a procedure in place for reviewing established policies on a regular basis and developing new ones.		✓		
C. The board closely adheres to its own procedures, protocols and policies for effective board operations.		✓		
D. The board clearly understands its governance role and responsibilities, adheres to open meetings laws, and delegates district operation responsibilities to the superintendent.		✓		
E. Board members publically support the decision of the majority and speak with a unified voice.		✓		
Rating				

Possible Data Sources:

- ☐ Date and agenda of workshops/trainings
- ☐ Policy review and updates
- ☐ Board policies
- ☐ Board member handbook and/or new board orientation materials
- ☐ Attendance records at state-mandated training

Additional Sources:

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Rating for this standard

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Comments: (Identify strengths or recommendations for improvement)

STANDARD 3: COMMUNICATION & COMMUNITY RELATIONS

The board of education effectively communicates with the superintendent and the local community, represents community interests and values, and ensures district information and decisions are communicated to the community.

Professional Practice	Highly Effective	Effective	Developing	Ineffective
	Continually exceeds the criteria	Consistently meets the criteria	Partially meets the criteria	Does not meet the criteria
A. The board develops a collaborative relationship with the superintendent, keeping cooperation and respectful discussions at the core of its deliberation.	✔			
B. The board establishes effective communication with parents, students, staff and community members while respecting the chain of command and lines of responsibility.		✔		
C. The board works with the superintendent to gain input from the community using forums, survey instruments and other vehicles following agreed-upon procedures.		✔		
D. The board actively generates support for the district through its vision and promoting educational opportunities for all students.	✔			
E. The board is an advocate for the district's interests with legislators and other elected public officials.		✔		
Rating				

Possible Data Sources:

- ☐ Communication policies or procedures
- ☐ Schedules of or invitations to community forums
- ☐ Reports or presentations on programs that demonstrate community partnerships
- ☐ Legislative meetings, letters, or advocacy efforts
- ☐ Newsletters and website
- ☐ Survey results

Additional Sources:

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Rating for this standard

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☐	☐	☐	☐

Comments: (Identify strengths or recommendations for improvement)

STANDARD 4: FISCAL RESOURCES, STAFF RECRUITMENT & ENVIRONMENT

The board of education oversees the fiscal conditions of the district, aligns resources to meet district goals, ensures appropriate policies for staff recruitment and retention, supports districtwide learning and promotes conditions for health and safety.

Professional Practice	Highly Effective	Effective	Developing	Ineffective
	Continually exceeds the criteria	Consistently meets the criteria	Partially meets the criteria	Does not meet the criteria
A. The board adopts an annual budget that adheres to the provisions of the law and allocates resources based on the district's vision, goals, and priorities for student learning.		✔		
B. The board keeps the community informed about the financial needs of the district, seeks cost savings and operational efficiencies and invites community input.		✔		
C. The board monitors a facilities plan that meets district student and staff health and safety regulations and guidelines.		✔		
D. The board ensures that the audit committee functions in accordance with State regulatory requirements, reviews internal and external audit findings and responds accordingly.		✔		
E. The board supports the recruitment of highly effective teachers, administrators and staff and provides professional development and support to meet requirements.		✔		
Rating				

Possible Data Sources:

- ☐ Policy on budget adoption
- ☐ Communication materials, website, newsletters
- ☐ Facilities plan and schedule for updates
- ☐ Internal audit report
- ☐ External audit report
- ☐ Risk assessment report
- ☐ Policy on recruitment and hiring criteria
- ☐ Professional development plans

Additional Sources:

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Rating for this standard

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Comments: (Identify strengths or recommendations for improvement)

STANDARD 5: ETHICAL LEADERSHIP

The board of education promotes the success of ALL students and staff, and conducts district business in a fair, respectful and responsible manner.

Professional Practice	Highly Effective	Effective	Developing	Ineffective
	Continually exceeds the criteria	Consistently meets the criteria	Partially meets the criteria	Does not meet the criteria
A. Board members actively promote the belief in the success of all students in the district.		✔		
B. Board members act as conscientious role models, and exhibit professionalism.		✔		
C. Board members exercise their authority only as a board of the whole and recognize that no individual board member has authority to take individual action on behalf of the board.			✔	
D. Board members avoid conflicts of interest and appropriately disclose if one arises.		✔		
E. The board has adopted and annually reaffirms its code of conduct.		✔		
Rating				

Possible Data Sources:

☐ Articulation or publication of plans and programs for students' success

☐ Board members' code of conduct

Additional Sources:

☐ _____

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Rating for this standard

HE ☐ E ☐ D ☐ I ☐

Comments: (Identify strengths or recommendations for improvement)

ANNUAL SCHOOL BOARD GOALS

Annual goals and evidence of progress need to be identified before completing this sheet.

ANNUAL SCHOOL BOARD GOALS	EVIDENCE OF PROGRESS OR COMPLETION (Evidence/Data Sources)	Highly Effective	Effective	Developing	Ineffective
		Exceeded GOALS	Met GOALS	Partially Met GOALS	Did Not Meet GOALS
Short Term #1. Each board member will seek to improve communication during board member reports. This could include reporting back about committee assignments, training opportunities, or important information related to the work of a school board trustee.			✔		
Short Term #2. Development of a board mentoring program.			✔		
Long Term #1. Fulfill mandated training requirements per NRS.		✔			

ANNUAL SCHOOL BOARD GOALS

Annual goals and evidence of progress need to be identified before completing this sheet.

ANNUAL SCHOOL BOARD GOALS	EVIDENCE OF PROGRESS OR COMPLETION (Evidence/Data Sources)	Highly Effective	Effective	Developing	Ineffective
		Exceeded GOAL	Met GOAL	Partially Met GOAL	Didn't Meet GOAL
Long Term #2. Analyze and address crowding in our schools.			✔		
Long Term #3. Graduate all LCSD students to be college, career and life successful.			✔		
Long Term #4. Provide all LCSD students a positive learning experience that meets the Student Bill of Rights and highest factors influencing student achievement.			✔		

PERFORMANCE STANDARDS AND RATING SCALES

The five (5) standards of the board of education:

1. **Vision, Leadership & Accountability** – The board of education commits to a vision of high student achievement and effective instruction, specifies clear goals to realize that vision, demands accountability for results, and supports continuous improvement of the district.
2. **Board Governance & Policy** – The board of education works effectively as a team and collaborates with the superintendent, exhibits a shared understanding of board and superintendent roles, maintains a set of board operating procedures, and leads/governs the district through policy.
3. **Communication & Community Relations** – The board of education effectively communicates with the superintendent and the local community, represents community interests and values, and ensures district information and decisions are communicated to the community.
4. **Fiscal Resources, Staff Recruitment & Environment** – The board of education oversees the fiscal conditions of the district, aligns resources to meet district goals, ensures appropriate policies for staff recruitment and retention, supports districtwide learning and promotes conditions for health and safety.
5. **Ethical Leadership** – The board of education promotes the success of ALL students and staff, and conducts district business in a fair, respectful and responsible manner.

Performance ratings will use the HEDI scale.

Rating Scale – Highly Effective, Effective, Developing, Ineffective (HEDI)			
Highly Effective	**Effective**	**Developing**	**Ineffective**
Performance exceeds the criteria	**Performance meets the criteria**	**Performance is inconsistent and partially meets the criteria**	**Performance does not meet the criteria and requires significant improvement**
Noteworthy evidence and observation demonstrates the board's exemplary performance. The board has exceeded the criteria and has consistently had a positive impact on board operations and relations with the superintendent, staff and community. The board should cite specific data or evidence that supports this rating.	Noteworthy evidence and observation demonstrates the board's effective performance. The board has satisfactorily met the criteria and has shown an improvement in board operations and relations with the superintendent, staff and community. The board should cite specific data or evidence that supports this rating.	Noteworthy evidence and observation demonstrates that the board's performance has made moderate gains – or maintained the status quo – in board operations and relations with the superintendent, staff and community. The board should cite specific data or evidence that supports this rating.	Noteworthy evidence and observation demonstrates the board has not met the performance criteria and has had a negative impact on board operations and/or relations with the superintendent, staff and community. The board should cite specific data or evidence that supports this rating.

STANDARD 1: VISION, LEADERSHIP & ACCOUNTABILITY

The board of education commits to a vision of high student achievement and effective instruction, specifies clear goals to realize that vision, demands accountability for results, and supports continuous improvement of the district.

Professional Practice	Highly Effective	Effective	Developing	Ineffective
	Continually exceeds the criteria	Consistently meets the criteria	Partially meets the criteria	Does not meet the criteria
A. The board develops a shared vision and mission that reflects student achievement and community priorities, and communicates it to the community.			✔	
B. The board develops annual district goals in alignment with the district vision and mission and adopts an action plan developed by the superintendent to meet the annual goals. Goals are communicated to the community.		✔		
C. The board regularly monitors progress on district goals, effective instruction and student achievement with data-based information.			✔	
D. The board annually evaluates the job performance of the superintendent and monitors the progress made on annual superintendent objectives.			✔	
E. The board conducts a self-evaluation to monitor its own performance and participates in professional development, including state mandated training in the first and third years of term per NRS386.		✔		
Rating				

Possible Data Sources:

- ☐ Written and visible vision statement
- ☐ Established district goals
- ☐ Board agendas
- ☐ Board presentations
- ☐ Board retreats
- ☐ Communication materials, website, newsletters
- ☐ Annual evaluation of the superintendent report
- ☐ Board self-evaluation report
- ☐ Attendance records at state-mandated training

Additional Sources:

☐ _____
☐ _____
☐ _____
☐ _____
☐ _____
☐ _____

Rating for this standard

HE ☐ E ☐ D ☐ I ☐

Comments: (Identify strengths or recommendations for improvement)

447

STANDARD 2: BOARD GOVERNANCE & POLICY

The board of education works effectively as a team and collaborates with the superintendent, exhibits a shared understanding of board and superintendent roles, maintains a set of board operating procedures, and leads/governs the district through policy.

Professional Practice	Highly Effective	Effective	Developing	Ineffective
	Continually exceeds the criteria	Consistently meets the criteria	Partially meets the criteria	Does not meet the criteria
A. The board and superintendent participate in workshops/trainings to build team relationships, review roles, responsibilities, and board operations and orient new board members.	✓			
B. The board has a procedure in place for reviewing established policies on a regular basis and developing new ones.			✓	
C. The board closely adheres to its own procedures, protocols and policies for effective board operations.			✓	
D. The board clearly understands its governance role and responsibilities, adheres to open meetings laws, and delegates district operation responsibilities to the superintendent.		✓		
E. Board members publically support the decision of the majority and speak with a unified voice.		✓		
Rating				

Possible Data Sources:

- ☐ Date and agenda of workshops/trainings
- ☐ Policy review and updates
- ☐ Board policies
- ☐ Board member handbook and/or new board orientation materials
- ☐ Attendance records at state-mandated training

Additional Sources:

☐ _____
☐ _____
☐ _____
☐ _____
☐ _____
☐ _____
☐ _____

Rating for this standard

HE	E	D	I
☐	☐	☐	☐

Comments: (Identify strengths or recommendations for improvement)

STANDARD 3: COMMUNICATION & COMMUNITY RELATIONS

The board of education effectively communicates with the superintendent and the local community, represents community interests and values, and ensures district information and decisions are communicated to the community.

Professional Practice	Highly Effective	Effective	Developing	Ineffective
	Continually exceeds the criteria	Consistently meets the criteria	Partially meets the criteria	Does not meet the criteria
A. The board develops a collaborative relationship with the superintendent, keeping cooperation and respectful discussions at the core of its deliberation.			✔	
B. The board establishes effective communication with parents, students, staff and community members while respecting the chain of command and lines of responsibility.		✔		
C. The board works with the superintendent to gain input from the community using forums, survey instruments and other vehicles following agreed-upon procedures.		✔		
D. The board actively generates support for the district through its vision and promoting educational opportunities for all students.		✔		
E. The board is an advocate for the district's interests with legislators and other elected public officials.		✔		
Rating				

Possible Data Sources:

- ☐ Communication policies or procedures
- ☐ Schedules of or invitations to community forums
- ☐ Reports or presentations on programs that demonstrate community partnerships
- ☐ Legislative meetings, letters, or advocacy efforts
- ☐ Newsletters and website
- ☐ Survey results

Additional Sources:

☐ _____
☐ _____
☐ _____
☐ _____
☐ _____
☐ _____
☐ _____

Rating for this standard

HE	E	D	I
☐	☐	☐	☐

Comments: (Identify strengths or recommendations for improvement)

STANDARD 4: FISCAL RESOURCES, STAFF RECRUITMENT & ENVIRONMENT

The board of education oversees the fiscal conditions of the district, aligns resources to meet district goals, ensures appropriate policies for staff recruitment and retention, supports districtwide learning and promotes conditions for health and safety.

Professional Practice	Highly Effective	Effective	Developing	Ineffective
	Continually exceeds the criteria	**Consistently meets the criteria**	**Partially meets the criteria**	**Does not meet the criteria**
A. The board adopts an annual budget that adheres to the provisions of the law and allocates resources based on the district's vision, goals, and priorities for student learning.	☐	✔	☐	☐
B. The board keeps the community informed about the financial needs of the district, seeks cost savings and operational efficiencies and invites community input.	☐	☐	✔	☐
C. The board monitors a facilities plan that meets district student and staff health and safety regulations and guidelines.	☐	✔	☐	☐
D. The board ensures that the audit committee functions in accordance with State regulatory requirements, reviews internal and external audit findings and responds accordingly.	☐	✔	☐	☐
E. The board supports the recruitment of highly effective teachers, administrators and staff and provides professional development and support to meet requirements.	☐	✔	☐	☐
Rating				

Possible Data Sources:

- ☐ Policy on budget adoption
- ☐ Communication materials, website, newsletters
- ☐ Facilities plan and schedule for updates
- ☐ Internal audit report
- ☐ External audit report
- ☐ Risk assessment report
- ☐ Policy on recruitment and hiring criteria
- ☐ Professional development plans

Additional Sources:

☐ _____
☐ _____
☐ _____
☐ _____
☐ _____
☐ _____
☐ _____

Rating for this standard

HE	E	D	I
☐	☐	☐	☐

Comments: (Identify strengths or recommendations for improvement)

450

STANDARD 5: ETHICAL LEADERSHIP

The board of education promotes the success of ALL students and staff, and conducts district business in a fair, respectful and responsible manner.

Professional Practice	Highly Effective	Effective	Developing	Ineffective
	Continually exceeds the criteria	Consistently meets the criteria	Partially meets the criteria	Does not meet the criteria
A. Board members actively promote the belief in the success of all students in the district.	✔			
B. Board members act as conscientious role models, and exhibit professionalism.		✔		
C. Board members exercise their authority only as a board of the whole and recognize that no individual board member has authority to take individual action on behalf of the board.	✔			
D. Board members avoid conflicts of interest and appropriately disclose if one arises.	✔			
E. The board has adopted and annually reaffirms its code of conduct.		✔		
Rating				

Possible Data Sources:

☐ Articulation or publication of plans and programs for students' success

☐ Board members' code of conduct

Additional Sources:

☐ _____

☐ _____

☐ _____

☐ _____

☐ _____

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☐ _____

☐ _____

Rating for this standard

HE ☐ E ☐ D ☐ I ☐

Comments: (Identify strengths or recommendations for improvement)

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Long Term #4. Provide all LCSD students a positive learning experience that meets the Student Bill of Rights and highest factors influencing student achievement.			✔		

Lyon County School District
Board Memo

Date: December 21, 2021

To: Board of School Trustees

From: Wayne Workman, Superintendent

Re: An Instructional Materials adoption of Forensic Science and Biology for grades 9-12.

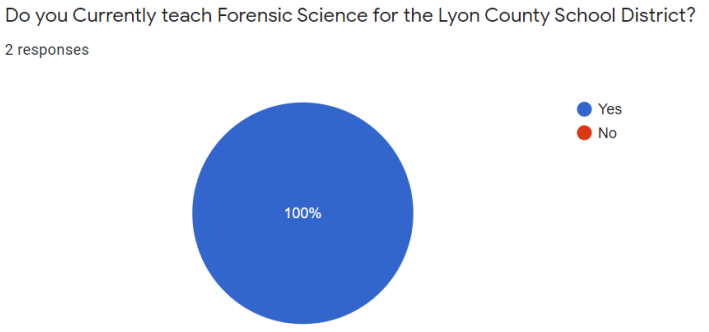
Recommendation

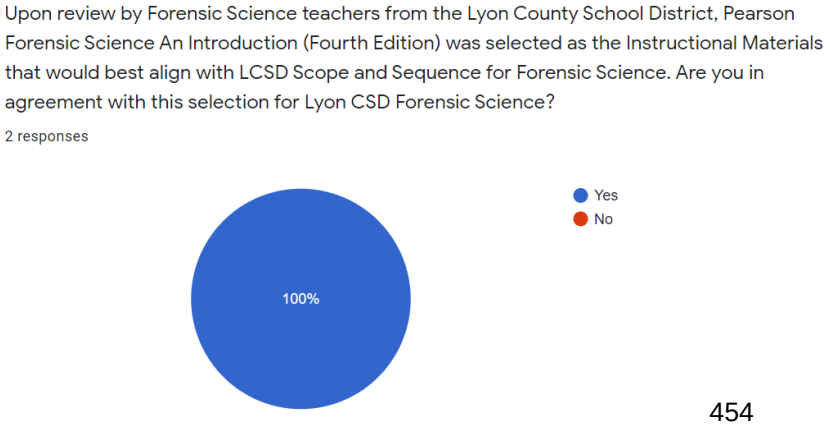
That the LCSD Board of Trustees approve the Pearson Forensic Science and Biology instructional materials in the amount of $148,847.77 for grades 9-12.

Background Information

During the 2020-2021 academic year, Lyon CSD engaged in some work around a scope and sequence for Biology courses in our high schools. During those meetings, there were conversations around the need for updated instructional materials for science at the secondary level. While it has been a number of years since the state has vetted and approved new adoptions of materials statewide, the need for updated materials is great and we are allowed to review and approve newer editions of formerly approved materials. With this knowledge in hand, the Biology Teachers and Forensic Science Teachers reviewed materials and made the recommendation that the following materials be approved by the Board of Trustees for use districtwide.

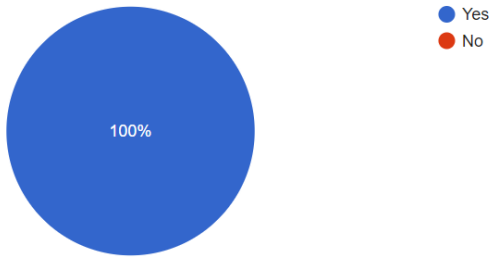
Following policy, the materials were placed for review in the district office and messaging was sent out to our families, notifying them of the opportunity. All of the teachers that teach these subjects were surveyed as well for their approval, meeting the requirements outlined in the agreement with teachers.





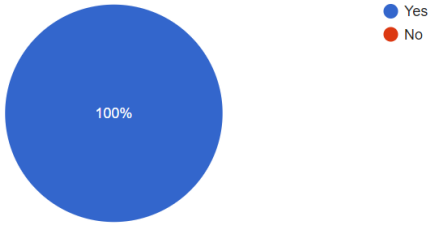
Do you Currently teach Biology I for the Lyon County School District?

9 responses



Upon review by Biology I teachers from the Lyon County School District, Pearson Biology was selected as the Instructional Materials that would best align with LCSD Scope and Sequence for Biology I. Are you in agreement with this selection for Lyon CSD Biology I?

9 responses



By following the links provided here, one may review the features of the Pearson Envisions Algebra I materials: In the Miller & Levine Biology program, Savvas has partnered with HHMI Biointeractive and Labster virtual lab simulations to make our digital course even more exciting for students. All three virtual lab packages have been included on the demo site for review. For Spanish speakers in the classroom, you'll be excited to know there is a brand new Spanish edition of the text, available in print and online with audio.

Miller & Levine Biology Demo Login Credentials

Log into: SavvasRealize.com
Username: LyonHSBiology
Password: Savvas21 (case sensitive)

The Forensic Science program is located on Pearson's MyLab platform. Please note there is not a print copy of the teacher's editions. The TE is available in an eText and one will find ALL teacher's resources are available by topic, including access to the Test Gen. Students will also have access to the eText and complete audiobook.

Forensic Science Demo Login Credentials

Log into: www.pearsonmylabandmastering.com
Username: LyonForensics
Password: Savvas21 (case sensitive)

Budget Considerations

$148,847.77 approved by the LCSD Board of Trustees in the ESSER 3 Item on May 25th, 2021

Discussed at Previous Meeting
N/A

Attachment(s)
N/A

Respectfully Submitted,
Wayne Workman, Superintendent

Lyon County School District
Board Memo

Date: December 21, 2021

To: Board of School Trustees

From: Wayne Workman, Superintendent

Re: Lyon CSD Superintendent Employment Contract Renewal

Recommendation
That the Board of Trustees approve the employment contract with Superintendent Wayne Workman to begin January 1, 2022.

Background Information
During the November 16, 2021 board meeting, President Villines created a sub-committee of the board to negotiate a new employment contract with Superintendent Wayne Workman. The sub-committee consisted of President Villines, Clerk Cowee and Member McIntyre. The sub-committee met during a properly agendized public meeting on November 29, 2021 beginning at 5:30pm at the PLC in Silver Springs.

The sub-committee reviewed the current employment contract and there was discussion about the salary comparisons of superintendents in the other districts of Nevada as well as nationally. The sub-committee agreed upon proposing compensation that reflects the national trend of school superintendent. Additional discussion of the 5-year consecutive increase in LCSD graduation rates and other performance matters were considered. Finally, the sub-committee is proposing a four- and one-half-year employment contract beginning January 1, 2022 and ending June 30, 2026. All proposed changes can be found in the attached document entitled *LCSD Superintendent Employment Contract 2022-2026_with highlighted changes.*

Please find attached the documents that were used to develop the proposed employment contract as well as the superintendent salary comparison chart of surrounding Nevada School Districts. Also note that the changes to the current employment contract contain a ~~strikethrough~~ if they are proposed to be removed, while proposed new language is red underlined.

Budget Considerations
Yes, less than $60,000 annually.

Discussed at Previous Meeting
November 16, 2021 in order to form the committee

Attachment(s)
LCSD Superintendent Employment Contract 2022-2026_with highlighted changes.pdf
NV Superintendent Salaries_10-2021.pdf
Lyon CSD Grad Rate Comparison 2012-2021.pdf

Respectfully Submitted,
Wayne Workman, Superintendent

EMPLOYMENT CONTRACT BETWEEN
THE BOARD OF TRUSTEES OF LYON COUNTY SCHOOL DISTRICT
AND SUPERINTENDENT WAYNE L. WORKMAN

This employment contract is made and entered into on the 1st day of ~~July~~ January, ~~2018~~ 2022 by and between the Board of Trustees of the Lyon County School District (hereinafter referred to as "District") and Wayne L. Workman (hereinafter referred to as "Superintendent") subject to the terms set forth herein:

WHEREAS District desires to provide the Superintendent with a written employment contract in order to enhance administrative stability and continuity within the schools, which District believes improves the quality of its overall educational program; and,

WHEREAS District and Superintendent believe that a written employment contract is necessary to describe specifically their relationship and to serve as the basis of effective communication between them as they fulfill their governance and administrative functions in the operation of the educational programs of the schools;

NOW, THEREFORE, District and Superintendent for the consideration herein specified, agree as follows:

1. TERM

The District, in consideration of the promises herein contained of Superintendent, hereby employs and Superintendent hereby accepts employment as Superintendent of Schools for a term beginning on ~~July~~ January 1, ~~2018~~ 2022 and ending on June 30, ~~2023~~ 2026, unless terminated earlier pursuant to Section 10 of this Agreement.

The Board may, by action in an open, properly agendized meeting and with the agreement of the Superintendent, extend the termination date of the existing contract as permitted by state law.

The District shall provide the Superintendent with at least ninety (90) days written notice prior to the expiration of the Term and any extensions thereof if the District intends not to renew this Agreement.

2. PROFESSIONAL CERTIFICATION AND RESPONSIBILITIES

A. **Certification.** Superintendent shall hold a valid Nevada Administrator's License, issued by the State of Nevada.

B. **Duties.** Superintendent shall have charge of the administration of the schools under the direction of the Board of Trustees. Superintendent shall be the Chief Executive Officer of the Board of Trustees; shall hire, demote, terminate, direct and assign principals, teachers and other employees of the schools under his supervision; shall organize, reorganize, and arrange the administrative and supervisory staff, including instruction, human resources, community relations, operations, facilities and business affairs, as best serves the District; shall arrange for the health, safety, and security of students and employees; shall carry out other duties as set forth in the Nevada Revised Statutes; shall select all personnel subject to the approval of the Board as required by regulation or statute; shall from time to time suggest regulations, rules and procedures deemed necessary for the well ordering of the school district; and in general perform all duties incident to the office of the Superintendent, and such other duties as may be prescribed by the Board of Trustees from time to time. Superintendent shall be responsible, and shall account for his actions and decisions, to the entire Board and not to any individual member(s) of the board.

The Board shall have exclusive jurisdiction in determining and developing policies for the direction and operation of the school system.

The Board, individually and collectively, shall promptly refer all criticisms, complaints, and suggestions called to its attention to the Superintendent for study and recommendation. The Superintendent shall keep the Board of Trustees fully informed of all pertinent activities in the District. The Superintendent shall attend Board meetings and Board and committee meetings, serve as an ex officio member of all Board committees, and provide administrative recommendations on each item of business considered by each of these groups.

The Superintendent shall devote his time, attention, knowledge and skills to the business and interests of the Board of Trustees and the Lyon County School District. The Superintendent, may, however, undertake consulting work, speaking engagements, writing, lecturing or other activities, which do not interfere with the discharge of Superintendent's duties and responsibilities set forth herein. Superintendent shall inform the Board of Trustees and shall not use District resources when engaging in these activities.

3. PROFESSIONAL DEVELOPMENT OF SUPERINTENDENT

The District encourages the continuing professional development of the Superintendent as the Superintendent might deem appropriate in light of the Superintendent's responsibilities set forth herein. Such professional development could include:

A. The operations, programs, and other activities, conducted by local, state, and national school administrator and school board associations;
B. Seminars and courses offered by public or private educational institutions;
C. Informational meetings with other persons whose particular skills or background will serve to improve the capacity of the Superintendent to perform his professional responsibilities for the District; and
D. Visits to other institutions.

In order to accomplish the terms of the Section, the district shall permit a reasonable amount of release time for the Superintendent, as it deems appropriate, to attend such matters, and the District shall pay for the necessary fees for travel and subsistence expenses as approved by the District in its annual budget. The Superintendent shall provide the Board of Trustees with a report of his professional development and conferences attended annually by June 30th of each school year.

4. COMPENSATION

Beginning ~~July~~ January 1, ~~2018~~ 2022, the District shall pay Superintendent the annual rate of ~~one hundred seventy thousand four hundred and fourteen~~ two hundred and thirty thousand dollars (~~$170,414.00~~ $230,000.00). This annual salary rate shall be paid to Superintendent in accordance with the schedule of salary payments in effect for other administrative employees. ~~The Superintendent shall receive a two percent (2%) raise annually throughout the term of this contract beginning July 1, 2019.~~

5. BENEFITS

In addition to the monetary salary, Superintendent shall be entitled to the following benefits:

A. Health Insurance. District shall pay the full health premiums of the Superintendent.
B. Death and Dismemberment. LCSD shall maintain an insurance policy in the amount of $250,000 for Superintendent to provide for the death or dismemberment of Superintendent while acting in the performance of Superintendent's duties under this Contract.
C. Annual Physical. LCSD shall pay the cost of providing Superintendent with comprehensive annual physical examination with LCSD's contracted provider. Any report of the medical examination shall be given directly and exclusively by the examining physician to the Superintendent.
D. LCSD will pay the standard employer contribution for Superintendent to the Public Employment Retirement Systems (PERS) under an 'employer-pay' contribution plan pursuant to NRS 286.421.
E. Flexible Benefit Plan. Superintendent may participate in an Internal Revenue Code Section 125 Flexible Benefits Plan offered by LCSD.
F. Annual Leave. Superintendent will receive twenty-two (22) days of annual leave annually. A maximum of thirty (30) unused annual leave days shall be allowed to accrue from one year to the next. Accrued annual leave in excess of thirty (30) days shall be paid by LCSD to Superintendent at the daily rate at the end of the fiscal year based on the Superintendent's salary that year. At termination of service, Superintendent shall be compensated for all accrued annual leave (30 days maximum) at his current daily rate of pay. Board of Trustees may grant Superintendent additional days of leave with or without pay in extraordinary circumstances.

G. Personal Days. Superintendent shall be credited with three (3) personal days at the beginning of each contract year. Superintendent shall not carry over unused personal days from one contract year to another.

H. Paid Holidays. Superintendent shall be paid for those holidays designated as paid holidays for twelve (12) month employees as set forth in the District's regular annual work calendar.

I. Sick Leave. Superintendent shall be credited with fifteen (15) days of sick leave at the beginning of the contracted year. Unused sick leave shall accrue from year to year without limitation. At the end of employment with the District, Superintendent shall be paid fifty dollars ($50.00) for each day of unused sick leave. Full payment shall be made within one month of ending employment.

J. Retirement Contribution. Superintendent shall receive a yearly fifteen thousand dollar ($15,000.00) compensable contribution to a §403B retirement plan in compliance with NRS 286.025. The contribution shall be made in a lump sum during the last month of the fiscal year, upon satisfactory completion of the annual contract terms.

K. District shall pay Superintendent's membership charges to the Nevada Association of School Superintendents, The American Association of School Administrators, Association for Supervision of Curriculum Development, and/or other professional groups in which the Superintendent feels are necessary to maintain and improve his professional skills, as permitted by state law and as approved by the District in its annual budget.

L. Cell Phone. Superintendent shall receive one hundred dollars ($100.00) per month as reimbursement for his monthly cell phone service charge, to be paid in one lump sum annually in June.

6. EXPENSES

District shall pay or reimburse Superintendent for reasonable expenses approved by District and incurred by Superintendent in the performance of his duties under the employment agreement.

7. TRANSPORTATION

The District shall provide a District owned vehicle for the Superintendent's use while doing district business. The District shall be responsible for all fuel, maintenance and insurance costs.

8. PROFESSIONAL LIABILITY

A. District agrees that it shall defend, hold harmless, and indemnify Superintendent from any and all demands, claims suits, actions and legal proceedings brought against Superintendent in his individual capacity, or in his official capacity as an agent and employee of the District, provided the incident arose while the Superintendent was acting within the scope and course of his employment, and excluding criminal litigation except as permitted by NRS 391.271; and, as such liability coverage is in the authority of the District to provide under state law. Except that, in no case, will individual Board members be considered personally liable for indemnifying Superintendent against such demand, claims, suits, actions and legal proceedings.
B. If, in the opinion of the District Counsel, a conflict exists as to the defense of such claim between a legal position of the Superintendent and a legal position of the District, the Superintendent may engage counsel, in which event District shall pay Superintendent for the costs of legal defense as permitted by state law.
C. District shall not, however, be required to pay any costs of any legal proceedings in the event District and Superintendent have adverse interests in such litigation, except as stated above.

9. EVALUATION

The Board of Trustees shall evaluate the performance of the Superintendent at least once a year for the duration of this contract. Such evaluation and assessment shall be reasonably related to the position description of the Superintendent as described herein.

The format of the evaluation shall be designed in consultation with Superintendent and adopted by the Board.

If at the time of the evaluation, the Board determines that the performance of the Superintendent is unsatisfactory in any respect, the Board shall describe in writing, in reasonable detail, specific instances of unsatisfactory performance and examples of the behavior expected. The evaluation shall include recommendations as to areas of improvement and all instances where the Board deemed performance to be unsatisfactory. A copy of the evaluation shall be delivered to the Superintendent. The Superintendent shall have the right to make a written response to the evaluation. The Superintendent's response shall become a permanent attachment to the Superintendent's personnel file.

10. TERMINATION OF EMPLOYMENT CONTRACT

The employment contract may be terminated by:

A. Mutual agreement of the parties;
B. Retirement of the Superintendent;
C. Disability of the Superintendent. In the event of disability or incapacity, after Superintendent's sick leave has been exhausted, compensation shall be reinstated upon the Superintendent's return to employment and full assumption and discharge of his duties. The District may terminate his contract by written notice to the Superintendent at any time after the Superintendent has exhausted any cumulative sick leave and such other leave as may be available, and has been absent from his employment for whatever cause for an additional period of six (6) months and is unable to perform his duties as outlined in this contract. All obligations of the district shall cease upon such termination;

D. Discharge for Cause. Discharge for cause shall constitute conduct which is seriously prejudicial to the District; including but not limited to, neglect of duty or breach of contract. Reasons for a proposed discharge for cause shall be given in writing and the Superintendent shall be entitled to appear before the Board to discuss such causes. If the Superintendent chooses to be accompanied by legal counsel at such meeting, he shall bear any cost therein involved;

E. In the event that the Board offers to terminate the contract by paying the amount specified in paragraph "F," below, the requirement of the hearing before the Board shall be waived by the Superintendent;

F. Unilateral Termination by Board of Trustees. The Board may, at its option, by a minimum of ninety (90) days written notice to the Superintendent, unilaterally terminate the contract. In the event of such termination, the District shall pay to the Superintendent, as severance pay, all of the aggregate salary, allowances and compensation he would have earned under the employment contract for twelve months from the actual date of termination or the termination date set forth in this employment contract, whichever is shorter.

G. Death of the Superintendent.

11. KEY EMPLOYEE CLAUSE

The Superintendent must provide the District with at least ninety (90) days working transitional notice of intention to terminate from the District. Failure to provide such notice may result in a 3% annual salary penalty.

12. GOVERNING LAW

If any disputes arise around the interpretation of implementation of this employment agreement, said dispute shall be resolved in accordance with the laws of the State of Nevada, and jurisdiction of any dispute shall be in the courts in Lyon County.

IN WITNESS HERETO, the District and the Superintendent agree to the terms set forth herein on the date specified in paragraph 1 above.

LYON COUNTY SCHOOL DISTRICT
"DISTRICT"

By _____
Holly Villines, Board of School Trustees President

Wayne L. Workman
"SUPERINTENDENT"

By _____
Wayne L. Workman

This Employment Contract was approved by vote of the Board of Trustees at a public meeting duly held on December 21, 2021 and has been made a part of the minutes of that meeting.

School District	Student Enrollment	Total Teachers (NRC)	Total Annual Salary
Carson City	7,600	492	$178,000.00
Churchill	3,250	188	$145,000.00
Clark	304,000	17,963	$320,000.00
Douglas	5,209	362	$154,201.00
Elko	9,959	606	$180,000.00
Esmeralda	103	11	$80,000.00
Eureka	350	31	$148,000.00
Humboldt	3,342	207	$165,062.35
Lander	1,000	70	$137,253.00 this year ($141,371.00 in 22/23)
Lincoln	854	85	$130,000.00/$2,000.00 in longevity
Lyon	8,815	524	$170,414.00
Mineral	606	48	$140,000.00
Nye	5,637	331	$154,500.00
Pershing	652	63	$154,500.00
Storey	444	31	$170,000.00
Washoe	62,000	3,888	$265,000.00
White Pine	1,200	76	$153,419.00

Lyon CSD Graduation Rates for Classes of 2012-2021

	2012	2013	2014	2015	2016	2017	2017 Actual w/Adult Ed	2018	2018 Actual w/Adult Ed	2019	2019 Actual w/Adult Ed	2020	2020 Actual w/Adult Ed	2021	2021 Actual w/Adult Ed
State	62%	63%	71%	70.77%	73.55	80.55%	80.55%	83.17%	83.17%	84.11%	84.11%	82.60%	82.60%	81.3%%	81.3%%
District	73%	78%	78.50%	74.69%	81.29	83.59%	83.59%	84.76%	84.76%	86.46%	86.46%	86.58%	86.58%	87.82%	87.82%
Dayton High School	78%	85%	80.50%	78%	78.84%	85.12%	???	83.02%	82.42%	83.33%	83.33%	86.36%	85.81%	89.86%	90.26%
Fernley High School	76%	73%	81%	80.60%	86.41%	89.43%	84.93%	88.51%	87.80%	90.13%	88.57%	86.19%	85.27%	84.62%	84.07%
Silver Stage High School	76%	80%	72%	71.60%	80.35%	84.38%	81.82%	91.67%	89.47%	84.06%	84.93%	95.45%	95.71%	90.54%	89.87%
Smith Valley Schools	100%	81%	???	100%	100%	88.89%	88.89%	100%	100%	100%	100%	85.71%	85.71%	100.00%	100.00%
Yerington High School	78%	85%	83%	80.20%	87.64%	89.66%	83.87%	82.22%	78.13%	87.34%	87.34%	85.29%	85.43%	90.11%	90.63%
LCSD Adult Education	???	???	???	???	???	0.00%	0.00%	54.84%	54.84%	74.29%	74.29%	76.67%	76.67%	84.62%	84.62%

LyOnline												62.07%		89.86%	

Lyon County School District
Board Memo

Date: December 21, 2021

To: Board of School Trustees

From: Wayne Workman, Superintendent

Re: Revisions to LCSD Policy GDD: Substitute Teachers

Recommendation
That the Board of Trustees approve the revisions to LCSD Policy GDD: Substitute Teachers as a first reading.

Background Information
LCSD administration has made changes to Policy GDD to provide more clarity regarding who is eligible to be a substitute teacher in LCSD and pay for long term assignments.

Budget Considerations
N/A

Discussed at Previous Meeting
No.

Attachment(s)
LCSD Policy GDD: Substitute Teachers

Respectfully Submitted,

Wayne Workman, Superintendent

SUBSTITUTE TEACHERS

The District acknowledges the important role of the substitute teacher in maintaining continuity of the learning environment for its pupils. Therefore, the Superintendent or ~~their~~ designee is authorized to employ substitute teachers on an "as needed" basis to fill in for the regular teaching staff who are temporarily absent. The District will maintain a list of approved substitute teachers, the areas in which they are qualified, and their preferences in grade level and school assignment.

Demotion, suspension, dismissal, and non-reemployment due process rights do not apply to substitute teachers.

Reference: NAC 391.398, NRS 391.019, NAC 391.~~332~~0897, NAC 391.~~330~~0896, ~~NAC 391.030~~, Title 34 of NRS, ~~NRS 391.090,~~ NAC 391.036, NAC 391.065.

Policy
#GDD Revised
~~10/25/11~~
1/25/2022

SUBSTITUTE TEACHERS – ADMINISTRATIVE REGULATIONS

Substitute teachers who are licensed by the State Department of Education are utilized by the District on both a short- and long-term basis as the need arises. The District uses substitute teachers to provide instruction in the classroom when regularly assigned teachers are absent and for teaching positions for which there is no contract teacher.

In the event the need for the assignment exceeds ten (10) days, the District may offer the substitute teacher a short-term contract. The principal of the school in which the substitute teacher is employed is responsible for recommending the use of short-term contracts when warranted.

1. The District may hire a person who holds an endorsement as a substitute teacher to fill the position of a teacher under contract who is unavailable to teach. The substitute teacher with an endorsement may substitute in the same classroom for unlimited days with the exception of Emergency Subs (see #4).
2. The District may hire, for a period of up to 60 days, a person who holds an endorsement as a substitute teacher to fill a position for which a teacher has not been hired under contract.
    a. If no teacher has been hired under contract after 60 days, the Superintendent or their designee may request authorization from the Department of Education to continue the substitute teacher in the position for an additional 30 days.
    b. If the substitute teacher is assigned to a special education classroom and the District is unable to hire a licensed special education teacher, the District may request that the Department of Education grant an additional extension.
3. A person desiring an endorsement as a substitute teacher shall meet the standards provided in NAC 391.~~332~~0897 and shall obtain an endorsement from the State Department of Education.
4. The District may hire an emergency substitute teacher who meets the requirements of NAC 391.~~330~~0896 provided that the emergency substitute teacher may not serve as a teacher in one classroom for more than five days in any twenty day period. An emergency substitute teacher may be used only in an occurrence of an unforeseen circumstance which requires immediate action, including any period during which a licensed teacher or substitute teacher is not immediately available.
5. The Human Resources Department will maintain a list of available substitute teachers. Arrangements for substitute teachers will be made through the Human Resources office.
6. Substitute teachers under the age of 21 are eligible to substitute teach in the elementary grades (Early Childhood – sixth grade).
7. When working in the same assignment, ~~S~~substitute~~s~~ teachers will be ~~assigned~~ paid according to the following formula:
    a. 1 to 20 days – substitute teacher will be paid at the normal sub daily rate. No fringe benefits.
    b. 21 or more days – substitute teacher will be paid at the long-term sub rate when working in the same assignment over 20 days, paid retroactively from the beginning of the assignment. The higher rate considers increased duties

such as lesson planning and grading. No fringe benefits.

c. The Board will adopt annually a daily and long term salary rate to be paid substitute teachers.

Reference: NAC 391.398, NRS 391.019, NAC 391.~~332~~0897, NAC 391.~~330~~0896, ~~NAC 391.030~~, Title 34 of NRS, ~~NRS 391.090,~~ NAC 391.036, NAC 391.065.

Lyon County School District
Board Memo

Date: December 21, 2021

To: Board of School Trustees

From: Wayne Workman, Superintendent

Re: Revisions to LCSD Policy IKF: Graduation Requirements as a first reading.

Recommendation
That the Board of Trustees approve the revisions to LCSD Policy IKF: Graduation Requirements as a first reading

Background Information
The 2021 Legislature made changes to the graduation requirements for the graduation cohorts of 2023 and beyond. As a result, the Lyon County School District revised Policy IKF over the summer. However, there was a good deal of confusion around the Flex Credits and as a result of conversations with both counselors and administrators we have made additional changes in an effort to clear up any confusion.
The updates not only clear up the confusion on the credit summary but also with the requirements around remediation and apportionment.
It is our hope that by updating this policy, it will make clear the requirements for all in Lyon County School District and a reference for Administration and Counselors that is easily followed.

Budget Considerations
N/A

Discussed at Previous Meeting
N/A

Attachment(s)
Draft of Revised Policy IKF – Graduation Requirements

Respectfully Submitted,
Wayne Workman, Superintendent

GRADUATION REQUIREMENTS

To receive a diploma from Lyon County high schools, a student must fulfill the following requirements: The following requirements (NRS 389.018) shall be in place for students in the graduating cohorts of 2022.

Required Courses	Standard Diploma	Advanced Diploma	Alternative Diploma
English Language Arts	4	4	4
Mathematics	3	4	3
Science (including 2 laboratory classes)	2	3	2
World History or Geography	1	1	1
American History	1	1	1
American Government	1	1	1
*Economics	.5	.5	.5
Arts and Humanities	1	1	1
College and Career Ready Flex Credit	~~2~~1	0	~~2~~1
**Computer Education and Technology (CET)	.5	.5	.5
Health	.5	.5	.5
Physical Education	2	2	2
Elective Coursework	4~~5~~.5	5.5	4~~5~~.5
Total:	23	24	23

*Twelfth grade/senior students new to LCSD may have the Economics course requirement waived by the principal due to extenuating circumstances.
**If a pupil satisfactorily completes a course of study in the use of computers (Computer Education and Technology (CET)) during the seventh or eighth grade, the pupil is not required to take the course of study in the use of computers (CET) in high school.

The following requirements shall be in place for students in the graduating cohorts of 2023 and beyond:

Required Courses	Standard Diploma	Advanced Diploma	Alternative Diploma
English Language Arts	4	4	4
[2]Mathematics	3	4	3
3 Science (including 2 laboratory classes)	2	3	2
World History or Geography	1	1	1
American History	1	1	1
American Government	.5	.5	.5
Economics	.5	.5	.5
Arts and Humanities/CTE	1	1	1
College and Career Ready Flex Credit	~~2~~1	0	~~2~~1
**Computer Education and	.5	.5	.5

Technology (CET)			
Health	.5	.5	.5
Physical Education	2	2	2
Elective Coursework	~~5~~6	6	~~5~~6
Total:	23	24	23

College and Career Ready Flex Credits:

1. CTE Level II or III course of study. This can be two level II's if students have satisfactorily completed the necessary Level I coursework, or a Level II and Level III if the student has satisfactorily completed the necessary Level I coursework.
2. A fourth year of mathematics, which must include Algebra II or another course which follows such a course of study (Computer Science can fulfill a fourth credit in Mathematics); or
3. A third year of science (Computer Science can fulfill a third credit of science).

A pupil is not required to enroll in the courses of study and credits required if the pupil, the parent or legal guardian of the pupil and an administrator or counselor at the school in which the pupil is enrolled mutually agree to a modified course of study for the pupil and that modified course of study satisfies at least the requirements for a standard high school diploma, and adjusted diploma or an alternative diploma, as applicable.

The principal of the school must approve any modified course of study for the pupil on the appropriate form.

Ref NRS 389 & NAC 389

Policy IKF
Revised ~~8/24/2021~~ 1/25/2022

GRADUATION REQUIREMENTS – ADMINISTRATIVE REGULATIONS

Standard Diploma

Students who have earned the required and have completed all of the required assessments shall be awarded a Standard High School Diploma.

Advanced Diploma

Students who have earned a minimum of 24 credits, including 4 credits of English, 4 credits of mathematics, 3 credits of science with at least two laboratory classes, and have completed all of the required assessments shall be awarded an Advanced High School Diploma. Students who have completed the above requirements and earn a weighted grade point average of 3.25 or higher qualify for the Millennium Scholarship.

Diploma Endorsements and Seals

1. A College and Career Ready Diploma Endorsement is available if a student completes the following:
    a. Successfully completes the requirements of the advanced diploma for their graduating cohort year.
    b. Maintained at least a 3.25 GPA (on a 4.0 grading scale, weighted or unweighted) for all units of credit applicable toward graduation)
    c. Must demonstrate proficiency in speaking not less than two languages, or have earned not less than two (2) units of credit used to complete the requirements **listed above** in the following:
        i. Advanced Placement (AP) courses
        ii. International baccalaureate (IB) courses
        iii. Dual-credit/dual-enrollment (DC) courses
        iv. Career and technical education (CTE) courses
        v. Work-based learning courses
        vi. A world language course
    d. Must obtain one *or* both of the following endorsements/seals:
        i. ***College-Ready*** Endorsement
            a. Successfully complete a college readiness assessment prescribed by the Board of Regents of the University of Nevada; and
            b. Receive not less than the minimum scores for initial (non-remedial) placement into college-level English and mathematics courses prescribed by the Board of Regents of the University of Nevada section 1, chapter 16 of title 4 of the Board of Regents Handbook).
        ii. ***Career-Ready*** Endorsement
            a. Successfully complete the ACT National Career Readiness Certificate (NCRC), *level Silver or above; or*
            b. Successfully complete the Armed Services Vocational Aptitude Battery (ASVAB), *score 50 or above*; *or*
            c. Obtain a Career and Technical Education Skills Attainment Certificate (NAC 389.800);*or*

d. Obtain an industry-recognized credential (Nevada's Industry- Recognized Credentials List; pub. August 2017, OWINN)

2. A Career and Technology Education (CTE) endorsement:
    a. A Career and Technical Education endorsement is awarded if a student completes the CTE Program of Study with a 3.0 GPA or better, passes both the End-of-Program and Workplace Readiness Skills assessment.

3. A Bi-literacy Seal is available if a student:
    a. Completes all courses of study in English Language Arts required for graduation with a minimum 2.0 GPA on a 4.0 scale, and
    b. Demonstrates proficiency in 1 or more languages other than English by:
        i. Passing the Advanced Placement Exam in a world language (score of 3 or higher) or
        ii. By passing the AAPPL exam (Intermediate level, I4 or higher).

4. A STEM Seal is available if a student:
    a. Earns at least a 3.25 grade point average, on a 4.0 grading scale, or a 3.85 weighted grade point average.
    b. Demonstrates proficiency in science, technology, engineering and mathematics by earning:
        i. At least 4 credits in science;
        ii. At least 4 credits in mathematics;
        iii. At least 1 credit in computer science, engineering, manufacturing, electronics or a career and technical education program of study in information and media technologies or skilled and technical sciences;
        iv. Any one of the following:
            a. A score of 3 or higher on an advanced placement examination in science;
            b. A score of 4 or higher on an international baccalaureate examination in science;
            c. A score of 650 or higher on a SAT Subject Test in science;
            d. A score of 23 or higher on the ACT in science;
            e. A grade of B or higher in a college-level science course completed through dual enrollment; or
            f. A score of gold or higher on the ACT National Career Readiness Certificate; and
        v. Any one of the following:
            a. A score of 3 or higher on an advanced placement examination in mathematics;
            b. A score of 4 or higher on an international baccalaureate examination in mathematics;
            c. A score of 530 or higher on the SAT in mathematics;
            d. A score of 22 or higher on the ACT in mathematics;
            e. A grade of B or higher in a college-level mathematics course completed through dual enrollment; or
            f. A score of gold or higher on the ACT National Career Readiness Certificate.

5. A STEAM Seal is available if a student:

a. Earns at least a 3.25 grade point average, on a 4.0 grading scale, or a 3.85 weighted grade point average.
b. Demonstrates proficiency in science, technology, engineering, the arts and mathematics by earning:
    i. At least 3 credits in science;
    ii. At least 4 credits in mathematics;
    iii. At least 1 credit in computer science, engineering, manufacturing, electronics or a career and technical education program of study in information and media technologies or skilled and technical sciences;
    iv. At least 1 credit in fine arts;
    v. Any one of the following:
        a. A score of 3 or higher on an advanced placement examination in science;
        b. A score of 4 or higher on an international baccalaureate examination in science;
        c. A score of 650 or higher on a SAT Subject Test in science;
        d. A score of 23 or higher on the ACT in science;
        e. A grade of B or higher in a college-level science course completed through dual enrollment; or
        f. A score of gold or higher on the ACT National Career Readiness Certificate; and
    vi. Any one of the following:
        a. A score of 3 or higher on an advanced placement examination in mathematics;
        b. A score of 4 or higher on an international baccalaureate examination in mathematics;
        c. A score of 530 or higher on the SAT in mathematics;
        d. A score of 22 or higher on the ACT in mathematics;
        e. A grade of B or higher in a college-level mathematics course completed through dual enrollment; or
        f. A score of gold or higher on the ACT National Career Readiness Certificate.

6. A Seal of Financial Literacy is available if a student:
    a. Earns at least a 3.25 grade point average, on a 4.0 grading scale, or a 3.85 weighted grade point average.
    b. Demonstrates proficiency in financial literacy by earning:
        i. At least 3 credits in a subject area in which instruction on financial literacy is provided; and
        ii. Either of the following:
            a. A grade of B or higher in a college-level course in which instruction on financial literacy is provided; or
            b. A score of gold or higher on the ACT National Career Readiness Certificate.

7. A Seal of Civics is available if a student:
    a. Earns at least a 3.25 grade point average, on a 4.0 grading scale, or a 3.85 weighted grade point average.
    b. Demonstrates proficiency in civics by earning:
        i. At least 3 credits in Social Studies;
        ii. A score of at least 90 percent on the examination for civics

required by pursuant to NRS 389.009; and

iii. A satisfactory score in citizenship.

c. Completes a service learning project.

Adjusted Diploma

A pupil with a disability who does not satisfy the requirements for receipt of a standard high school diploma may receive an adjusted diploma if the pupil satisfies the requirements set forth in their Individualized Education Program (IEP). Whereas achievement of the Standard Diploma will terminate a student with a disability's guarantee to a Free and Appropriate Public Education (FAPE) provided through the Individuals with Disabilities Education Act (IDEA) of 2004, achievement of the Adjusted Diploma will not terminate a student's FAPE. Students with disabilities who achieve an Adjusted Diploma will be able to remain in school until their 22nd birthday and those who choose to do so will continue to receive services under IDEA.

Alternative Diploma

High school students who pursue the Alternative Diploma must complete a required series of credited, standards-aligned courses. This alignment parallels the requirements of the Standard Diploma. However, whereas achievement of the Standard Diploma will terminate a student with a disability's guarantee to a Free and Appropriate Public Education (FAPE) provided through the Individuals with Disabilities Education Act (IDEA) of 2004, achievement of the Alternative Diploma will not terminate a student's FAPE. Students with significant cognitive disabilities who achieve an Alternative Diploma will be able to remain in school until their 22nd birthday and those who choose to do so will continue to receive services under IDEA.

In order to earn the Nevada Alternative Diploma, a student must:

1. Be a student with a disability
2. Participate in the Nevada Alternate Assessment;
3. Successfully completes the requirements of the Alternative Diploma for their graduating cohort year.

Credit for completed courses for the Alternative Diploma can be issued by either a special educator who delivers standards aligned curriculum or a general educator who delivers standards aligned curriculum. If a student is receiving the academic content necessary to achieve the Alternative Diploma in a self-contained or other special education setting, then it will likely be the special educator teaching within that setting who issues the credit for completed coursework. If a student is receiving the content necessary to achieve the Alternative Diploma in a general education setting, then the credit may be issued by the general educator or by the special educator. Within an inclusive general education environment, students with significant cognitive disabilities will likely require substantial modifications and accommodations to access standards aligned curriculum. These adaptations will necessitate active team planning and collaboration between the special educator, general educator, and possibly a para-educator. Because both the special educator and general educator will take an active and significant role in the delivery of the required curriculum in an inclusive setting, either may issue the credit for the completed coursework.

Credit Regulations

Students must be regularly enrolled in a high school to be eligible for the granting of credit toward a diploma from Lyon County high schools.

Principals may require the enrollment in additional courses on a prescriptive basis for those students who continue to display skill deficiencies in the areas of reading, mathematics and language arts after fulfilling minimum course work.

Students may repeat a class to improve upon a grade and have that grade calculated into their grade point average provided that the first attempt continues to appear on the transcript with a designation of NG (no grade) to indicate the course was repeated. A student may not receive credit twice for a repeated course.

Seniors who earn a minimum score of ~~17~~18 for English and ~~20~~22 for Mathematics on the ACT may be enrolled in the equivalent of five periods on a traditional seven period unless they meet the following exceptions. Students who do not meet the minimum ACT scores or the exceptions outlined below, must be enrolled in a minimum of six classes on a traditional seven period schedule. The exceptions below are all 5th semester benchmarks which must be met by the end of the fall semester of the student's junior year unless otherwise indicated.

Exceptions:

Has an IEP or 504 Plan that delineates a reduced academic course of study or

Advanced Placement (AP) coursework – 5th semester benchmark:

- Complete two (2) honors courses in academic areas, achieving a B average or higher; or
- Complete one (1) AP course, achieving a B average/'3' or higher; or
- Enrollment in two (2) or more AP courses, achieving a C or better in 5th semester; or

Dual Credit (DC) coursework – 5th semester benchmark:

- Complete 1 dual credit course, ~~the 5th semester with~~ achieving a B or higher; or
- Enrollment in 1 dual credit course in the 6th semester; or

Career and Technical Education (CTE) coursework – 5th semester benchmark:

- Enrollment in a Level 3 CTE Course, ~~with~~ achieving a B ~~or higher~~ average or higher in the CTE ~~course~~ program of study; or
- Completion of a Level 2 CTE course, ~~with~~ achieving a B ~~or higher~~ average or higher in the CTE ~~course~~ program of study; or
- Enrollment in a Level 2 CTE course, ~~with~~ achieving a B ~~or higher~~ average or higher in the CTE ~~course~~ program of study;

Work Based Learning (WBL) Coursework – 5th semester benchmark:

- Enrollment in one (1) approved WBL course that aligns with high- priority, in-demand ~~jobs~~ occupations identified by the ~~Governor's Office of Workforce Innovation (OWINN)~~ state (SB 516); or
- Completion of one (1) approved WBL course that aligns with high-priority, in-demand occupations identified by the ~~Governor's Office of Workforce Innovation (OWINN)~~ state (SB 516); or

Completion of the ACT with a minimum score of 18 in ACT English and a minimum score of 22 in ACT Mathematics; or

Completion of the SAT with a minimum score of 500 in SAT Critical Reading and a minimum score of 500 in SAT Mathematics; or

Completion of the ACT National Career Readiness Certificate (NCRC) with a minimum score of *Silver*; or

Completion of the Armed Services Vocational Aptitude Battery (ASVAB) with a minimum score of 50; or

Completion of the Career and Technical Educational Skills Attainment Certificate (NAC 389.800); or
Obtainment of an industry-recognized credential pursuant to Nevada's Eligible Industry Credentialing List.

- Credit for correspondence or on-line accredited courses shall be granted toward graduation only when a student has received the written approval of the high school principal in advance of enrollment in the course.

Credit for college or university level course work will be granted toward graduation under the following criteria:

1) The courses taken at the college or the university should be courses that take the student beyond the high school course offerings, either in academic areas or employable skills.
2) Distance learning courses offered for dual credit may be taken by high school students in pre-approved courses.
3) Approved college level courses of three credits or more will be counted as 1 high school credit. One or two credit courses will be counted as .5 high school credit.

- Any exceptions to this policy must be approved in advance by the high school principal and Superintendent or designee.

Re-evaluation of all courses will continue to take place with special attention given to college preparatory courses, CTE programs, and elective courses.

Any exceptions to the above credit regulations must be reviewed and receive written approval by the Superintendent or designee.

Early Graduation

The Board of Trustees will not accept any modification of the four-year attendance requirement for high school graduation unless the student has satisfactorily completed all requirements as set forth by the Lyon County School District, the Nevada State Board of Education, and have the recommendation of his/her principal and counselor, the written consent of the legal guardian, and review and approval of the Superintendent or designee and the Board of School Trustees.

The student who chooses to follow a modified program will not be allowed to participate in school activities following withdrawal from regular enrollment.

Students who choose to follow a modified program will make application for early graduation to the Superintendent or designee to be approved by the Board of School Trustees prior to the second semester of their sophomore year. Any exception to the procedure must be reviewed and approved by the Superintendent or designee.

Academic Load Requirements

Students in grades 9-11 must be enrolled in a full load of courses based on the master schedule of the school. Students in grade 12 must be enrolled as outlined in subsection (d) of Credit Regulations Only eighth grade and senior students will be permitted to serve as a Teaching Assistant (TA) in one class per semester if they are on track to graduate and maintain a 2.0 or better GPA. Teachers shall have only one TA per semester. Any exceptions must be approved by

the principal.

The school principal or his designee shall evaluate the transcript of a student who transfers into the school from a school outside the school district to determine his/her status under the requirements of this policy.

The transcript of each student shall be audited at least once annually and notice to parents be provided as to each student's progress toward graduation.

A student who has not earned the following number of credits in a given year, shall be deemed "credit deficient":

- End of Freshman year 5 credits.
- End of Sophomore year 11 credits.
- End of Junior year 17 credits.

A student may be allowed a maximum of five (5) consecutive school years from the time he/she enters the ninth grade to complete all requirements for a high school diploma in the comprehensive high school setting at the principal's discretion. Students who do not complete the graduation requirements within this time limitation and intend to continue their education must withdraw from the comprehensive high school and enroll in the Adult Education Program.

SB 147, passed in the 80th session of the Nevada State Legislature, requires that school districts award and accept full or partial credit for coursework that is satisfactorily completed by a homeless, unaccompanied youth or foster pupil without satisfying any attendance requirement for the course or requirement for hours for classroom instruction. Pupils who receive partial credits must also be allowed to appropriately combine those credits, including – without limitation – for the purposes of the total number of credits required for graduation from high school or the minimum number of units of credit required in a core academic subject pursuant to NRS 389.018.

The following is evidence used to determine whether coursework has been satisfactorily completed and the amount of credit to award and accept for the coursework:

- Demonstration of competency by a pupil;
- Performance by a pupil on an examination;
- Successful completion of a program of independent study, or as part of such a program, by the pupil;
- Full or partial credit for coursework completed by a pupil at an accredited public or private school located within or outside of this State that is sought to be transferred;
- Full or partial credit of coursework completed by a pupil at a summer school conducted by an accredited public or private school or institution of higher learning located within or outside of this State that is sought to be transferred;
- Completion by a pupil of a correspondence or distance education course provided by a high school which is nationally accredited or by an entity which appears on the list published by the Department pursuant to NRS 388.834;
- Completion of an apprenticeship program by a pupil;
- Completion of a program by a pupil at a trade or vocational school which is accredited;
- Work experience of a pupil;
- Community service performed by a pupil; and

- Any other evidence or method which is determined to be appropriate by the board of trustees of a school district or sponsor of a charter school, as applicable, and approved by the department.

Schools are encouraged to consider the full spectrum of evidence of coursework completion to remove barriers to credit accrual and on-time graduation for homeless, unaccompanied youth or pupils in foster care. A pupil that receives partial credit for coursework or a course of study must be allowed to appropriately combine the partial credit, including, without limitation, for the purposes of the total number of credits required for graduation from high school or the minimum number of units of credit required in a core academic subject pursuant to NRS 389.018.

Graduation Requirements

The Lyon County School District must award the appropriate high school diploma to a homeless or unaccompanied youth or pupil in foster care who:

- Transfers to a school operated by the district while the pupil is enrolled in grade 11 or 12; and
- Satisfies the requirements prescribed by the State Board to receive a high school diploma, regardless of whether the pupil satisfies any requirement imposed by the school district.

Additionally, if a homeless or unaccompanied pupil who lives in foster care who transfers to a public school while enrolled in grades 11 or 12 is not able to receive a high school diploma within five years from the date on which the pupil enrolled in ninth grade, the district, the pupil, and the pupil's parent or legal guardian, if applicable shall mutually agree on a modified course of study for the pupil that will assist them in satisfying the requirements for a standard diploma, adjusted diploma, alternative diploma or an adult standard diploma as quickly as possible.

Lyon County School District
Board Memo

Date: December 21, 2021

To: Board of School Trustees

From: Wayne Workman, Superintendent

Re: 2021-22 LCSD Educational Services Plan - 6 Month Review

Recommendation
That the Board of Trustees review the Lyon County School District Educational Services Plan for the 2021-22 School Year per the requirements of the Nevada Department of Education.

Background Information
The COVID-19 pandemic has disrupted the lives and operations of everyone in the world. The State of Nevada and the Lyon County School District are certainly no different. As a result of the pandemic and emergency directives in the state, the Nevada Department of Education (NDE) required each district to put together plans for the reopening of schools to begin the 2021-22 school year (NDE Guidance Memo 21-02). This year's plan was presented to and approved by the Lyon CSD Board of Trustees at the June 22, 2021 Board Meeting.

This Lyon County School District Educational Services Plan for the 2021-22 School Year is a requirement of the American Rescue Plan (ARP) Act and is now presented to the Lyon CSD Board of Trustees for the required 6 month review.

Budget Considerations
None.

Discussed at Previous Meeting
2021-22 Educational Services Plan approved at June 22, 2021 meeting.

Attachment(s)
2021-22 LCSD Educational Services Plan
NDE Guidance Memo 21-02

Respectfully Submitted,
Wayne Workman, Superintendent

LYON COUNTY SCHOOL DISTRICT EDUCATIONAL SERVICES PLAN FOR THE 2021-22 SCHOOL YEAR

Approved by the Board of School Trustees - June 22, 2021

Reviewed by the Board of School Trustees - December 21, 2021

Lyon County School District

Regardless of circumstance, we strive to achieve our vision and mission.

Vision: Graduate all students to be successful in college and career.

Mission: Provide relevant learning opportunities that develop adaptable, persistent, and self-directed learners capable of creativity, collaboration, communication, and critical thinking necessary to overcome complex challenges.

483

Our Guiding Principles

1. Ensure the safety and well-being of all students, staff and families
2. Promote equity and accessibility to learning for all students
3. Provide instructional delivery systems to meet the needs of all students
4. Foster positive relationships and interactions
5. Financial Feasibility
6. Community Impact

484

Path Forward Framework

School Operations

Logistics

Communication

Human Resources

485

Full Time In Person Learning

1. Attend school in person every day with all extracurricular opportunities in place
2. Increased sanitation
3. In the case of exposure or quarantine related to COVID-19, students will be given temporary distance learning opportunities through their classroom teacher(s)
4. All students are provided a device (Chromebook) and/or internet connectivity as needed
5. Per IDEA and Section 504 of ADA, all necessary accommodations are made for students and staff

Full Time Distance Learning

District must have an option for families to receive high quality standards-based instruction without physically coming into schools. The LCSD approved platform of the Edgenuity Suite meets this requirement.

This option is available to all families through the state approved LyOnline Distance Education program:

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Elementary and Secondary School Schedules

Each school site leadership team will develop class schedules with student and staff safety as a priority.

1. These schedules will incorporate critical lessons learned from the 2020-21 school year, including but not limited to, passing periods, lunch, recess, etc.

488

Teaching and Learning

- Basic and social emotional needs of students and staff will be met in order to optimize student learning
- All students will continue to have equitable access to high-quality curricular materials and effective instruction
- Standards-based grade level instruction will occur with in-school instruction and distance learning models
- Professional learning opportunities will continue to be available to educators for continuous improvement

489

Safety and Health

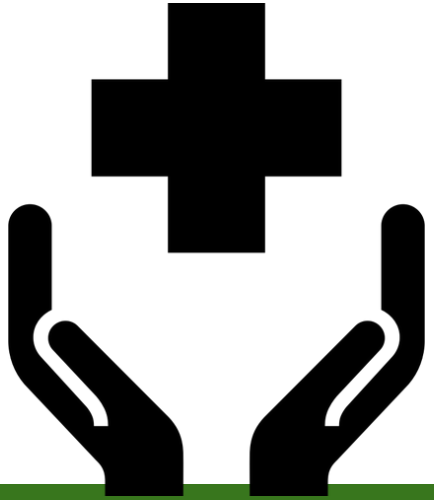
- No single health & safety measure in isolation will effectively mitigate the spread of COVID-19. Therefore, a multi-layered approach, including the following, will be used:
  - Self-screening and remaining home if any illness symptoms are present
  - Enhanced cleaning & hygiene protocols, frequent cleaning of high touch surfaces
  - Contact Tracing may occur as needed
  - A third-party ventilation assessment is being conducted in all LCSD schools
  - LCSD schools are approved for community-based vaccination clinics

490

CDC Guidance and Nevada Emergency Directives

- The Lyon County School District will advise staff, students and families of the current CDC guidance and will be in accordance with Nevada Emergency Directives
- Quad Counties website: www.gethealthycarsoncity.org

CDC
CENTERS FOR DISEASE CONTROL AND PREVENTION



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Nutrition Services

- Breakfast and lunch will be available to all students, even those who are participating in distance education
- Aspects of this service model are contingent on USDA regulations
    - Currently, LCSD will be able to continue offering free meals to children through the end of the 2021-22 school year

Transportation

- Current CDC guidance recommends all occupants on the bus to wear face coverings (exceptions apply)
- Driver will disinfect handrails, seat tops and entrance doors between runs
- Daily disinfecting of buses will be performed by LCSD Transportation

Information Technology

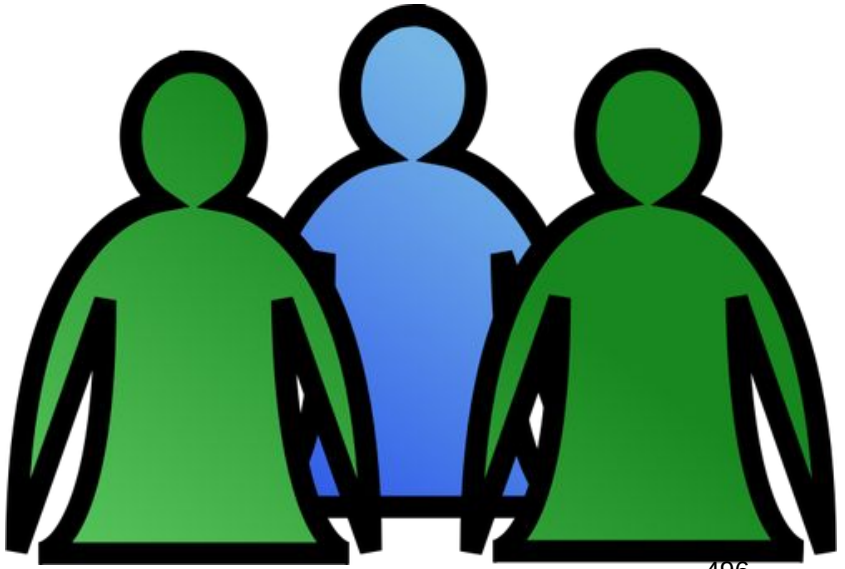
- LCSD will assign a device (Chromebook) to every student that needs one
    - Insurance for the device will also be available for approximately $25 per year
- Students are asked to please see their school administration for a device and/or internet connectivity needs

Communication

- Stakeholders will continue to be updated if new developments arise
- Communication will include a variety of methods such as email, texts, phone calls, social media updates, etc.
- Students will be contacted by a licensed teacher or substitute teacher per the guidance in memo 21-02

Human Resources

- LCSD employee health and safety is a top priority and is essential to our student success
- Therefore, LCSD employees are encouraged to take full advantage of the many health and safety benefits offered by the district



In conclusion...

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497

Steve Sisolak
Governor

Jhone M. Ebert
Superintendent of Public Instruction

Southern Nevada Office
2080 East Flamingo Rd, Suite 210
Las Vegas, Nevada 89119-0811
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STATE OF NEVADA
DEPARTMENT OF EDUCATION

700 E. Fifth Street | Carson City, Nevada 89701-5096
Phone: (775) 687-9200 | www.doe.nv.gov | Fax: (775) 687-9101

GUIDANCE MEMORANDUM 21-02

TO: All School District Superintendents
Charter School Sponsors

FROM: Jhone M. Ebert, Superintendent of Public Instruction

DATE: May 28, 2021

SUBJECT: Guidance for 2021-22 School Year Reopening

This guidance supersedes all previous guidance issued by the Nevada Department of Education (NDE or Department) related to Path Forward Programs of Distance Education, existing authority for which expires at the end of the 2020-21 extended school year.

Background

On April 19, 2021, Governor Sisolak issued Declaration of Emergency Directive 044 requiring the Superintendent of Public Instruction to update the requirements and provide written guidance to county school districts and State and district sponsored charter schools ("districts and schools") regarding reopening plans and plans for Path Forward Programs of Distance Education for the 2021-22 school year.

This memo describes the requirements for offering distance education during the 2021-22 school year. To support districts and schools in planning ahead, the final section of this memo provides background information regarding the reopening plans federally required under the American Rescue Plan (ARP) Act.

In-Person Instruction

In accordance with Directive 044, effective May 1, 2021, authority for managing certain COVID-19 mitigation measures is delegated to district leaders and charter school sponsors. Superintendents and charter school sponsors ("LEA leaders") may determine capacity limits, social distancing protocols, and sanitation protocols for school transportation, spaces within school buildings or on school grounds, and for public gatherings and events of up to 250 people.[1] LEA leaders should make these decisions in consultation with staff and families as well as local public health authorities.

Path Forward Programs of Distance Education

Given local control over mitigation requirements, it is anticipated that districts and schools will open for

[1] Public gatherings and events of over 250 people organized or hosted by districts or schools or in school buildings or on school grounds require a Large Gathering Plan pursuant to Directives 044 and 041.

the 2021-22 school year with the capacity to offer in-person learning to all students. However, due to the need to accommodate student and family health and safety concerns and the potential need for students to have access to education while under quarantine, Section 15 of Directive 044 requires that all districts and schools provide a distance education option for students throughout the remainder of the Governor's Declaration of Emergency in response to COVID-19. Therefore, all districts and schools must submit a Plan for a Path Forward Program of Distance Education for the 2021-22 school year and the accompanying certification as described below. This requirement does not apply to programs of distance education as approved by NDE in accordance with Nevada Administrative Code (NAC) 388.830.

Distance education options must be available to all students, regardless of their public school of enrollment, if they have documentation from a medical professional related to a condition that would be compromised by attending school in-person or if they are quarantined on the advice of local public health officials. In addition, county school districts must provide distance education options to any student based on parent/guardian request through a process to be established by the district. County school districts may restrict entry into and exit from distance education to certain times within the academic year (i.e., beginning/end of quarter, semester, etc.)

Minimum Requirements for Path Forward Programs of Distance Education

In implementing Path Forward Programs of Distance Education, districts and schools must ensure students participating in distance education have access to the technology necessary to participate in distance education, such as access to a computer and internet connectivity, or plan to provide accommodations for students without access to such technology. Districts and schools must provide opportunities for distance education as follows:

(1) Any district or charter school student who has documentation from a medical professional related to a condition that would be compromised by attending school in-person or is quarantined on the advice of local public health officials must have an opportunity to access and participate in distance education.
(2) All county school district students must have an ability to access and participate in distance education at the request of their parent/guardian through a process to be established by the district.

In addition, districts and schools must implement Path Forward Programs of Distance Education as follows:

(1) A licensed teacher or substitute teacher must attempt to contact each student via electronic means or by telephone at least once per instructional day; if a student's lack of access to a telephone or internet service results in an inability to be contacted, a licensed teacher or licensed substitute teacher must attempt contact via other means (e.g., home visit) once per week and maintain a record of attempts.
(2) The program of instruction must provide appropriate education for English Learners, students with Individualized Education Programs, and students with 504 Plans.
(3) Licensed teachers and/or licensed substitutes must be accessible to students through the internet or by telephone during the school's regularly scheduled instructional hours.
(4) Students participating in distance education must receive access to the nutrition services to which they are entitled.
(5) Districts and schools must use a consistent method in Infinite Campus for recording contact with students participating in distance education, which may include students demonstrating regular weekly progress in their classwork that can be verified through a learning management system.

No later than July 14, 2021:

- School district superintendents must submit the signed certification form attached via email to

Amelia Thibault at acthibault@doe.nv.gov. District plans describing their approach to Path Forward Programs of Distance Education must be incorporated into the federally required LEA Plans for Safe Return to In-Person Instruction and Continuity of Services, described in more detail below.

- Charter school leaders must submit the signed certification and their Plans for Path Forward Programs of Distance Education to their sponsor; sponsoring authorities will compile and transmit the forms and plans to the Department.

Hybrid Learning

For the purposes of this guidance, "hybrid learning" is defined as any arrangement under which a district or school is providing in-person instruction concurrently with distance education either through electronic means or through paper correspondence. This may include scenarios under which some students are learning in-person and others are learning through distance education, as well as scenarios under which all students are alternating between in-person instruction and distance education on a regular schedule.

Districts and schools may, but are not required to, consider the following approaches to implementing hybrid learning:

- Prioritizing in-person instruction for students most negatively impacted by COVID-19, including students from families experiencing poverty, students of color, English learners, students with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students;
- Evaluating students' Individualized Education Programs or 504 Plans to determine whether the provision of services requires in-person instruction or interaction;
- Determining that certain grade levels or courses are better suited to in-person instruction or distance education; or
- Considering documented student and family medical circumstances.

Districts and schools may *not* determine whether students receive in-person instruction or distance education based on perceived access to technology, at-home support, or any other considerations of means or determinations of district or school personnel that are not based on evidence.

Attendance

Daily attendance must be taken for all modes of learning: in-person, hybrid, and full distance, except for schools that have approved Programs of Distance Learning per NAC 388.830. Schools with approved Programs of Distance Learning may continue to take attendance per NAC 387.193.

Daily attendance may be satisfied in any of the following ways:

(1) The student is physically present; and/or
(2) The pupil makes progress in their classwork leading toward mastery of Nevada Academic Content Standards and/or a course's completion that can be verified through a learning management system or other means; and/or
(3) The pupil participates in a real-time (synchronous) class session; and/or
(4) The pupil meets with or otherwise communicates with a licensed teacher or licensed substitute teacher who is able to discuss the pupil's progress in the course.

If a pupil participating in distance education full- or part-time demonstrates any one of the four criteria, the pupil is considered present for the full day. If the pupil does not demonstrate at least

one of the four criteria, they are considered absent for the full day.

Federally Required Plan for Safe Return to In-Person Instruction and Continuity of Services
This section of the document is informational to provide LEAs with context that may inform the process used by LEAs to formulate and finalize their Plans for Path Forward Programs of Distance Education.

On April 22, 2021, U.S. Department of Education (USED) published an interim final rule (IFR) related to the implementation of the American Rescue Plan (ARP) Act. Per USED requirements, LEAs must either:

(a) Within 30 days of receipt of ARP Elementary and Secondary School Emergency Relief (ESSER) funds, develop and make publicly available on the LEA's website a plan for the safe return to in-person instruction and continuity of services; or
(b) Have developed and made publicly available on the LEA's website such a plan that meets statutory requirements before the enactment of the ARP Act, which must be revised no later than six months after it was last reviewed.

Given the USED guidance regarding LEA Plans for Safe Return to In-Person Instruction and Continuity of Services ("LEA Plans for Safe Return"), it is anticipated that all LEAs[2] must update or replace their 2020-21 reopening plans (as previously required by Emergency Directive 022) to meet the statutory requirements of the ARP Act.

The IFR regarding the LEA Plans for Safe Return is excerpted below for your ease of reference:

"First, the requirement clarifies that an LEA's plan must include how it will maintain the health and safety of students, educators, and other school and LEA staff, and the extent to which it has adopted policies, and a description of any such policies, on each of the CDC's safety recommendations including:

- Universal and correct wearing of masks;
- Modifying facilities to allow for physical distancing (e.g., use of cohorts/podding);
- Handwashing and respiratory etiquette; cleaning and maintaining healthy facilities, including improving ventilation; contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments;
- Diagnostic and screening testing;
- Efforts to provide vaccinations to school communities;
- Appropriate accommodations for children with disabilities with respect to health and safety policies; and
- Coordination with State and local health officials.

"Second, the requirement further clarifies that the plan must describe how the LEA will ensure continuity of services, including but not limited to services to address students' academic needs and students' and staff social, emotional, mental health and other needs, which may include student health and food services.

"Third, the requirement provides that, during the period of the ARP ESSER award established in section 2001(a) of the ARP Act (i.e., until September 30, 2023), an LEA must periodically, but no less frequently than every six months, review and, as appropriate, revise its plan. Consistent with section 2001(i)(2) of the ARP Act, which requires an LEA to seek public comment on the development of its plan, an LEA must seek public input and take such input into account in determining whether to revise its plan and, if it determines revisions are necessary, on the

[2] Districts that do not receive ARP ESSER funds via the Title I methodology do not have to complete LEA Plans for Safe Return and instead must submit a memo to the Department briefly describing their Path Forward Program of Distance Education.

revisions it makes to its plan, i.e., the LEA must seek public input on whether to revise its plan and on any revisions to its plan no less frequently than every six months (taking into consideration the timing of significant changes to CDC guidance on reopening schools). The requirement clarifies that, if the LEA revises its plan, the revised plan must address each of the aspects of safety currently recommended by the CDC or, if the CDC has updated its safety recommendations at the time the LEA is revising its plan, each of the updated safety recommendations. The requirement also clarifies that an LEA that developed a plan prior to enactment of the ARP Act that meets the requirements under section 2001(i)(1) and (2) of the ARP Act but does not address each of the required aspects of safety established in this requirement must, as part of the required periodic review, revise its plan consistent with these requirements no later than six months after it last reviewed its plan.
"Fourth, under the requirement, the plans must be: In an understandable and uniform format; to the extent practicable, written in a language that parents can understand or, if not practicable, orally translated; and upon request by a parent who is an individual with a disability, provided in an alternative format accessible to that parent."

In addition, the Frequently Asked Questions document released by USED on May 26, 2021 indicates that "an LEA may use ESSER and GEER funds to engage the public on the development of the safe return to in-person instruction plan and for conducting active and sustained engagement with the school community. This includes using funds to cover the costs of conducting ongoing outreach, paying for translating and interpreting services as needed to ensure effective communication with individuals with limited English proficiency, providing reasonable accommodations such as interpreters and written materials in alternate formats for individuals with disabilities upon request, holding public meetings (including virtually), and conducting surveys of families, students, educators, and other staff to better understand their perceptions, needs, and concerns."

Next Steps Regarding ARP ESSER

- *Application Opens June 14, 2021*: NDE has requested an extension from USED to release the ARP ESSER application on June 14. This request was made with our LEAs in mind as, once we release the application it will start the 30-day window for LEAs to complete their Plans for Safe Return and 90-day window to complete ARP ESSER Funding plans.

- *LEA Plans for Safe Return Due July 14, 2021:* LEA Plans for Safe Return will be submitted via ePAGE and will be due per federal requirements no later than July 14.

- *LEA ARP ESSER Funding Plans Due September 10, 2021*: NDE is in the process of finalizing an ARP ESSER Resource Guide to support LEAs in creating plans and applying for ARP ESSER funds. LEA plans for ARP ESSER funds are distinct and have a separate set of federal requirements than LEA Plans for Safe Return to In-Person Instruction and Continuity of Services. LEA ARP ESSER funding plans will be due in ePAGE September 10.

If you have any questions related to this guidance, please contact Chief Strategy Officer Jessica Todtman at jtodtman@doe.nv.gov or 702-757-7203.

Lyon County School District
Board Memo

Date: December 21, 2021

To: Board of School Trustees

From: Wayne Workman, Superintendent

Re: Operations and Funding During the COVID-19 Pandemic and the Nevada State of Emergency

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Recommendation
At the discretion of the Board of Trustees.

Background Information
The global pandemic from COVID-19 necessitating the Nevada State of Emergency in March 2020 has had a lasting and significant impact on everyone. The Lyon County School District has been required to make very difficult decisions that altered operations significantly during the 20-21 school year. As we begin the 21-22 school year, we must continue this process, albeit at a lesser degree for now. As a condition of receiving the relief funding from the federal government, the LCSD was required to develop a "Reopening Schools Plan". Since we were open during the 20-21 school year, the LCSD decided to call it the 21-22 Educational Services Plan. There is a requirement to update this plan at least every 6 months as needed.

Many decisions must be revisited throughout the school year in a manner that best protects the LCSD from potential litigation, but also balances our mission of educating the whole child. The LCSD recognizes the importance of extra/co-curricular activities in achieving this mission. We must also consider that this conversation is fluid and will likely be on-going as circumstances continually change with the pandemic and state of emergency. Additionally, any decisions made may be subject to change due to new directives. This is a standing item on each agenda and an opportunity for the board of trustees to review and discuss any possible changes to decisions already made and/or make new decisions.

Budget Considerations
Unknown.

Discussed at Previous Meeting
Yes

Attachment(s)
Declaration of Emergency Directive 048.pdf
Directive 048 Summary - School Settings.pdf
2021-22 LCSD Educational Services Plan.pdf

Respectfully Submitted,
Wayne Workman, Superintendent

LYON COUNTY SCHOOL DISTRICT EDUCATIONAL SERVICES PLAN FOR THE 2021-22 SCHOOL YEAR

Presented to the Board of
School Trustees at the
June 22, 2021 Meeting

Lyon County School District

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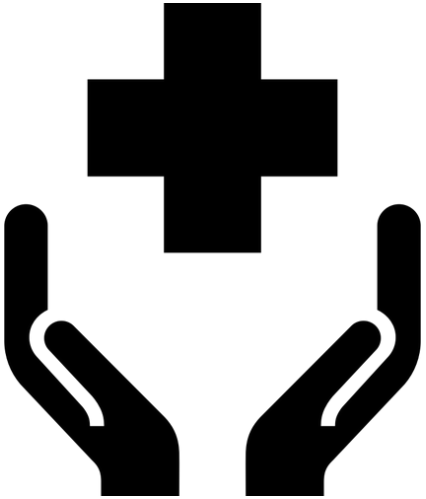
- No single health & safety measure in isolation will effectively mitigate the spread of COVID-19. Therefore, a multi-layered approach, including the following, will be used:
    - Self-screening and remaining home if any illness symptoms are present
    - Enhanced cleaning & hygiene protocols, frequent cleaning of high touch surfaces
    - Contact Tracing may occur as needed

512

CDC Guidance and Nevada Emergency Directives

- The Lyon County School District will advise staff, students and families of the current CDC guidance and will be in accordance with Nevada Emergency Directives.

CDC
CENTERS FOR DISEASE CONTROL AND PREVENTION



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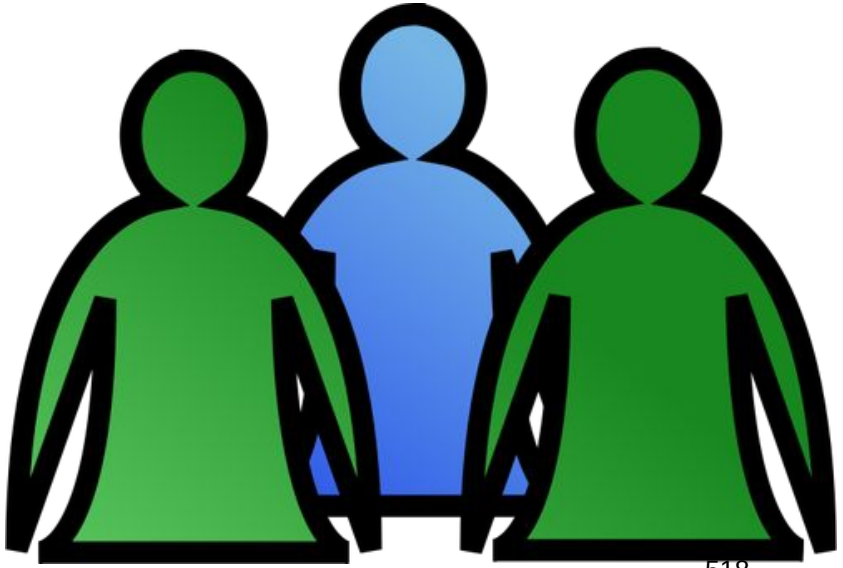

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519

State of Nevada

Executive Department

DECLARATION OF EMERGENCY

DIRECTIVE 048

520

WHEREAS, on March 12, 2020, I, Steve Sisolak, Governor of the State of Nevada, issued a Declaration of Emergency to facilitate the State's response to the COVID-19 pandemic; and

WHEREAS, on March 13, 2020, Donald J. Trump, President of the United States, declared a nationwide emergency pursuant to Sec. 501(6) of the Robert T. Stafford Disaster Relief and Emergency Assistance Act, 42 U.S.C. 5121-5207 (the "Stafford Act"); and

WHEREAS, the World Health Organization advises that the novel coronavirus that causes COVID-19 virus is highly contagious, and spreads through respiratory transmission, and direct and indirect contact with infected persons and surfaces; and

WHEREAS, the World Health Organization advises that transmission occurs through both droplet and airborne transmission, where droplet transmission occurs when a person is in close proximity to someone who is infected with COVID-19; and

WHEREAS, the World Health Organization advises that contact transmission occurs by direct contact with infected people or indirect contact with surfaces contaminated by the novel coronavirus; and

WHEREAS, on March 14, 2020, I formed a COVID-19 Medical Advisory Team to provide medical guidance and scientifically based recommendations on measures Nevada could implement to better contain and mitigate the spread of COVID-19; and

WHEREAS, in late December 2020, Nevada began distributing COVID-19 vaccines; and

WHEREAS, Nevada's hospitalization rate for suspected and confirmed COVID-19 cases has trended downward after mid-January 2021; and

WHEREAS, since mid-January 2021, the 14-day moving average test positivity rate has generally declined, but COVID-19 still poses a substantial threat to the public health; and

WHEREAS, on February 14, 2021, I issued Emergency Directive 037, which set forth a stepped approach to easing the restrictions on the size of gatherings, reduced capacity for bars, restaurants, and other businesses, that were implemented during the Statewide Pause; and

WHEREAS, Emergency Directive 037 provides that, beginning on May 1, 2021, it may be appropriate to transition the management of certain mitigation measures to the counties, if COVID-19 cases continue to decline; and

WHEREAS, Emergency Directive 041, issued on March 12, 2021, sets forth a process for counties to create a COVID-19 Local Mitigation and Enforcement Plan ("Local Plan") that will provide for local control and enforcement of certain COVID-19 mitigation measures; and

WHEREAS, on April 27, 2021, the national Centers for Disease Control and Prevention ("CDC") released updated guidance recommending that all persons, whether vaccinated or not, continue to wear a mask while indoors. The CDC guidance also outlines situations where there is a low risk of spreading COVID-19 and wearing a mask may not be necessary, depending on whether an individual is fully vaccinated or not; and

WHEREAS, many Nevadans will choose to continue to wear a face covering in situations where doing so is not required, based on their personal judgments about their own health risks and those of their household members; and

WHEREAS, infectious disease and public health experts advised that wearing a mask or other face covering remains an important and effective measure to reduce the spread of COVID-19; and

WHEREAS, new variants of the COVID 19 virus have been identified, and medical experts have determined that some of these variants are significantly more contagious than previously known variants; and

WHEREAS, the CDC has identified the "delta" variant of COVID-19 and has deemed it a "variant of concern" due to its higher transmissibility; and

WHEREAS, COVID-19 cases in Nevada have trended upward since early July, 2021, the test positivity rate has climbed to over 15%, and most cases in Nevada have been identified as the delta variant; and

WHEREAS, on July 27, 2021, the CDC released updated guidance that all persons in counties with substantial or high transmission, whether vaccinated or not, continue to wear a mask while in indoor public spaces; and

WHEREAS, CDC's July 27, 2021 updated guidance recommends universal masking in schools, for all students and staff, regardless of vaccination status, and regardless of the level of community transmission. The CDC explained that this is due to the large population of children who are ineligible for vaccination and the low level of vaccination rates nationally; and

WHEREAS, on May 3, 2021, the Governor issued Emergency Directive 045, which provides, among other things, that the State of Nevada requires the wearing of masks in a manner consistent with current guidance from the CDC, including any subsequent guidance issued by the CDC; and

WHEREAS, in-person instruction and participation in sports and extracurricular activities is vitally important to the positive academic, emotional, and social development of students in kindergarten through 12th grade; and

WHEREAS, many children are not yet eligible to receive a vaccine against COVID-19 and it is therefore imperative that other mitigation measures be used to protect children and to prevent disruption to in-person learning; and

WHEREAS, Nevada's counties have differing characteristics, including geography and population density; and

WHEREAS, COVID-19 remains a statewide public health crisis and requires that certain mitigation measures and emergency management functions will continue to be managed at the state level to protect the overall health and safety of all Nevadans; and

WHEREAS, NRS 414.060 outlines powers and duties delegated to the Governor during the existence of a state of emergency, including without limitation, directing and controlling the conduct of the general public and the movement and cessation of movement of pedestrians and vehicular traffic during, before and after exercises or an emergency or disaster, public meetings or gatherings; and

NOW THEREFORE, by the authority vested in me as Governor by the Constitution and the laws of the State of Nevada and the United States, and pursuant to the March 12, 2020 Emergency Declaration,

IT IS HEREBY ORDERED THAT:

SECTION 1: The provisions of previous Directives are hereby superseded only by the explicit provisions of this Directive. Any provisions not addressed by this Directive shall remain in force as provided by previous Directives or regulations promulgated pursuant to the March 12, 2020 Declaration of Emergency.

SECTION 2: The term "indoor public setting" means any indoor area where people who are not members of the same household may be present. The term includes office buildings, breakrooms, hallways, cafeterias, meeting rooms, and other areas where people may interact, even though the public at large does not have access to the area.

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SECTION 3: Notwithstanding anything to the contrary in Section 2 of Directive 047, for purposes of Nevada's emergency directives, the level of community transmission of COVID-19 in a county (hereinafter "County Level") will be determined as provided in this Section.

The CDC's COVID Data Tracker (available at https://covid.cdc.gov/covid-data-tracker/#county-view) defines "low," "moderate," "substantial," and "high" COVID transmission levels. The State will use the data and transmission levels from the CDC's COVID Data Tracker, and may additionally use State data on testing, to determine the County Level for each county on a weekly basis, using a 14-day look-back period, as described below.

A county's initial County Level is the transmission level indicated for that county by the CDC as of noon on Tuesday, July 27, 2021. Each Tuesday, the State will review the transmission level for each county based on data from the CDC's COVID Data Tracker. If the CDC data show that a county's transmission level has changed from its initial or prior level, and the county has remained within the new level for two consecutive weeks, the State will update the County Level to reflect that change.

Each Tuesday the State will notify each county of its current County Level, as determined pursuant to this Section, and its transmission level based on CDC data. If there is a change in the County Level, the corresponding requirements for face coverings as set forth in this and other Directives shall take effect at 12:01 a.m. on the Friday of that week.

SECTION 4: Section 7 of Directive 024 is hereby amended to read as follows:

The mandatory provisions of this Directive shall not apply to:

1. Except as otherwise provided in Section 5 of this Directive, children who are nine years of age or younger.
2. Individuals experiencing homelessness. Such individuals are encouraged to take protective measures to the greatest extent practicable.
3. Individuals who cannot wear a face covering due to a medical condition or disability, or who are unable to remove a mask without assistance. Persons exempted under this provision should wear a non-restrictive alternative, such as a face shield.

4. Individuals for whom wearing a face covering would create a risk to the person related to their work, as determined by local, state, or federal regulators or workplace safety guidelines.
5. Individuals who are obtaining a service involving the nose or face for which the temporary removal of the face covering is necessary to perform that service.
6. Individuals who are at a restaurant or other establishment that offers food or beverage services, while they are actively eating or drinking.
7. Individuals who are incarcerated. Prisons and jails, as part of their mitigation plans, will have specific guidance on the wearing of face coverings or masks for both inmates and staff, which may be more stringent than the requirements of this Directive.

SECTION 5: Face coverings are required in county school district, charter school, and private school settings as provided in this Section.

In counties with a population of 100,000 or greater, all kindergarten through 12th grade students (regardless of whether they would be exempt from the face covering requirement based on their age) must wear face coverings while inside school buildings unless granted an exemption consistent with this Section. Face coverings are required indoors regardless of vaccination status.

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Notwithstanding anything to the contrary in Directive 047, in counties with a population less than 100,000, each county school district, charter school, and private school shall adopt a face covering policy that addresses whether or under what circumstances face coverings will be required for students while in school buildings or on school campuses. Any such policy must not conflict with the provisions of this Directive or with any face covering requirements imposed by county governments or local health authorities.

In all school settings:

1. All school staff must wear face coverings while inside school buildings, regardless of vaccination status.
2. School building administrators may approve exemptions for:
    a. Students who are medically fragile as documented per an existing Individualized Education Program or health-related 504 Plan; or,
    b. Students or staff who provide documentation from a qualified Nevada-licensed medical professional that they are exempt in accordance with subsection 3 of section 7 of Directive 024.
3. Unless expressly granted exempted consistent with subsection (2) of this Section, all kindergarten through 12th grade students, and all school staff, must wear face coverings while on school buses.
4. Parents, vendors, volunteers, visitors, and guests who are unable or unwilling to wear face coverings under any circumstances or exemptions should not be allowed on school buses or inside school buildings.

Irrespective of any policy adopted by a county school district, charter school, or private school, if a school-wide outbreak of COVID-19 is identified by the applicable local health authority in any school, the use of face coverings for all students in the affected school building(s) is mandatory and must be immediately implemented. Additional mitigation measures may also be required by the local health authority for that school or school building(s). The face covering requirement and any other mitigation measures remain in effect until the local health authority determines that the outbreak is closed.

All school districts, charter schools, and private schools are strongly encouraged to require all students to wear face coverings while inside school buildings.

SECTION 6: All county school districts, charter schools, and private schools, regardless of county transmission level, shall implement a regular COVID-19 testing program for students and staff or volunteers, including but not limited to coaches, leaders, and advisors, who are not fully vaccinated and who are involved in activities that involve travelling to other schools or venues outside of the county for games, tournaments, competitions, concerts, meets, or similar events. Testing must occur at least once per week. If a student, staff member, or volunteer tests positive for COVID-19, current CDC recommendations for isolation and quarantine must be followed.

SECTION 7: The NIAA must promulgate a mandatory COVID-19 testing and mitigation plan for full-contact and close-contact sports. The plan must require at a minimum weekly testing of coaches, staff and athletes participating in these sports who are not fully vaccinated. The plan must include rules and guidance for the use of face coverings by student athletes while both actively and not actively participating in the sporting activity.

Prior to the commencement of competitions of full-contact and close-contact sports between schools in different counties, the individual schools must implement the NIAA testing and mitigation plan and begin the weekly testing protocols required by such.

SECTION 8: If county school districts, charter schools, or private schools require the use of public or private facilities outside of school grounds for educational purposes, including but not limited to instructional activities or administering assessments, such facilities are subject to the mitigation requirements included in this and other applicable Directives.

SECTION 9: The provisions of this Directive remain in effect until amended or terminated by a subsequent Directive promulgated pursuant to the March 12, 2020 Declaration of Emergency to facilitate the State's response to the COVID-19 pandemic, or upon dissolution or termination of the Declaration of Emergency.

IN WITNESS WHEREOF, I have hereunto set my hand and caused the Great Seal of the State of Nevada to be affixed this 4th day of August, in the year two thousand twenty-one.

Governor of the State of Nevada

Barbara K. Cegavske

Secretary of State

Deputy Secretary of State

NEVADA K-12 SCHOOL SETTING SUMMARY GUIDANCE

Updated August 4, 2021

FACE COVERINGS

Given new evidence on the B.1.617.2 (Delta) variant, CDC has updated the guidance for fully vaccinated people. **CDC recommends universal indoor masking for all teachers, staff, students, and visitors to K-12 schools, regardless of vaccination status.** Children should return to full-time in-person learning in the fall with layered prevention strategies in place.

When teachers, staff, and students consistently and correctly wear a mask, they protect others as well as themselves. Consistent and correct mask use is especially important indoors and in crowded settings when physical distancing cannot be maintained.

Below is a summary of masking and testing requirements and recommendations for K-12 county school district, charter school and private school settings within Nevada:

FACE COVERING REQUIREMENTS FOR ALL COUNTY SCHOOL DISTRICT, CHARTER SCHOOL AND PRIVATE SCHOOL SETTINGS WITHIN NEVADA:

- **All school staff** MUST wear face coverings while inside school buildings, regardless of vaccination status.
- All kindergarten through 12th grade students, and all school staff, **MUST wear face coverings while on school buses**, as required by the Centers for Disease Control and Prevention (CDC) Order. CDC's Order applies to all public transportation conveyances including school buses. Regardless of the mask policy at school, passengers and drivers must wear a mask on school buses, including on buses operated by public and private school systems, subject to the exclusions and exemptions in CDC's Order.
- **Parents, vendors, volunteers, visitors, and guests** MUST wear face coverings inside school buildings and on school buses.
    - *Parents, vendors, volunteers, visitors, and guests who are unable or unwilling to wear face coverings under any circumstances or exemptions should not be allowed on school buses, in school buildings, or on school campuses.*

School building administrators **may approve exemptions** for:

- Students who are medically fragile as documented per an existing Individualized Education Program or health-related 504 Plan; or,
- Students or staff who can produce documentation from a qualified Nevada-licensed medical professional that they are exempt in accordance with subsection 3 of section 7 of Directive 024:
    - *"Individuals who cannot wear a face covering due to a medical condition or disability, or who are unable to remove a mask without assistance. Persons exempted under this provision should wear a non-restrictive alternative, such as a face shield."*

FACE COVERING REQUIREMENTS FOR COUNTY SCHOOL DISTRICT, CHARTER SCHOOL AND PRIVATE SCHOOL SETTINGS IN COUNTIES WITH A POPULATION OF 100,000 OR GREATER (Clark County and Washoe County)

- **ALL kindergarten through 12th grade students** (regardless of whether they would be exempt from a face covering requirement based on their age) MUST wear face coverings while inside school buildings unless granted an exemption consistent with this guidance and Directive 048. Face coverings are required indoors regardless of vaccination status.

FACE COVERING REQUIREMENTS FOR COUNTY SCHOOL DISTRICT, CHARTER SCHOOL AND PRIVATE SCHOOL SETTINGS IN COUNTIES WITH A POPULATION LESS THAN 100,000

- Each county school district, charter school, and private school **shall adopt a face covering policy** that addresses whether or under what circumstances face coverings will be required for students while inside school buildings, or on school campuses. Any such policy may be more stringent than this and any other applicable State or local health directives, but may not be more permissive.

Irrespective of any policy adopted by a county school district, charter school, or private school, **if a school-wide outbreak of COVID-19 is identified by the applicable local health authority in any school, a universal face covering policy SHALL be implemented immediately for ALL students in the school building where the outbreak occurred** until the local health authority determines that the outbreak is closed. Additional mitigation measures may be required by the local health authority for that school as deemed necessary by the local health authority.

For purposes of this guidance, a **SCHOOL-WIDE OUTBREAK** is defined as any outbreak that extends beyond one classroom or isolated setting. Local health authorities will make outbreak determinations based upon the findings of case investigation and contact tracing and relative to the specific local setting. The CDC COVID-19 outbreak definition will be utilized in making these outbreak determinations.

All school districts, charter schools, and private schools are strongly encouraged to require all students to wear face coverings while inside school buildings.

TESTING

TESTING REQUIREMENTS FOR ALL COUNTY SCHOOL DISTRICT, CHARTER SCHOOL AND PRIVATE SCHOOL SETTINGS WITHIN NEVADA:

Required regular testing for UNVACCINATED students, staff & volunteers participating in activities that involve travelling to schools outside of their county:

- All county school districts, charter schools, and private schools, regardless of county transmission level, shall implement a regular COVID-19 testing program for **students and staff or volunteers**, including but not limited to coaches, leaders, and advisors, who are not fully vaccinated and who are involved in travelling to other schools or venues outside of the county for athletics and activities such as games, tournaments, competitions, concerts, meets, or similar events.
- **Testing must occur at least once per week.** If a student, staff member, or volunteer tests positive for COVID-19, current CDC recommendations for isolation and quarantine must be followed.
- **This applies to students, staff and volunteers involved in athletics activities**. The Nevada Interscholastic Activities Association (NIAA) must promulgate a mandatory COVID-19 testing and mitigation plan for full-contact and close-contact sports. The plan MUST require at a minimum weekly testing of coaches, staff and athletes participating in these sports who are not fully vaccinated. The plan must include rules and guidance for the use of face coverings by student athletes while both actively and not actively participating in the sporting activity.
    - Prior to the commencement of competitions of full-contact and close-contact sports between separate schools, the individual schools must implement the NIAA testing and mitigation plan and begin the weekly testing protocols required by such.

CDC guidance provides that people who are fully vaccinated do not need to participate in screening testing. However, testing should be made available to fully vaccinated individuals participating in extracurricular and athletic activities.

TESTING RECOMMENDATIONS:

The Nevada Department of Health and Human Services (DHHS) recommends that testing of all those that are unvaccinated, both staff and students occur at least weekly to be effective. In schools where testing of all staff and students is not feasible, schools may consider multiple testing strategies, for example, testing a random sample of at least 10% of staff and students who are not fully vaccinated.

*****If county school districts, charter schools, or private schools require the use of public or private facilities outside of school grounds for educational purposes, including but not limited to instructional activities or administering assessments, such facilities are subject to the mitigation requirements included in this guidance and Directive 048*****

For more detailed guidance on COVID-19 mitigation strategies within K-12 school settings, please reference the Nevada Department of Health and Human Services 2021-22 COVID-19 GUIDELINES FOR PREVENTION AND OUTBREAK CONTROL IN SCHOOL SETTINGS.